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The concept of the Integral System of Upbringing and Design of Its Component Model with Account for the Specifics of Sport for Children and Adolescents

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ABSTRACT *Olympic ideals, traditions and principles, if they match children's interests, can serve as the basis for the establishment of upbringing system in popular sports for young people. This system created within the theoretical framework of OLYMPIC PEDAGOGY is called The Integral System of Upbringing on the Principles of Olympianism (ISUPO). ISUPO provides a foundation for its institutionalization within the national and international Olympic movements as the YOUTH OLYMPIC MOVEMENT.*

【要旨】 オリンピックの理想と伝統と原理は、もし子どもたちの関心と合致するならば、若者に人気のあるスポーツの教育システムを確立する基礎となりうる。オリンピック教育学の理論的枠組みの中でつくられた、このシステムは、オリンピック原理による総合教育システム (ISUPO) と呼ばれる。この ISUPO は、青年オリンピック運動として、国別あるいは国際的オリンピック運動の中で、制度化するための基盤となることができる。

The youth Olympic movement project demonstrates how the Olympic ideals conform with the emotional and psychological needs and interests of children and adolescents. This project builds up, on this basis, a system of upbringing which comprises the physical, psychic, and spiritual components necessary to attain harmony in the development of an adolescent's personality.

We believe that Olympic ideals, traditions and principles, where they meet the needs and interests of children and adolescents, can serve as the basis for the establishment of this system of upbringing in mass sport for the young.

In order to achieve the integrity of this system in a sport context, the corresponding goals and principles of upbringing are to be defined; sports training sessions are to be organized democratically and be open and accessible; sport for young people is to be integrated into the international and national system of competitions organized according to the principles of Olympianism with the broad use of Olympic symbols, traditions and rituals; and young Olympians are to be involved in sporting events at various levels using a rational psychological, pedagogical and moral system of evaluation of the results.

The key element of the upbringing system is the Young Olympians Club, the educative

force of which depends on a psychologically amenable climate, in which a young person feels capable, protected, accepted, respected, and loved.

The training and work of coaches working with sports groups for children is directed, within the context of the system, toward developing the moral and spiritual qualities of the personality by relying on the humanistic methods of Olympic upbringing.

We have substantiated the stimulating role of the Olympic ideals, traditions, symbols, and rituals in developing mass sport for the young; mapped out the paths and defined the means of integrating state, public, business and multimedia forces in developing sport for the young on a national, regional and local levels; devised a model for a humanistic system of upbringing and its key elements where they apply to sport for the masses; found the best structure, role, and functions of the sports group in the humanistic training of young Olympians; come up with a model for the work of a coach capable of acting within the humanistic paradigm; and substantiated OLYMPIC PEDAGOGY as a growing area of pedagogical knowledge and a social upbringing system.

The integral system of upbringing on the principles of Olympianism, which is described in this book, has been modeled as a conceptual foundation for the system-forming edifice of the Youth Olympic Games, regarded here as a new and effective institute for the humanization and democratization of the modern Olympic movement and, to an extent, a counterweight to its negative trends.

We see the Youth Olympic Games to possess the potential to:

- * restructure the terrain of the international Olympic movement;
- * give sustainability to transformations in the social fabric of the sporting world, facilitating the integration of children and adolescents into the Olympic affairs;
- * generate a new batch of tools to influence the situation at both the international and national levels of sport; and
- * give rise to a certain technological framework for mass-scale independent sport for children and adolescents.

The World Youth Games are a totally new development in the Olympic movement, one that we may call a new civilizational environment for the renascent Olympianism, and that alters the kaleidoscopic picture of the international Olympic movement, adding solid flesh to the social infrastructure of the sporting world and laying a groundwork for an indirect cohesion between the top-class sport and sport for all.

The adolescent as an individuality and personality is formed and develops under the powerful influence of his social environment. This influence is expressed both in specialized education and in the spontaneous processes of socialization. Modern pedagogical reality, responding to such phenomena, produces both declared and realistic educational systems.

