



Olympic education as an object of scientific analysis based on international scientometric databases Scopus and Web of Science

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Abstract

Background and Study Aim. Studying the history of the Olympic movement, one can be convinced that the ideals and values that underlie the Olympic Games of Ancient Greece are relevant today. A mandatory requirement for any country hosting the Olympic Games is the introduction of Olympic education. There is a scientific interest in a comprehensive and objective consideration and study of Olympic education, taking into account all the strengths and weaknesses, achievements and problems, weaknesses and shortcomings, which determines the relevance of this study. *The purpose of the article* is to systematize modern scientific ideas about Olympic education based on an analytical analysis of the resources of the international scientometric databases Scopus and Web of Science.

Material and Methods. to systematize modern scientific ideas about Olympic education, 4,435 sources in the scientometric databases Scopus and Web of Science were analyzed. Bibliometric methods of information processing in the context of Olympic education were used. For this, the VOSviewer program, version 1.6.18, was used: the method of keyword analysis and direct citation analysis with the construction of bibliometric maps, visualization of cluster density, weights – citations.

Results. As of 21.02.2024, 4,435 sources were found in the scientometric databases Scopus and Web of Science for the keyword "olympic education". The most popular categories of publications by quantitative indicator, authors, journals, countries that have the largest number of publications on the studied problem of Olympic education were determined. The largest cluster of keywords in the scientometric database Scopus is "education", and in Web of Science - the cluster "Olympic games". The constructed bibliometric maps made it possible to systematize modern scientific ideas about Olympic education and determine the most popular areas of research in the study of the problem under study: features of Olympic education programs in individual countries of the world; Olympic education of schoolchildren and students; educational potential of Olympic education; Olympic education management and marketing strategies; legacy of Olympic education.

Conclusions. A fairly large number of works devoted to Olympic education have been identified. The largest number of works on scientometric bases relate to the following research areas: Sport Sciences, Social Sciences, Health Professions, Arts and Humanities, Business, Management and Accounting, Education Educational Research and other subject area. Most of the authors represent countries such as the USA, England, China, Canada, Spain, Australia, Germany, Portugal, Brazil and Japan. The conducted analysis allowed us to provide a comprehensive analysis of the problem and identify a number of unresolved scientific issues in Olympic education: search for new approaches to the development, implementation and evaluation of Olympic education programs; development of effective strategies for the implementation of Olympic education; search for innovations and technologies in the field of Olympic education; study of modern media tools for the development of the Olympic movement as a whole, etc.

Key words: Olympic education, Olympism, Olympic Games, Olympic values, VOSviewer, bibliometric maps.

Анотація

Олімпійська освіта як об'єкт наукового аналізу на основі міжнародних наукометричних баз даних Scopus та Web of Science

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Передумови та мета дослідження. Вивчаючи історію олімпійського руху, можна переконатися в тому, що ідеали та цінності, які лежали в основі Олімпійських ігор Стародавньої Греції, є актуальними і сьогодні.





Обов'язковою вимогою для будь-якої країни, яка приймає Олімпійські ігри, є впровадження олімпійської освіти. Виникає науковий інтерес щодо різнобічного та об'єктивного розгляду та вивчення олімпійської освіти, з урахуванням усіх сильних та слабких сторін, досягнень та проблем, слабкостей та недоліків, що й обумовлює актуальність проведення даного дослідження. Мета статті – систематизація сучасних наукових уявлень про олімпійську освіту на основі аналітичного аналізу ресурсів міжнародних наукометричних баз даних Scopus та Web of Science.

Матеріал та методи. Для систематизації сучасних наукових уявлень про олімпійську освіту було проаналізовано 4 435 джерел у наукометричних базах Scopus та Web of Science. Використовувалися бібліометричні методи опрацювання інформації у контексті олімпійської освіти. Для цього використовувалася програма VOSviewer, версія 1.6.18: метод аналізу ключових слів та аналіз прямого цитування з побудовою бібліометричних карт, візуалізація кластерної густини, ваги – цитати.

Результати. Станом на 21.02.2024 р. у наукометричних базах Scopus та Web of Science за ключовим словом «олімпійська освіта» знайдено 4 435 джерел. Визначено найбільш популярні категорії публікацій за кількісним показником, автори, журнали, країни, які мають найбільшу кількість публікацій із досліджуваної проблематики олімпійської освіти. Найбільшим кластером ключових слів у наукометричній базі Scopus є «освіта», а Web of Science – кластер «Ігри Олімпіади». Побудовані бібліометричні карти дозволили систематизувати сучасні наукові уявлення про олімпійську освіту та визначити найбільш затребувані напрямки досліджень щодо вивчення досліджуваної проблеми: особливості програм олімпійської освіти в окремих країнах світу; олімпійську освіту школярів та студентів; виховний потенціал олімпійської освіти; управління олімпійською освітою та маркетингові стратегії; спадщина олімпійської освіти.

Висновки. Встановлено досить велику кількість робіт (4 435), присвячених олімпійській освіті. Найбільша кількість робіт з наукометричних баз належать до таких областей досліджень: спортивні науки, соціальні науки, медичні професії, мистецтво та гуманітарні науки, бізнес, менеджмент та бухгалтерський облік, освіта, освітні дослідження та інші предметні області. Більшість авторів представляють такі країни як США, Великобританія, Китай, Канада, Іспанія, Австралія, Німеччина, Португалія, Бразилія та Японія. Проведений аналіз дозволив дати комплексний аналіз проблеми та виділити низку невирішених питань в олімпійській освіті: пошук нових підходів до розробки, реалізація та оцінка програм олімпійської освіти; розробка ефективних стратегій для реалізації олімпійської освіти; пошук інновацій та технологій у галузі олімпійської освіти; дослідження сучасних медіа-інструментів у розрізі розвитку олімпійського руху загалом тощо.

Key words: олімпійська освіта, олімпізм, Ігри Олімпіад, олімпійські цінності, VOSviewer, бібліометричні карти.

Introduction

In the context of globalization and the rapid development of modern sports, the Olympic Games are not only developing at a rapid pace, but have also become an exciting global phenomenon [1]. Since the resumption of the modern Olympic Games and the creation of the International Olympic Committee (IOC) in 1894, the Olympic Movement has based its actions on the principles set out in the Olympic Charter [2]. The Olympic movement is a term that covers all areas related to the phenomenon of Olympism.

Studying the history of the Olympic movement, one can always be convinced that the ideals and values that underpinned the Olympic Games of Ancient Greece are still relevant today. Thanks to them, the Olympic movement is a popular phenomenon in all countries of the world on five continents. The emergence of the concept of "Olympic education" was preceded by interest in Coubertin's pedagogical concept regarding the role of sports and the Olympic Games in the educational process. Coubertin, reviving the Olympic Games, sought to use them primarily as a tool for promoting his educational goals related to physical education, the so-called "sports pedagogy" [2, 3, 4, 5].

A powerful incentive to the development of Olympic education was the opening in Olympia, Olympic Games

in 1961 of a cultural and educational center - the International Olympic Academy. Subsequently, the IOA, with the support of the IOC, initiated the establishment of national Olympic academies. The first national Olympic academies were created in Spain, the USA, Japan, and the Republic of Korea. Currently, the number of such academies has reached 150. Centers for Olympic research and education created in different countries, the Pierre de Coubertin International Center, are also developing in the same direction. There are currently 28 such centers recognized by the IOC, the oldest of which are centers in Germany, Spain, and Canada. The Center for Olympic Research and Olympic Education in Ukraine was created in 1993 at the National University of Ukraine on Physical Education and Sport, and in 2013 it received international status [3].

