

“FAIR PLAY” PRINCIPLES IN THE CONTEXT OF THE INDIVIDUAL PERSONAL DEVELOPMENT

Research notes

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Abstract

Education and upbringing are integral part of the development in every society. One’s pursuit of a harmoniously developed personality ideal, physically perfect, morally noble and intellectually developed, dates back to ancient Greek culture. In the history of Hellas, the Olympic Games symbolize - peace, harmony, the endeavor of self-perfection, beauty - moral and physical. Olympic education, as part of the whole growth and formation of personality, takes its place in the education system of every country. According to Pierre de Coubertin, part of improving one’s personality should be sports education, which he considers to be extremely important for the physical and spiritual development of young people. The paper presents some of the results of the research project titled: Physical Education and Sports as Factors for the Personal Formation and Improvement of Adolescents, and in particular analyzed students’ attitudes toward “fair play” behavior. The study involved 161 students from the primary school of the basic educational degree: 52 (including 25 girls and 27 boys) fifth-grade students, 48 sixth-grade students and 61 seventh-grade students from 3d Primary School “Dimitar Talev”, 7th Secondary School “Kuzman Shapkarev”, and Mathematical High School “Akad. Sergey Korolyov” Blagoevgrad.

Keywords: Education, Olympism, sportsmanlike behavior

INTRODUCTION

Physical education is a powerful factor for the socialization of the individual. It is of great importance for the general process for its construction from the pre-school to the higher education, given the overall formation of the individual and its full participation in society.

Teachers of physical education and sports, participants in the IV National Olympic Conference, accept the Olympic values, personifying the Olympic ideal of humanity as necessary for educating students of the educational system’s different degrees (Olympic charter, 2011). Sports ethics are an integral part of the Olympic principles and ideals. The essence of the Olympic education includes: establishment and observance of rules for “fair play” behaviour on the field; respect towards opponents, teammate, referee, physical and spiritual perfection of the person, fulfilled and active life, health, healthy lifestyle, a spirit of competition, respect, commitment and empathy – These are the human values that underlie the Olympism. The Olympism has the integrative power that allows enriching the processes of physical education and sports training with a philosophy unifying, as stated in the Olympic Charter, “a balanced whole of the unity of the body, spirit and mind” (Olympic Charter, 2011).

Pierre de Coubertin realized the great importance of physical education as required for the formation of a harmonious personality. He claims that sport develops not only the body but also the mental capacity and will, which makes it extremely important for the spiritual development of young people.

The educational requirements are presented as a system of qualities of the student’s personality after a certain educational degree. An advantage of physical education and sports lesson is the element of sports and racing. Crucial to sports is competition. This is a prerequisite for a suitable organization to turn the classroom into a competitive field, and the participants in it to measure strengths and opportunities.

The quality of education depends on the educational environment establishment that encourages the individual development of students with clearly defined compulsory knowledge and skills and competencies, with a practical focus on educational content and at-

tractive forms of learning. The formation and implementation of education policies, curricula and pedagogical practices are crucial to the educational environment. The teacher is one of the main factors in the educational environment, which according to the State educational requirements creatively realizes the goals and objectives (Velchev (Велчев), 2005).

Olympic education is part of general education and plays a decisive role in the development of students’ personal qualities. The concept of fair play is also vital in this context. We also observe the urgency of the problem in the implementation of international European projects for education in fair play behavior. The idea behind the project is to educate young people through sport, thus using the Olympic Games and evaluating human qualities within an organized framework, in our case physical education and sport lessons, as a stimulating element.

As an act of value creation, Olympism is, at the same time, a state of mind and attitude specific to human behavior as well as to a particular activity (Митев (Митев), 2016). Therefore, this spirit must be taught at school not only through physical education activities and sports lessons. In physical education lessons, sports values have their specifics. They appear and manifest themselves in interpersonal relationships, but also within the competition, race, specific rivalries that impart moral-specific values ascribed to the sport (<https://www.fairhap-project.eu/wp-content/uploads/>).

METHOD

In this report, we set our goal to explore the factors that shape the fair play behavior of students as part of the educational role of physical education and sport on the personal development of adolescents.