The established organizational and management structure of Olympic education at the international and national levels ensures Olympic solidarity, as well as the implementation of educational programs with the aim of contributing to building a better world by educating youth through sports and in accordance with Olympic values [6].

There are a number of scientists in the literature [4, 7, 8, 9, 10, 11] describes the approach to Olympic education as focusing on the "life world", in which the Olympic ideals act as motivation for educational activi-

ties in all aspects of life. A current direction in the research of Olympic education is the consideration of the features of modern Olympic education systems in different countries of the world [12, 13, 14, 15, 16, 17, 18, 19, 20]. Authors from around the world explore key practical and conceptual issues, such as the inclusion of Olympic values in physical education curricula [9, 21, 22], education and training programs for coaches and physical education teachers [23, 24, 25, 26], and the joint efforts of state authorities, sports federations and Olympic institutions responsible for policy and implementation of educational programs are also taken into account [27, 28]. At the same time, there are still few studies in the literature assessing ways of planning and developing Olympic education.

One of the important issues of the Olympic Games is legacy. An Olympic legacy can be defined as a positive impact on the host city and its people that lasts over time. Since the early 1920s, the Olympic legacy has become an Olympic requirement for the Games. In this direction, studies are of interest that show the positive consequences and influence of the educational Olympic legacy [25, 29, 30]. However, there is debate in the literature around several key issues, namely the relevance of Olympic values in the lives of young people, the Olympic industry's politicization of educational fields, and the usefulness of Olympic ideals for impact on social, cultural and (physical) educational changes [9]. Thus, according to [31], the Olympic Games may temporarily influence young people's motivation for sports, physical education and physical activity, but they may not provide the best or most appropriate mechanism for sustainable behavioral and/or social development and change of consciousness on a massive scale. At the same time, most of the authors are from different countries of the world: Japan [17]; Iran [8]; Lithuania [32]; Brazil [13]; China [33] and others note the positive impact of the educational Olympic legacy, noting the importance of the Olympic Games for solving social problems and increasing physical activity of the population, in particular among schoolchildren and students, for popularizing Olympic ideals, developing

intercultural Olympism, volunteer programs, economic and cultural changes, etc.

The analysis showed that recently there has been a growing interest in the literature in considering the features of the methodology and problems of Olympic education [3, 4, 18, 31, 34, 35, 36]. As is known, the authority of the Olympic Games and their perception in the modern world have been significantly influenced by numerous cases of corruption, intensive commercialization of Olympic sports, political manipulation, the constantly escalating doping problem, nationalistic manifestations, and a number of other negative phenomena, which creates a favorable environment for criticism of modern Olympic movement and discredits the Olympic education system.

In the context under consideration, we adhere to the opinion of leading Ukrainian scientists [3] that the value of the Olympic movement and the Olympic Games lies in diversity and popularity, rich history, vibrant modernity, complexities and contradictions, numerous relationships with politics and economics, culture and art, education and upbringing, which cannot in any way negatively affect the popularity and significance of this phenomenon, including as an object of Olympic education.

Purpose – systematization of modern scientific ideas about Olympic education based on an analytical analysis of the resources of the international scientometric databases Scopus and Web of Science.

Material and methods

Participant

The search for publications was carried out in the scientometric databases Scopus (for the period from 1954 to 2024) and Web of Science Core Collection (WoS) (for the period from 1979 to 2024) using the keyword "olympic education". Analyzing the number of publications over the years, it was found that interest in Olympic education gradually increased. Since 2009, the number of publications in all databases we studied has had a steady upward trend. Figure 1 shows publi-

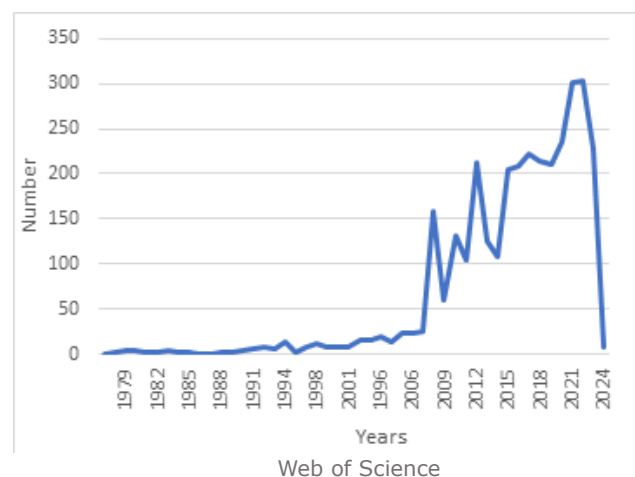


Figure 1. Publication activity for the keyword "olympic education" in the scientometric databases Scopus and Web of Science.

cation activity for the keyword "olympic education" in the scientometric databases Scopus and Web of Science (Figure 1).

As of February 21, 2024, the Scopus database identified 1,134 articles using the keyword "olympic education" in the following areas of research (% of the total number of identified publications): Social Sciences (23.9%), Medicine (23.3%), Health Professions (21.5%), Arts and Humanities (4.4%), Business, Management and Accounting (4.3%), Psychology (3.4%), Engineering (3%), Computer Science (2.6%) and other subject area. Figure 2 shows the areas of research for "olympic education" in the Scopus database.

As of 02/21/2024, in the Web of Science Core Collection database, using the keyword "olympic education", 3,301 publications were identified that were in different areas of research (% of the total number of identified publications): Sport Sciences (38.38%),

Hospitality Leisure Sport Tourism (21.69%), Education Educational Research (9.39%), Social Sciences Interdisciplinary (6.84%), Psychology Applied (5.26%), Environmental Sciences (4.78%) and others subject area. Figure 3 shows the "olympic education" research areas in the Web of Science database.

Figure 4 shows the TOP 10 countries by the number of publications for the keyword "olympic education" in the scientometric databases Scopus and Web of Science. As can be seen from the figure, the USA, England, China, Canada, Spain, Australia, Germany, Portugal, Brazil and Japan have the largest number of publications. The leading country in terms of publication activity is the USA with the number of articles 222 in the Scopus database and 500 in the Web of Science (Figure 4).

The TOP 10 authors were also determined by the number of publications on the topic of Olympic educa-

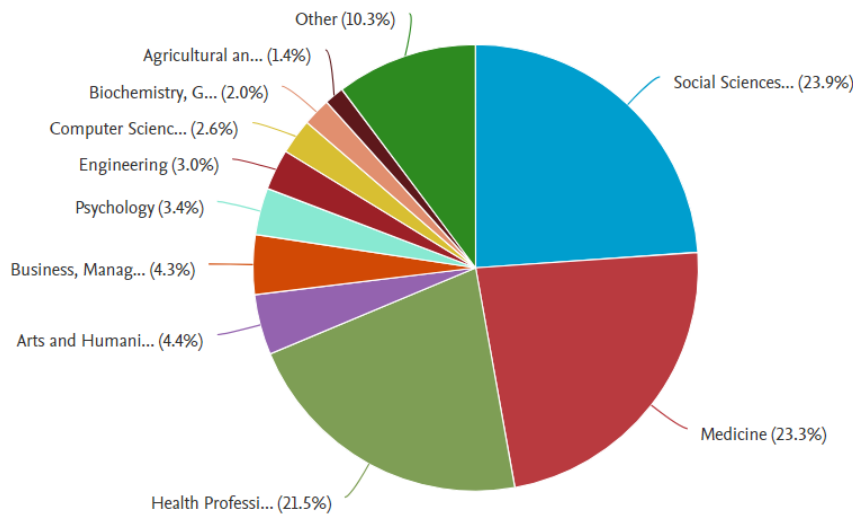


Figure 2. Results of analysis by area of research "olympic education", percentage of the total number of publications in the Scopus scientometric database.

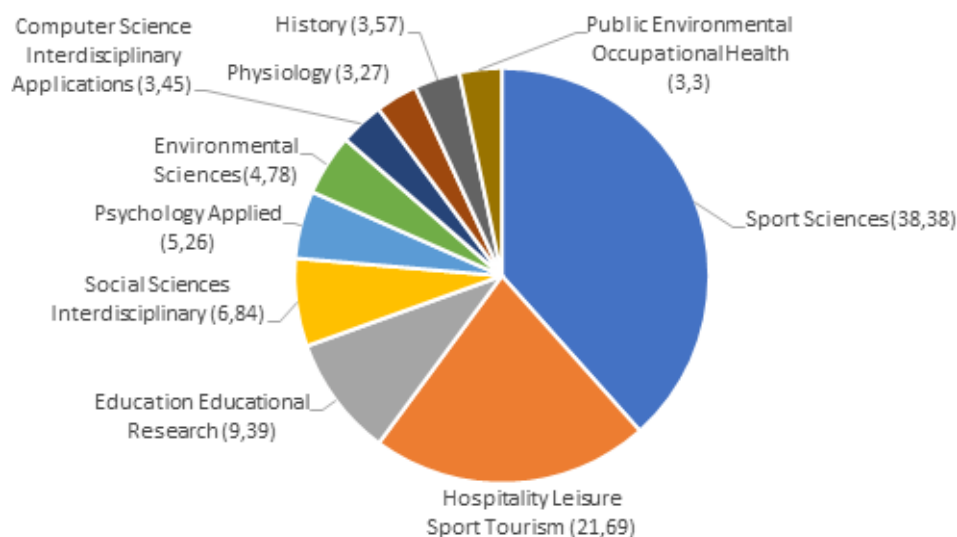


Figure 3. Results of analysis by area of research "olympic education", percentage of the total number of publications in the scientometric database Web of Science.

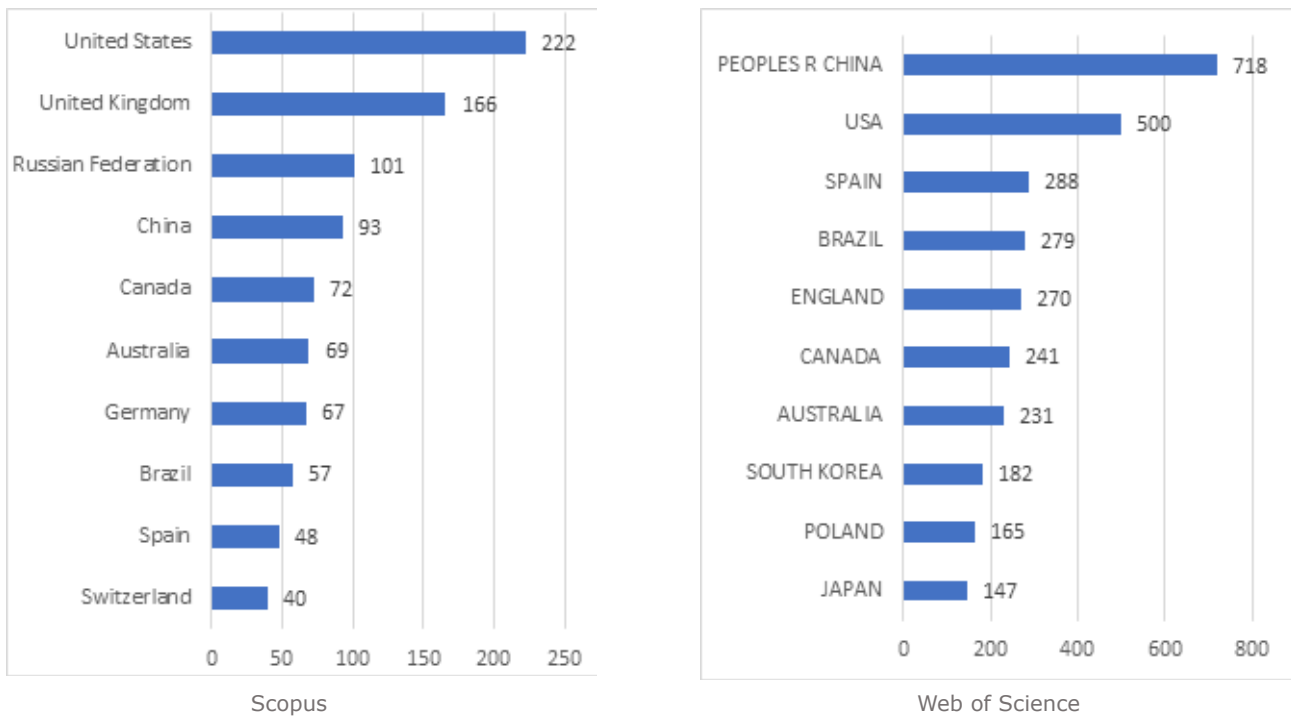


Figure 4. Top 10 countries by number of publications in scientometric databases Scopus and Web of Science.

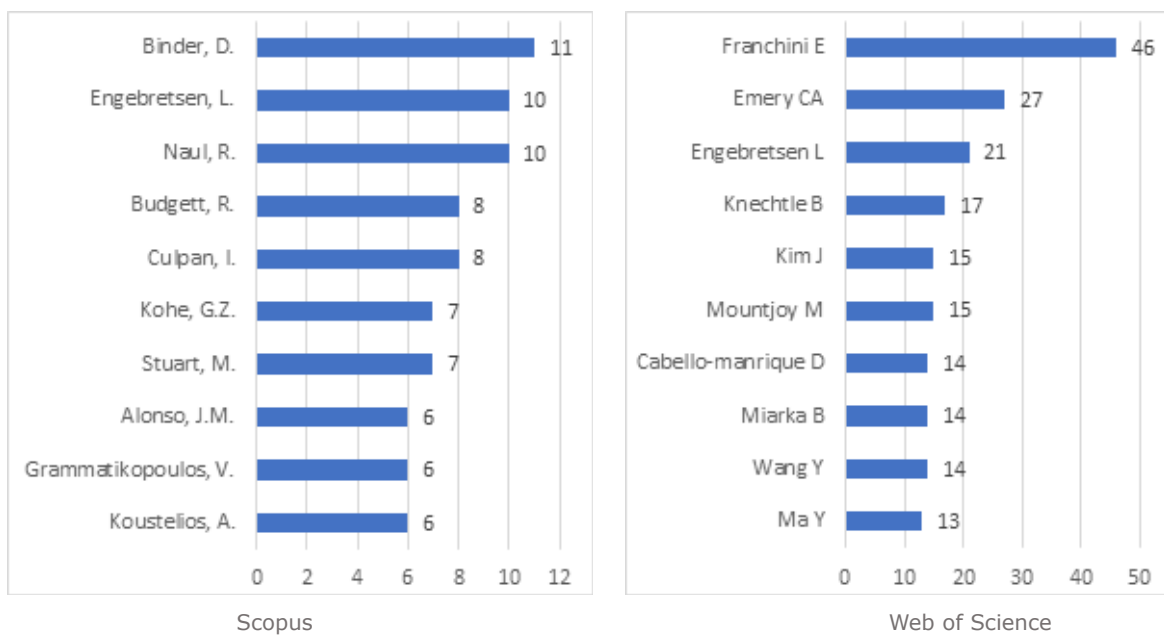


Figure 5. Top 10 authors by the number of publications on the topic of Olympic education based on the scientometric databases Scopus (1959-2024) and Web of Science (1979-2024).

tion in the scientometric databases Scopus and Web of Science. The most active authors for the period from 1954 to 2024 studying sports branding, the Scopus database includes: D. Binder (11 publications), L. Engebretsen (10 publications), R. Naul (10 publications), authors R. Budgett, I. Culpan have 8 publications each, as well as authors G.Z. Kohe, M. Stuart 7 publications each, J.M. Alonso, V. Grammatikopoulos, A. Koustelios have 6 publications each. The most active authors for the period from 1979 to 2024 studying Olympic education, the Web of Science database includes: E. Franchini (46 publications), C. A. Emery (27 publica-

tions), L. Engebretsen (21 publications), B. Knechtle (17 publications), authors J. Kim & M. Mountjoy have 15 publications each, D. Cabello-manrique, B. Miarka, Y. Wang each have 14 publications, author Y. Ma has 13 publications.