The education of moral qualities - the will to win, fair play behavior, empathy, respect, striving for improvement in the process of physical education is built through participation in sports games (volleyball, basketball, football and handball) is an integral part of the educational content.

Following tasks were defined:

1. Determining the contingent of surveyed persons
2. Working up a research toolkit

3. Analyzing and summarizing the results.

We used the following methods to accomplish our tasks:

1. Theoretical analysis of literary and internet sources and research
2. Survey: The questionnaire contains 10 questions, two of which are opened and 8 are multiple choices.
3. Percentage analysis

The survey was applied as research technique. We applied an instrument –questionnaire designed for the purposes of the study.

The contingent of research was comprised from 161 students from the primary school of the basic educational degree: 52 (including 25 girls and 27 boys) fifth-grade students, 48 sixth-grade students and 61 seventh-grade students from 3d Primary School “Dimitar Talev”, 7th Secondary School “Kuzman Shapkarev”, and Mathematical High School “Akad. Sergey Korolyov” Blagoevgrad.

RESULTS AND ANALYSIS

On the first question “How do you determine the sportsman-like behavior” 100% of the 5th- graders, 87% of the 6th-graders and 92,2% of the 7th-graders have indicated the proper behavior of the athletes during the competition; only 8.9% of 6th-graders and 4.5% of 7th-graders chose to violate the rules during a contest, and contest a judge’s decision 10.7% of 6th graders and 3% of the 7th-graders. These answers indicate that respondents are aware of the importance of the ethical behavior of athletes.

Answers to the second question about the practice of the sport are interesting to be interpreted and analyzed. Figure 1 presents the types of sports practiced by the students in secondary school, participants in the study.

The answer to this question gives an idea of the students` sports activities outside of school. It is noteworthy that the least are the students who do not practice sports in the fifth grade - 7.6%, naturally in the sixth grade the percentage increases -20.8% and reaches 37.7% in the seventh grade. This is due to the changes that occur in puberty in students and especially in female students. The desire for active sports activity diminishes.

Sports games (basketball, football, volleyball, handball) are preferred by the students, from racket sports - tennis is a favorite among sportsmen, swimming, dancing are also among the respondents. Other sports in attendance are martial arts (karate and taekwondo), gymnastics and athletics.

The components of the “fair play” behavior during the competition were identified by the respondents as follows: assisting a teammate - 50% of eleven-year-old students, 67.8% of twelve-year-old students and 62.1% of 13-year-olds. 25% chose to assist the referee in a conflict situation; 26.8% of twelve-year-olds and 21.1% of thirteen-year-old students. The third component – assisting an opponent player – chosen by 44.2% of fifth-graders, respectively 19.6% of sixth-graders and 27.3% of seventh-graders.

Students understand the importance of tolerant behavior and demonstration of respect for a teammate, opponent and referee during the competition as part of the “fair play” behavior.

The friendly relations of the teammates according to the respondents are expressed in mutual support and encouragement during the competition - 88.5% of the fifth-grade; 67.9% of sixth-grade and 65.1% of seventh-grade; respect and compliance with the coach’s instructions (physical education and sports teachers - 11.5% fifth-grade; 34% sixth-grade and 51.5% seventh-grade) referred to as one twelve-year-old and one thirteen-year-old (3.5% of sixth-grade and

3% of seventh-grade.) The provocative response that excludes understanding (arguments with team fans) is indicated by one twelve-year-old and one thirteen-year-old (3.5% from sixth-grade and 3% from seventh-grade.)