Procedure

To systematize modern scientific ideas about Olympic education, we analyzed 4,435 sources in the scientometric databases Scopus and Web of Science that met the search criteria. Bibliometric methods of information processing were used in the context of Olympic education. For this purpose, the VOSviewer 1.6.18 program



(1006), "doping" (540), "risk assessment" (113), "history" (336), "organization and management" (253), "law" (56), "political" (28), "motivation" (108), "education program" (57), "organization" (116), "youth sport" (79), "competition" (686). The key words of this cluster determine the focus of publications on the study of the Olympic movement as a complex phenomenon, as a set of processes of a historical, organizational, socio-economic, political, educational, educational and purely sports nature in their interrelation.

The third cluster is called "athlete" and is indicated in blue. "athlete" is the most significant keyword by number of relationships (2,455) out of 42 cluster elements. The following keywords have the greatest weight: "physical education and training" (1812), "physiology" (1243), "athlete performance" (992), "competition" (686), "competition behavior" (340), "classification" (72), "development" (79), "exercise" (1033), "motor performance" (249), "movement" (132), "physical endurance" (367) "endurance" (338), "strength" (118). Key words reflect the focus of research on the means of harmonious unification of physical and spiritual qualities in an athlete in the light of the ideas of ancient Greek thinkers and Pierre de Coubertin's views on Olympism. It was in the versatile and harmonious development of man in the spirit of humanism that Coubertin saw the value of sport and the Olympic Games, considering it more significant than demonstrating physical superiority and achieving victories [3]. The establishment of the Youth Olympic Games (2010) can be seen as an attempt by the International Olympic Committee to revive Pierre de Coubertin's educational mission for the Olympic movement by combining elite sport with the education of young athletes [40].

The fourth cluster is called "doping" as it is formed near the word "doping" (540), it is indicated in yellow and contains 38 elements. The keywords that carry the most weight are: "health education" (505), "psychology" (442), "doping in sport" (301), "medicine education" (249), "carrier" (124), "drug use" (94), "anti-doping" (44), "research" (22). Key words illustrate research into the problem of doping in Olympic sports, in which the fight against this phenomenon has been actively waged for more than half a century. According to the authors, important areas for improving the sports training system and Olympic education programs that exclude the use of doping are organizing systematic, systematic educational work about the dangers of doping, as well as improving the doping control system.

The fifth cluster is very closely related to the fourth cluster and is called "training" after the most significant keyword "training" (1126), it is indicated in purple and includes 35 elements. Keywords of this cluster: "gymnastic" (540), "athlete injury" (520), "weight lifting" (462), "cycling" (367), "triathlon" (231) "hockey" (117), "basketball" (100), "football" (92), "judo" (82), "awareness" (72). The authors of the works focus on sport as an extreme sphere of activity, which requires the manifestation of courage, demonstration of the

unity of body, will and mind, resistance to stress, resistance to failures and defeats, determination, hard work, and self-sacrifice. The idea is that training can help children and young people develop essential life skills, and Olympism is used as a mechanism to teach schoolchildren and students values and intercultural respect through sport [18, 36].

The sixth cluster is indicated in turquoise and contains 11 elements. It was called "sports injuries" because the word "sport injury" has the greatest weight in this cluster (571). It includes the following keywords: "normal human" (574), "major clinical study" (591), "adaptation" (229), "altitude to health" (184), "knee injury" (120), "resistance training" (100), "health care quality" (87), "spine injury" (85), "medical information" (82), "diagnosis" (47). Key words and publications of the cluster confirm that sports medicine, as a humanities science, through joint cooperation with education, can contribute to the dissemination of Olympic values in modern society in accordance with the rules and regulations of medical care and the norms governing the organization of sports activities [41]. The authors emphasize that sports injuries today are a serious problem that requires attention from the entire Olympic community.

The seventh and last cluster was called "gender", since the word "gender" has the greatest weight in this cluster (250). It is indicated in orange and contains 10 elements. This cluster includes the following keywords: "age" (415), "sex factors" (321), "sex difference" (285), "testosterone" (68), "somatotype" (67), "masculinity" (41), "women" (41), "femininity" (32), "history of the XXth century" (30). Of great interest in the literature is the question of the intensive development of women's types of competitions in the Olympic program, the number of which in a very short historical period has almost equaled the men's. Since their inception, the modern Olympic Games have increasingly broken down regional, racial, gender and ideological barriers. For this purpose, the Olympic Values Education Program was adopted at the initiative of the IOC. Key words reflect the focus of research on analyzing gender relations in the international Olympic movement, achieving gender equality, creating opportunities and ways to understand the importance of gender equality and the desire to achieve it.

The results of the overlay visualization are shown in Figure 7.

Keywords are analyzed by citation frequency and are distinguished by color. Dark blue represents the lowest average number of citations, bright yellow the highest. Keywords with the highest citation rate: "Olympism", "Olympic education", "IOC", "career", "doping", "sport", "sports event", "Olympic", "curriculum", "Olympic games" and "Olympic values".

A bibliometric citation map was also constructed. To determine the main references, the sample was limited to the following indicators: the maximum number of co-authors is 25, the minimum number of author docu-

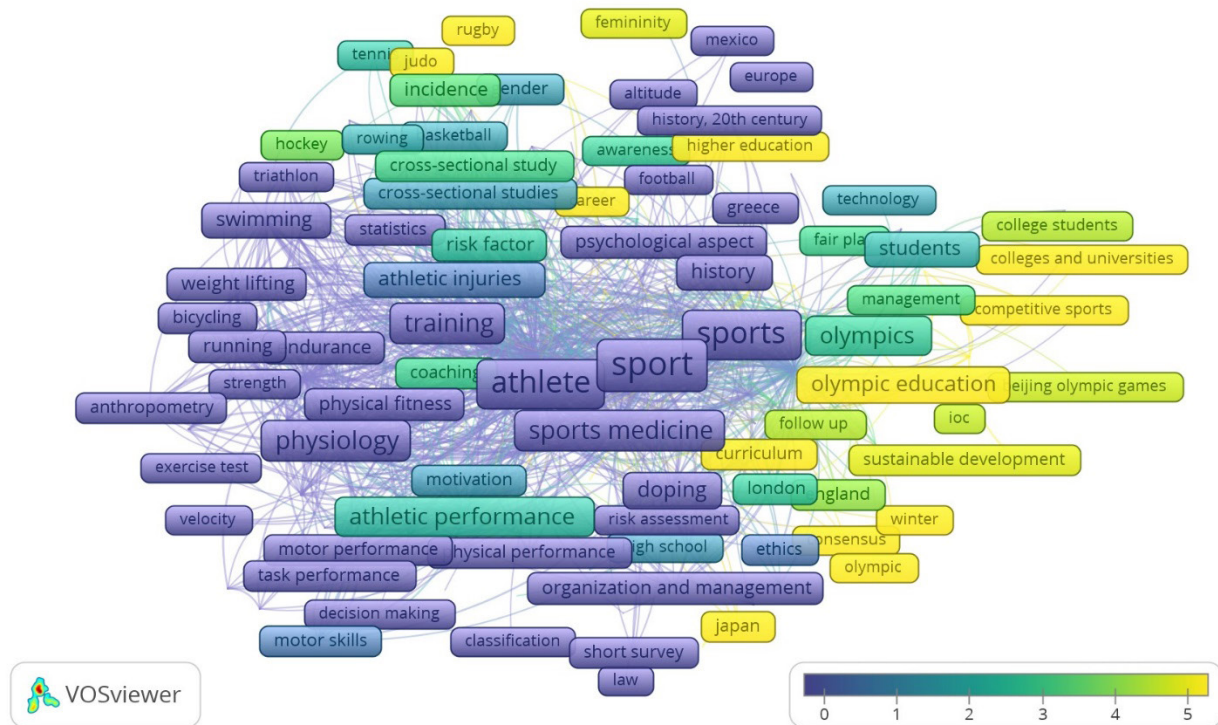


Figure 7. Average number of citations for keywords in Olympic education publications, visualization and overlay. Source: own research based on data obtained from the Scopus database and analyzed using VOSviewer (02/21/2024).

ments is 3. Analysis shows in which areas the authors work. The results allow us to draw conclusions about the most popular authors on the subject of Olympic education. These include: L Engebretsen, M. Schweltnus, P. Schamasch, R. Budgett, J. Dvorak, A. Ljungqvist, M.R. Hutchinson, H.P. Dijkstra, L. Capranica.

Similar to the previous algorithm, a visualization map of the results obtained from the Web of Science Core Collection database was created; it is presented in Figure 8.

The network is built on the basis of 2,645 elements - keywords. As with the Scopus database, we determined the threshold for the minimum number of occurrences of a keyword - 5. Of 2,645 keywords, 129 reached the threshold and were combined into 8 clusters. The size of keywords corresponds to the number of links received, and spatial proximity reflects the strength of the relationship between elements. According to Figure 12, you can determine the most popular studies. They are concentrated around the keywords: "Olympic games", "Olympic education", "exercise", "sport", "education", "politics", "health".

The first cluster contains 17 keywords indicated on the map in red. The cluster received the code name "competition" after the most significant keyword "competition" (117). In order of decreasing number of connections, the cluster keywords were arranged as follows: "exercise" (157), "marathon" (47), "swimming" (41), "science" (38), "triathlon" (37), "Olympic triathlon" (34), "run" (31), "cycling" (21), "economy" (16). Contrary to what is now generally thought about the

significance of the sporting spectacle of the Olympic Games, the origins of the Olympic ideal arose from educational reform. Coubertin sought to use the Olympic Games as a tool to promote his educational goals related to physical education, humanism, and the comprehensive development of spirit, body and mind. Widespread media coverage of sporting competitions, carried out almost from the very beginning, opposition in the IOC itself, Coubertin's ideas at the educational level were relegated to the background and in many cases rejected [3, 42]. This cluster contains publications that relate to the consideration of the Olympic Games as the most important platform for demonstrating the country's national pride, increasing its authority and image in the international space.

The second cluster contains 17 elements, the word "Olympism" has the largest number of connections in this cluster - 135. The cluster received the code name "Olympism". It is marked in green on the map. The keywords that have the greatest weight in this cluster are: "Olympic" (110), "politics" (99), "media" (50), "winter Olympic" (44), "summer Olympic" (44), "pyeonchang" (30), "nationalism" (17), "Beijing Olympics" (15), "competition sport" (6). The publications included in this cluster are devoted to the peculiarities of Olympic education in individual countries. The introduction of Olympic education into educational institutions is a mandatory requirement for any country hosting the Olympic Games, but there are no strict requirements for host countries as to what their Olympic education program should look like or how it should be imple-

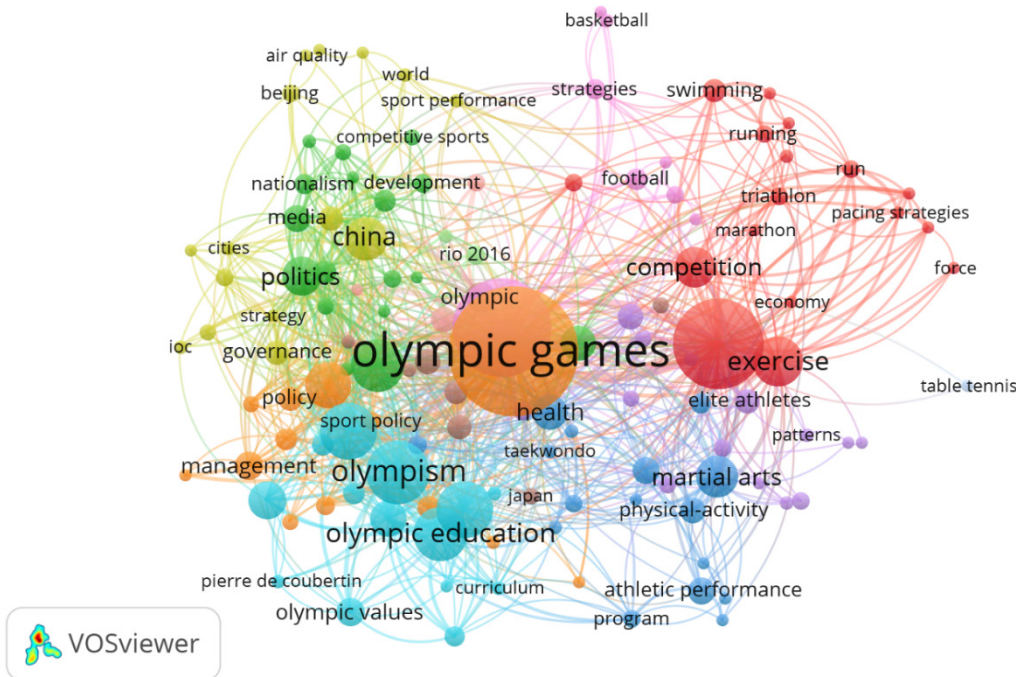


Figure 8. Main keywords in publications on the topic of Olympic education. Source: own research based on data obtained from the Web of Science Core Collection database and analyzed using VOSviewer (02/21/2024).

mented. Therefore, each country develops its own version of Olympic education, with its own national traditions and its own policies [43].

The third cluster was formed around the keyword “physical activity” – 94 and was called “physical activity”. It contains 16 elements and is indicated in blue on the map. The largest number of connections in this cluster has the following keywords: “exercises” (157), “physical-activity” (91), “health” (72), “sport injuries” (35), “fitness” (48), “program” (33), “mental health” (21), “resistance training” (15). Key words reflect the focus of research on understanding the role of Olympic education in the development of physical education, as well as health and life skills. Olympic education covers many educational initiatives around the world, aimed primarily at children and youth.

The fourth cluster is called “Mega Event” and is marked in yellow on the map and includes 15 elements. The word “mega-events” has the largest number of connections in this cluster – 68. Keywords with the highest weight: “world” (96), “events” (67), “government” (48), “China” (28), “citizen” (26), “Beijing” (20), “strategy” (18), “air-quality” (9), “rio de janeiro” (10). Key words illustrate management and business issues of Olympic education. The authors focused their attention on the analysis of marketing strategies used by sponsors of the Olympic Games in Olympic education. The work of this cluster examines the experience of China and Brazil in organizing and holding the Olympic Games, as well as in the development and implementation of Olympic education programs in educational institutions.