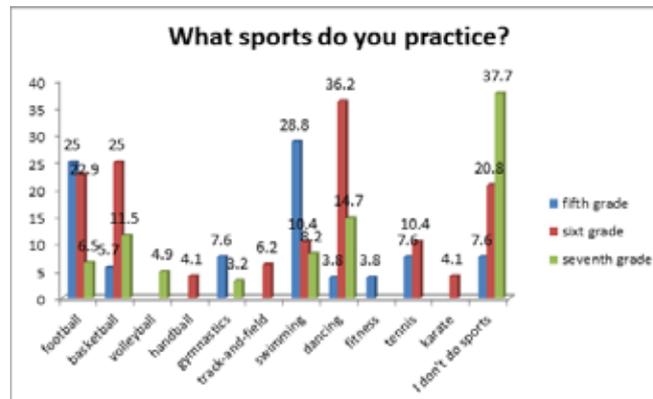


Figure 1. Practiced sports

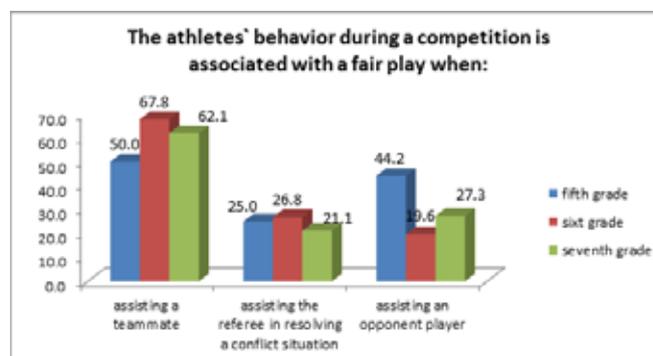


Figure 2: Behavior during competition associated with fair play

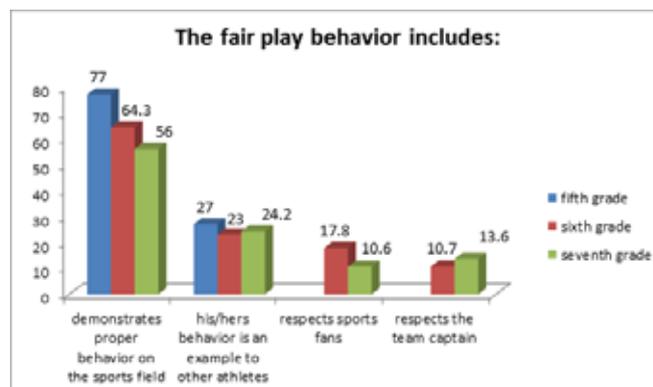


Figure 3: elements of fair play behavior

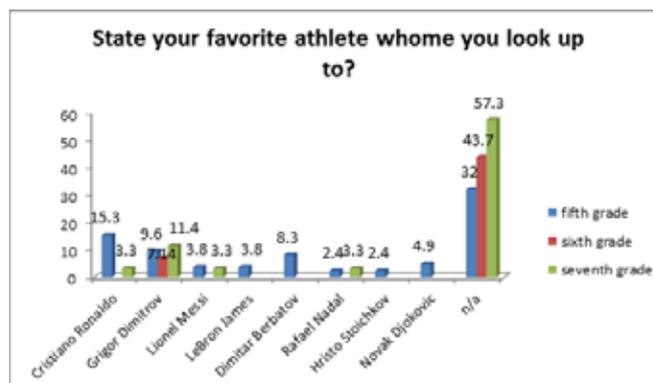


Figure 4: Idols in favorite athletes

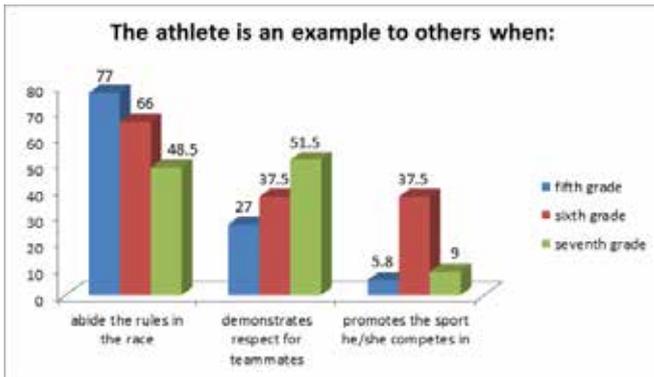


Figure 5. Athletes as examples

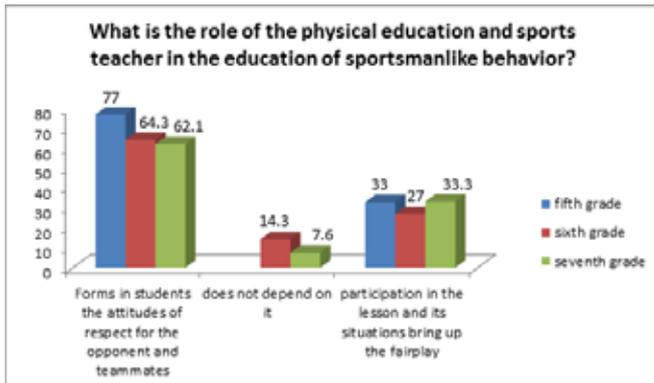


Figure 6. Role of Physical education and PE teacher in sportsmanlike behaviour

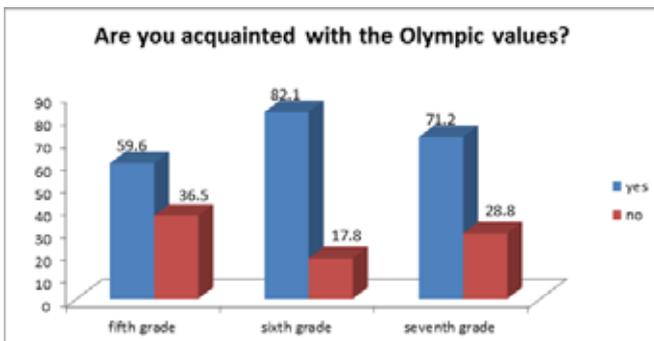


Figure 7: Olympic values

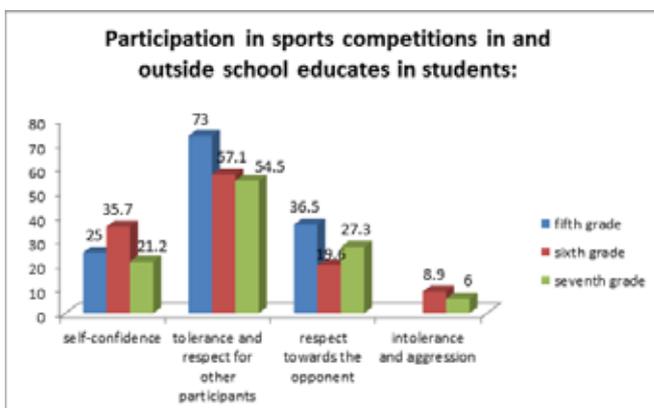


Figure 8: Sport competitions as field for physical education

According to the students in the secondary school “fair play” behavior includes:

- demonstrates decent behavior on the sports field: 77% of fifth grade; 64.3% of sixth-grade and 56% of seventh-grade.
- The athlete with his/her behavior is an example to the other athletes: 27% of fifth grade; 23% of sixth-grade and 24.2% of sev-

enth-grade;

- respects sports fans: 17.8% of sixth-grade and 10.6% of seventh-grade; treats the team captain respectfully - 10.7% of sixth-grade and 13.6% of seventh-grade. These results are presented at Figure 3. (Figure 3.).

With an answer to the question: State your favorite athlete whom you look up to and describe why? The favorite among the fifth-graders with 15.3% is Cristiano Ronaldo, followed by the best Bulgarian tennis player - Grigor Dimitrov (because he is a great athlete) -5, 9.6%. Lionel Messi and LeBron James are pointed by 3.8% of the students. Among the favorite Bulgarian athletes are Iveta Lalova, Tanya Bogomilova, Stefka Kostadinova, Dimitar Berbatov, and Vladimir Nikolov. In addition to the popular football players Mohamed Salah, Neymar, Romelu Lukaku, the students have expressed preferences for Olympic swimming record holder Michael Phelps, phenomenal basketball player Michael Jordan. Interestingly, one of the children’s favorite athletes is his coach - Dimcho Mitsov, a track and field athlete and marathon runner, with many finals, won. We acknowledge that 32% of the students surveyed did not answer and did not indicate a favorite athlete. This is an indicator that for these students looking up to someone and striving to achieve sports success as their idols is irrelevant.