The fifth cluster contains 14 elements and is indicated in purple on the map. The cluster was called “elite

athlete”. The words “elite athletes” have the largest number of connections in this cluster – 136. The keywords that have the greatest weight in this cluster are: “participation” (55), “decision making” (49), “scores” (35), “wrestling” (26), “gymnastics” (21), “medals” (20), “performance analysis” (19), “artistic gymnastics” (15). Research is aimed at studying the legacy of Olympic education both for an individual country and for the world community. Hosting the Olympic Games can lead to skills acquisition and educational value for the host country. The authors consider the Olympic legacy based on the experience of different countries and training programs.

The sixth cluster contains 14 elements, it is indicated on the map in turquoise and is called “Olympic education”. The word “Olympic education” has the largest number of connections in this cluster – 106. Keywords with the greatest weight in this cluster: “education” (131), “values” (87), “community” (56), “Olympic values” (39), “youth Olympic games” (35), “pierre de coubeten” (11), “IOC” (10). The key words of this cluster characterize issues related to the emergence of the concept of “Olympic education”, its substantive essence, methodology features and problems of Olympic education. According to [3], the historically established concept of Olympic education, characteristic of most countries, lags behind the requirements of our time, is characterized by weak sociocultural content, limited criticism and commitment to emotional rhetoric. In the works of this cluster, there is also a division of opinions, a confrontation between sports and education.

The seventh cluster is called “Olympic Games”, it includes 21 elements, it is indicated on the map in



orange. The word "Olympic games" – 447 – has the largest number of connections in this cluster. Keywords of this cluster: "Olympics" (135), "legacy" (130), "policy" (99), "Olympic culture" (47), "sport policy" (41), "professional sport" (36), "hosts" (25), "management" (25) reflect the focus of the authors' research on the study of the Olympic Games, Olympic ideals, features of preparation and participation. In countries whose cities received the right to host the Olympic Games or Winter Olympic Games, there was a need to solve educational problems related to preparing the population for these global events [3]. These educational objectives were addressed by the Olympic Games organizing committees through the initiation of educational programs aimed at imparting knowledge about the Olympic Games and related events.

The eighth and last cluster received the code name "sport"; it is formed around the word "sport" – 360 and contains 15 elements. It is marked in pink on the map. The keywords "anti-doping" (45), "Olympic athlete" (35), "strategies" (35), "basketball" (32), "sport psychology" (31), "doping" have the largest number of connections in this cluster" (18), "sailing" (12) and they characterize the possibilities of Olympic sports. Media activity in covering the Olympic Games has increased sharply, the viewership has expanded significantly, and the financial capabilities of Olympic sports have increased many times over. Thus, the authors come to the conclusion that the Olympic Games have become a powerful incentive for the development of Olympic sports in the world and thereby create conditions for expanding educational activities in the field of Olympic sports.

The results of the overlay visualization are shown in Figure 9.

Keywords are analyzed by citation frequency and are distinguished by color. Dark blue represents the lowest average number of citations, bright yellow the highest. Keywords with the highest citation rate: "sports", "Olympic education", "Olympic games", "professional sport", "media", "Olympic education", "learning", "Olympic values", "winter Olympic", "summer Olympic" and "sport-mega event".

A bibliometric citation map was also constructed. The results allow us to draw conclusions about the most popular authors on the subject of Olympic education. These include: E. Franchini, My. Takito, K. Sterkowicz-Przybycien, T. Herrera-Valenzuela, Lbm. Barreto, Ea. Aedo-Muñoz, I. Loturco, M. Albuquerque, Vt. Da Costa, P. Valdés-Badilla.

Discussion

The use of bibliometric methods for processing the obtained information makes such an analysis an order of magnitude higher, which is due to the possibility of creating and visualizing bibliometric networks [39]. This technique was effectively used by the authors [37] to analyze the scientific resources of the Web of Science Core Collection database and identify priority scientific directions for research in sports dances and [44] to analyze scientific articles from the Web of Science Core Collection and establish the main directions of research in the field of kickboxing. And also, by the authors [38] to systematize modern scientific ideas about sports branding.

In order to improve the quality of information of the analyzed articles in our study, the choice for analysis of the scientometric databases Scopus and Web of Science Core Collection is due to the fact that they are,

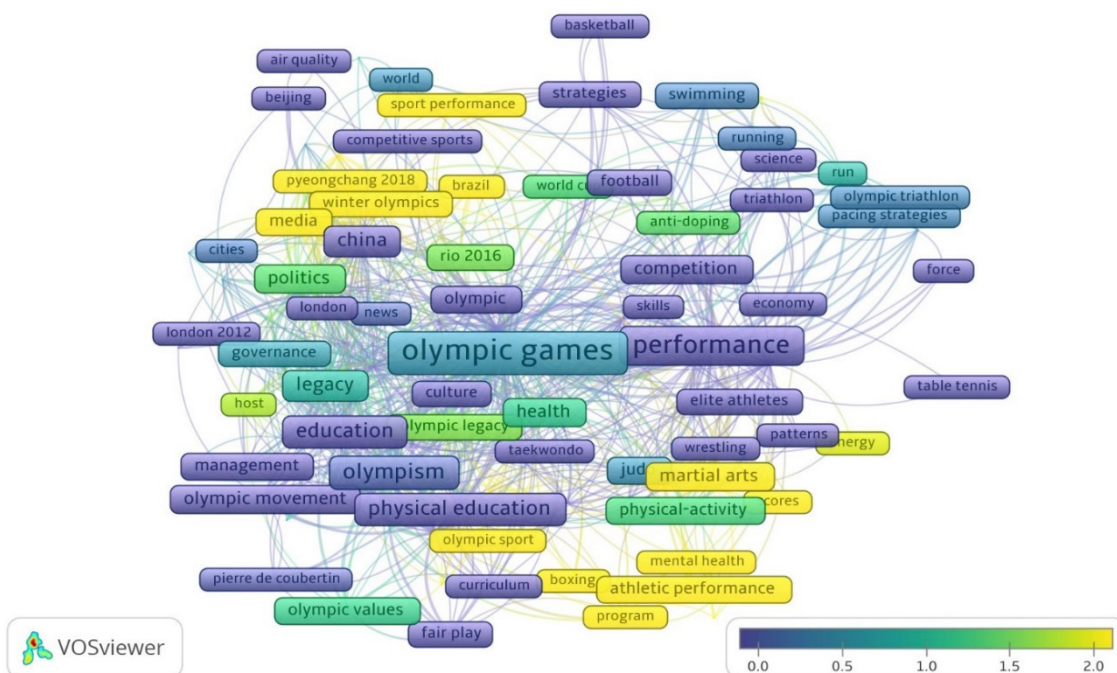


Figure 9. Average number of citations for keywords in Olympic education publications, overlay visualization. Source: own research based on data obtained from the Web of Science database and analyzed using VOSviewer (02/21/2024).



in our opinion, the most authoritative databases in the scientific world.

The analysis made it possible to identify the highest priority areas in the scientific support of Olympic education. The greatest interest in our study were articles from the categories "Social Sciences", "Sport Sciences", "Education Educational Research", etc. According to clustering data, they can be divided into certain groups: 1) features of Olympic education programs in selected countries of the world; 2) Olympic education for schoolchildren and students; 3) educational potential of Olympic education; 4) Olympic education management and marketing strategies; 5) legacy of Olympic education.

Features of Olympic education programs in selected countries of the world.

It is in this direction that the most popular authors in the field of Olympic education work. Years of repeated Olympic Games and the International Olympic Committee's treaty obligations to host cities have stimulated the development of large-scale educational initiatives based on the moral idealism of Olympism and focused on sport and physical education as sites for teaching personal responsibility, social values, and civic responsibility [27]. Officially, Olympic education programs have been part of the Olympic Games program since 1994 [16]. However, there are no strict requirements for host countries regarding what their Olympic education program should look like or how it should be implemented. Rather, each country will have to develop its own version of Olympic education [43].

The work of R. Naul et al. is of scientific interest, offering a comprehensive overview of the dissemination and implementation of Olympic education programs around the world. The authors believe that a fundamental component of the Olympic ideal is the concept of Olympic education, and the core idea is that sport can help children and young people develop essential life skills. The authors examine the pedagogical, cultural, social and political problems of teaching Olympic education, as well as the emerging national, individual and institutional programs [18].

In Japan, Olympic education began for the Tokyo Olympics and was the first Olympic education program in the world. The Olympics were an opportune event for post-war Japan to revive itself and proclaim to the world Japan's rebirth as a peace-loving country [17].

In Brazil, a sports education program called the Second Half Program (SHP) began in 2003 and was one of the Olympic education offerings described in the bid for the Rio 2016 Olympic Games. Using sport as a tool, this program aimed to provide moral education and promoted citizenship to counteract "social exclusion" and "social vulnerability" [45]. The Ministry of Education and the Organizing Committee of the Rio 2016 Olympic Games created the Transformation Project, which provided training to teachers and students in public and private schools throughout Brazil, distributing educational materials about the Olympic and

Paralympic movement, promoting education based on Olympic values and attracting students to the Games in Rio 2016 [13].

In China, Olympic education programs played an important role in the dissemination and popularization of Olympic knowledge and culture during the Beijing Games, as well as in the period after the Olympic Games. China used this opportunity to help the world understand China, its history, its people, its culture, its ambitions and future direction [33]. Olympic education and propaganda allowed the Olympic spirit to spread in China, and the Olympic movement and Olympic culture became popular and developed in China [20].

Since 2015, Portugal has been implementing the Program of Olympic Education (PEO), created taking into account international guidelines and best practices. It covered topics such as Portugal's participation in the Summer and Winter Olympics, Portugal's Olympic medalists and Olympic champions, and activities aimed at making PEO more flexible and dynamic [19].

Olympic education programs are also part of the Youth Olympic Games [46]. Singapore was chosen as the first host city for the Summer Youth Olympic Games. With the Youth Olympic Games, which were held in 2010, the IOC sought to create an event that allowed young people to participate in sport, learn about Olympic education and share experiences with their peers. In this regard, a unique feature of the Youth Olympic Games is the inclusion of an extensive cultural and educational program designed to introduce young people to Olympism and the Olympic values of respect, excellence and friendship, along with the sporting element of the event [47]. The Youth Olympic Games are the newest addition to the Olympic movement and, in light of recent discussions about the training of elite athletes, represent a shift within the IOC from a win-by-any-means philosophy to one much more informed by education [48]. However, future athlete-focused research is needed to enhance the educational and cultural impact of the Youth Olympic Games.

Olympic education for schoolchildren and students.

Olympic education can be defined as a set of educational offers through sports, which are based on the Olympic movement, its values, symbols, history, heroes and traditions [49]. It is in this direction that the most popular authors in the field of Olympic education work. Modern circumstances force experts to connect the concept of Olympic education not only with the Olympic movement as a large-scale social phenomenon, but also with school education at all levels. Currently, two directions are identified. Firstly, this is research into Olympism and, secondly, it is learning through Olympism. The first direction of Olympic education is aimed at enriching the research of Olympism in different countries and disseminating the collected new knowledge throughout the world. This direction concerns the enrichment of academic programs. The second direction is related to the younger generation (schoolchildren, students and athletes) and youth programs and proj-



ects based on Olympic principles. It should be taken into account that Olympic education concerns not only the content of physical education lessons, but also other school subjects. This is a new global trend [10].

During the Olympics, the host country of the Olympic Games must organize and conduct an educational program in schools throughout the country [14]. Olympic education is designed to introduce students, including university students, to the ideals, values, and principles of Olympism [24]. The introduction of Olympic education in schools is a mandatory requirement for any country hosting the Olympic Games [21].

Beginning in 2005, the largest "Olympic education" program ever implemented by an Olympic host country was conducted in schools in Beijing and throughout China [50]. The Beijing Olympics prompted educators to develop new curricula. These resources focus on the sociocultural elements of the games, Olympism and Olympic values, the moral and ethical aspects of sports, and selected geographic, historical, and social aspects of traditional and modern Chinese culture [34].

The first case where Paralympic education was promoted in parallel with Olympic education was implemented in schools across Japan in the form of a national campaign, which made it possible to identify factors that influenced the planning and development of the school Olympic and Paralympic education system in Tokyo 2020 [51].

The conducted bibliographic analysis showed that most of the research in this area is devoted to the qualitative testing and evaluation of training programs for Olympic education [11, 14, 15, 36, 52]. Authors [15] examines the Olympic education program used in Greek schools since 2000, in which students learn the history of the Olympic Games and the importance of exercise for health, as well as the principles and values of sport and volunteering. In a review of the literature on Olympism, [36] found that three themes were common to most concepts in student Olympic education: fairness, equity, and ethical behavior.

An interesting conclusion in this regard was reached by [22], who studied the impact of science, technology, engineering, arts and mathematics (STEAM) education on the Olympic education of primary and secondary school students in China. The results showed that after the introduction of the STEAM educational model, the acquisition of Olympic knowledge by schoolchildren has significantly improved, namely, the number of students with knowledge of most Olympic sports has increased, students have become increasingly interested in Olympic events, etc. [22].

Our analysis of the papers also showed that scholars advocate active educational learning on social media instead of traditional models, but research on this topic is limited. Of interest in this regard is the work of [53], aimed at understanding how national governing bodies provide social media education to athletes from the Youth Olympic Games to the Olympic level, as well as the perceptions of national governing body commu-

nications staff with the public regarding athletes' use of social media and their training in social media organization. The author concluded that the use of social media has provided significant benefits to athletes, and that education and training have helped enhance these benefits as well as minimize the problems or poor performance that athletes experience with social media [53].

At the same time, schools' experiences with such programs are often reported by government rather than scrutinized by scholars. Moreover, there is little scientific understanding of how individual schools contribute to programs and why different schools participate in the same program in different ways and to different degrees and produce different levels of impact [14].

This review suggests that there is debate in the literature around several key issues, namely the relevance of Olympic values in the lives of young people, the Olympic industry's politicization of educational fields, and the usefulness of Olympic ideals in influencing social, cultural and (physical) educational change.

Educational potential of Olympic education.

Throughout history, sport has been used as a tool for teaching values [54]. Olympic education as an effective tool of moral education for shaping personal development is considered in a number of works [8, 11, 32]. The results of the studies by [32] show that an integrated Olympic education program is effective in promoting prosocial behavior in adolescents. The influence of a comprehensive Olympic education program on the Olympic values of adolescent athletes and their behavior in sports is presented in another work [11]. The authors, as a result of a survey of teenage athletes from Lithuanian schools, came to the conclusion that teenage athletes from schools that did not implement the Olympic education program scored lower than athletes from schools where this program was implemented, according to the human values of Olympism, social the virtues of Olympism, the individual pursuit of excellence and pro-social behavior in sport. In continuation of this study, another author [55] as a result of a survey revealed that the most developed Olympic value is friendship; such Olympic values as "excellence" and "respect" were at an average level. The level of attitude towards the Olympic value of "Fair play" is low.