Sixth-grade students favored Dimitar Berbatov -8.3%, followed by Grigor Dimitrov - 7.14%. Other respondents - 2.4% cited Rafael Nadal and Hristo Stoichkov. Other preferred athletes include basketball player Kobe Bryant, players: Manuel Noer, Lionel Messi, Cristiano Ronaldo and tennis player Maria Sharapova. The Bulgarian athletes who are children’s favorites are Vladimir Nikolov, Iliana Raeva and Iveta Lalova. Unsettling here is that 43.7% did not answer the question. From the total sample, 57, 3% of the seventh-graders did not state a favorite athlete. Grigor Dimitrov is the most preferred by 11.4%, Novak Djokovic is chosen by 4.9%, Football players Lionel Messi, Cristiano Ronaldo, and tennis player Rafael Nadal are selected by 3.3% of seventh-graders.

The Bulgarian athletes include Vladimir Nikolov, Iveta Lalova, Katherine Taseva, Madeleine Radukanova and Kubrat Pulev. Favorite football players are: Zlatan Ibrahimovic, Mo Farah, Paul Geordie, Stephen Curry, Mohamed Salah, Paul Pogba, basketball player LeBron James and the phenomenal Michael Phelps.

The favorite athletes of the students of the three age groups are sports, predominantly tennis and football, basketball, volleyball, rhythmic gymnastics, swimming, skiing and athletics are also present.

The selection of Bulgarian athletes who have been very successful and are Bulgarian ambassadors around the world is impressive. The interest in them is indicative of the students’ desire to realize achievements in sports according to their example (Figure 4.).

In this connection is the other information that answers the next question “When an athlete is an example to others?”. The majority of respondents indicated that when abiding the rules in the race; - 77% of fifth-grade, 66% of sixth-grade and 48.5% of seventh-grade. The following answer - demonstrates respect for teammates is also preferred by students - 27% of fifth-grade; 37.5% of sixth-grade and 51.5% of seventh grade and at least one of them chose to promote the sport in which they compete - 5.8% fifth-grade; 37.5% of sixth-grade and 9% of seventh-grade (Figure 5.)

The upbringing of students in “fair play” behavior is the subject of the activity of physical education and sports teachers. Respondents are aware of this role and are 77% of the fifth-grade; 64.3% of the sixth-grade and 62.1% of the seventh-grade indicated that they formed the students’ attitudes of respect for the opponent and team-

mates; 33% fifth-grade; 27% of sixth-graders and 33.3% of seventh-graders stated that participation in the lesson and its situations bring the “fair play” behavior. A very small number of students answered that it did not depend on it - 14.3% of the sixth-grade and 7.6% of the seventh-grade (Figure 6.).

When asked if they are acquainted with the Olympic values, 59.6% of the students answered positively, 82.1% of sixth-grade and 71.2% of seventh-grade, respectively. Respondents not familiar - 36.5% of fifth-grade, 17.8% of sixth-grade and 28.8% of seventh-grade (Figure 7.).

The competitive element in physical education lesson and participation in competitions at different levels educate in students: self-confidence -25% of fifth-grade; 35.7% of sixth-grade and 21.2% of seventh-grade; tolerance and respect for other participants - 73% of fifth-grade, 57.1% of sixth-grade and 54.5% of seventh-grade and respect for the enemy -36.5% of fifth-grade; 19.6% from sixth-grade and 27.3% from seventh-grade. An insignificant part indicated - intolerance and aggression - 8.9% of the sixth-grade and 6% of the seventh-grade.

Many EU countries are aware of the Olympic education importance in the development and upbringing of adolescents. Through various projects, young people and adolescents are encouraged in this direction.

CONCLUSION

Pierre de Coubertin notes that “Olympism is a state of mind, derived from a dual cult - a cult to effort and a cult to balance” (Solakov

(Солаков), 1985). The upbringing of ideals in the Olympic values forms a harmoniously developed personality

Involving young people in sports is not only theoretical but at the same time, there can be no real full integration without including the theoretical activity of familiarizing the athlete’s spiritual essence with his/her values, including the ideals of Olympism. Introducing those people to the system of ideas of the Olympic Movement is first and foremost meaningful as education in active co-existence between states, promoting friendship between peoples, as an education in human virtues.

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