The paper [8] identified the role of teaching Olympic concepts to university students in Iran and described its impact on them. The results of a survey of 2,000 Iranian university students showed that 60.1% admitted that Olympic education influenced their feelings of humanity, alliance and peace. They also recognized the moral and educational effects of Olympism. More than half of the subjects (52.8%) noted that Olympic education had a positive impact on their attitude to life. In addition, 50.3% of subjects believe that Olympic education effectively influences the lifestyle of university students. At the same time, 63.9% of the subjects emphasized the close connection between Olympic concepts and moral behavior in life.



Authors from Kazakhstan came to the same conclusion regarding the role of Olympic education [23]. As a result of a survey of 347 respondents working in the field of physical culture and sports, it was concluded that the Olympic movement and Olympic education make the younger generation much smarter, more humane, more aesthetic and tolerant.

We also agree with the opinion of [56] that students are the most active young people, the most creative group, and the Olympic movement is the main direction and core of the modern world of sports, sport and culture, it advocates a combination of education and higher education institutions for comprehensive development. provides a variety of educational resources [56]. According to other authors [57], the Olympic movement advocates harmonious and comprehensive development and adapts to the development of today's students. Olympic education and practice are an effective way to realize the goals of education and liberal arts education, as well as to promote the harmonious and comprehensive development of students.

T.R. Varnier et al. [58] came to an interesting conclusion. that research on the relationship between integral education, values education and Olympic education can contribute to understanding the role of physical education and sport education in the development of values and life skills [58].

Olympic educational management and marketing strategies

A current scientific direction in the study of Olympism and, in particular, Olympic education is the study of the management of Olympic education, with an emphasis on how relationships were built between the government and the business sector, scientists and teachers to shape the implementation of Olympic education. [28], looking at the management of Olympic education in the context of preparations for the 2022 Beijing Winter Olympics, concluded that Olympic education was an important tactic for the Chinese government to realize its ambitions for China's great rejuvenation. Here the state used two management technologies: political statements and outsourcing [28].

On this point we also agree with [27] that the development of Olympic education illustrates domestic and national agreement with the political imperative of the IOC to be a leading figure in education, and also requires significant ideological and practical synergy between institutions at the international, national and local levels. The authors presented a case study of the spatial organization of Olympic education, in which they conceptualized L'Espac Olympique as a dynamic site in which Olympic thought attracts various alliances of stakeholders, creates specific educational models and dictates specific forms of joint action [27].

The Olympic Games are one of the world's largest marketing platforms and, as such, provide the private sector with a wide range of advertising opportunities. One new area of opportunity is school Olympic education and the marketing strategies used by Olympic

sponsors to promote their products and brands to students and teachers. [21] examines three technologies that private companies have used to promote their brand in Chinese public schools through Olympic education: provision of winter sports equipment and initiatives; collaboration with "experts"; and hidden support from "star" teachers.

Legacy of Olympic education.

Both Olympian promoters and Olympic organizers regularly use the term "legacy." A focus on legacy was one of the fundamental issues at the London 2012 Olympic Games. The idea of an Olympic legacy was based on the assumption that the value of the event would depend not only on the sporting spectacle, but rather on the "success" of the lasting effects observed in London and across the country. For physical education students and practitioners, Olympic legacy programs have become a constant pressure to improve inspiration, engagement, participation and performance across subject matter, sport and physical activity [31].

Looking at Olympic education in France from a heritage perspective, the study by [12] examines the means used to make Olympism a universal subject and demonstrates that current practice not only fails to offer real pedagogical treatment of Olympic facts, but is also aimed more at forming generations of spectators attached to Olympism, and guarantees the success of future Olympiads [12].

A new approach to the implementation of Olympic education for schoolchildren using distance pedagogical technologies or e-learning is considered by [59], presenting a way to implement the Olympic Legacy module. Research shows that online and offline materials of the "Olympic Legacy" module can be included in the educational process of students and are one of the most effective mechanisms for disseminating Olympic values in the modern information space.

The legacy of Olympic education for the teaching community was studied by [25, 26] in the context of the 2016 Olympic Games in Rio. Data were collected from teachers who participated in the Transform program through an online questionnaire (n=617). This study reveals the importance of Olympic education, arguing that when Olympism is introduced into educational practice, positive consequences can arise, which contributes to a positive educational legacy [25]. Results show that the educational impact of the program, measured through experience, knowledge and skill development, had a positive impact on teachers' development as well as their knowledge about teaching Olympism [26].

In this direction, research aimed at identifying the level of development of the Olympic knowledge system among future physical education teachers is also important. Thus, A. Bondar [60] in his work confirms that the knowledge system in the field of Olympism and the Olympic movement is an integral part of the readiness of future physical education teachers for the Olympic education of schoolchildren. As a result of the



study, the author came to the conclusion that students have a low level of knowledge in the field of Olympism and the Olympic movement (overall indicator 57.4%, $n=180$). Of course, this reduces the effectiveness of the formation of skills, abilities and motivation during the implementation of Olympic education for schoolchildren [60].

The work of [7] extends previous research and also emphasizes the importance of Olympism and the value heritage of the Olympic and Paralympic Games [7]. The author examines the key pedagogical approaches of "Olympic education" and analyzes them to consider different ways of achieving the legacy of Olympic values in different contexts.

The influence of the cultural heritage of the Olympic movement on expanding the worldview of teenage schoolchildren, their self-development, increasing motivation for sports and creative activities, familiarization with the Olympic movement and its values is considered in an article by Ukrainian authors [61]. Authors: Maria Bulatova et al. [61] recommendations for teachers were developed and implemented into the educational process of secondary schools. The results of the study indicate the effectiveness of the use of works of art related to the cultural heritage of the Olympic movement in the educational process of secondary schools, in particular, when teaching such disciplines as "History", "Geography", "Foreign Literature", "Physical Education", integrated course "Art" [61].

Research on the educational legacy of the Olympic Games also includes the work of [5], aimed at identifying the perceptions of spectators (students) of the Rio 2016 Olympic Games about Olympic values during the event and their opinions about the future of the Olympic Games [5].

At the same time, the work of [31] confirms shared disciplinary skepticism that while the Olympic Games may have a temporary effect on increasing young people's motivation for sport (and perhaps for physical education and physical activity), however, they may not provide the best or most appropriate mechanism for sustainable behavioral and/or social development on a mass scale [31].

Conclusions

The conducted bibliometric analysis on the problem of Olympic education in the scientometric databases Scopus and Web of Science confirms the relevance of this area of sports science. The use of the VOSviewer program, version 1.6.18, made it possible to systematize modern scientific ideas about Olympic education and identify priority scientific directions for studying the problem under study.

A fairly large number of works devoted to Olympic education have been identified: 1,134 publications in the Scopus database and 3,301 in the Web of Science Core Collection. The largest number of works on both scientometric bases relate to the following areas of research: Sport Sciences, Social Sciences, Health Profes-

sions, Arts and Humanities, Business, Management and Accounting, Education Educational Research and other subject area.

Most of the authors represent countries such as the USA, England, China, Canada, Spain, Australia, Germany, Portugal, Brazil and Japan.

The highest priority areas in the scientific support of Olympic education have been established: features of Olympic education programs in individual countries of the world; Olympic education for schoolchildren and students; educational potential of Olympic education; Olympic education management and marketing strategies; legacy of Olympic education.

The analysis made it possible to provide a comprehensive analysis of the problem and highlight a number of unresolved scientific issues in Olympic education: the search for new approaches to the development, implementation and evaluation of Olympic education programs; development of effective strategies for the implementation of Olympic education; search for innovations and technologies in the field of Olympic education; research of modern media tools for the development of the Olympic movement as a whole, etc. Solving these very questions should become a priority scientific direction for our future research.

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Conflict of interest

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