The upbringing system concept occupies a special place among concepts such as

“pedagogical system,” “didactic system,” and “system of educative work.” It is the broadest concept, a synthesis of the three others, and is used in pedagogy as a starting point for a whole range of systemic concepts because no one can understand the particular without cognizing the general.

Examining the very concept of “upbringing system” as a specific pedagogical category associated with other categories, and the functions of the existing system of upbringing in achieving pedagogical objectives helps identify the conformities of its emergence and development, and the ways and conditions for its improvement.

The upbringing system is created to achieve pedagogical objectives and to provide for the development of the personality of children and adolescents. Pedagogical theory and practice have evolved the concept of “system of educative work” (“educational process”), which usually means a set of undertakings designed to meet the desired objectives. The “educational process” is a subsystem of the “upbringing system” and has its own realm of activity.

The question arises: What is upbringing? The term “upbringing” concerns basically the development of the personality and appreciation of the purposes of life, value orientations, likes and dislikes. Upbringing clearly differs from education, which is based on influencing a person’s individual qualities and performance. When education does not rest on the objectives set by upbringing it is of little consequence. While coercion, rivalry, and didactics are under some circumstances acceptable for education, far different mechanisms are at work in the process of upbringing. The meaning of upbringing grows to become the specific function of society and state and to turn into a social institution.

When people say that the “environment” or “everyday life is your teacher,” they do not mean special, organized educative work, but everyday influences exerted by the socio-economic and family conditions for the development and formation of the personality. Upbringing as a pedagogical category and specifically pursued pedagogical activity must not be confused with diverse spontaneous influences and forces to which the individual may be exposed during his development.

We view upbringing as purposeful control over the process of an individual’s development. On the one hand, it is a psychological and pedagogical system and, on the other, a socio-pedagogical one, and influences schoolchildren not only as a pedagogical factor (via teachers, lessons, training sessions, textbooks, homework, and extramural activities), but also as a social factor (by becoming part of the environment, through relations developing between children, teachers, coaches, parents, and sponsors; through the psychological climate in the collective, which makes it possible to unite children and adults within the context of a particular educational institution).

This type of social upbringing can be viewed as a process of socialization relatively controlled by society (the development and self-actualization of an adolescent as he learns and replicates the culture of society).

The Integral System of Upbringing on the Principles of Olympianism (ISUPO), within

which the socialization of the youth's personality occurs, has a complex structure. Its components are: objectives expressed in their initial conception (an aggregate of the ideas, to implement which it is created); activity needed to attain those objectives; the performer who organized the system and participates in it; the relations generated through activity and socializing to integrate the performers in a kind of Olympic community; the environment of the system as an integral part of the Olympic movement absorbed by the performer; and the management helping integrate the components in a whole system.

The system of upbringing on the principles of Olympianism as an integral system is conditioned by the unity of the socio-moral, general cultural, and physical development of the personality, accent on creativity, originality, and the individuality of the performers of the system inferring the integration of the activity of all social institutions. The concept of integrity also means the unity of the three chief aspects of pedagogy within the framework of the ISUPO: the organization of the "human-oriented" microsocial environment; the creation of favorable external conditions for the development of the adolescent and internal conditions for the self-improvement of the young Olympian.

In order to identify the best models of the algorithm and techniques for the upbringing system, we first had to determine the patterns of system formation, its principles, and distinctive characteristics. Second, in accordance with those patterns, we directly identified the optimal composition of the model, the algorithm, and technique of the process of upbringing in the Young Olympians Club in specific proportions. The use of an integral systems approach made it possible to synthesize the most productive approaches and, on this integrated basis, create the optimal model for the upbringing system.

The modeling of the ISUPO took place after our conception of the formation of the foundations of the pedagogical art of the coach had begun to be implemented and when the need arose for a reflexive interpretation of the forms, foundations and methods of coorganization of the participants of future planning, a need which highlighted such functions of modeling and planning as: (1) integrative; (2) managerial; and 3) transmissional.

The integrative function of modeling consisted in establishing and preserving the integrity of the forms of Olympic pedagogy as projects were implemented. When the ISUPO is functioning smoothly, the need to know the whole wanes as an individual coach becomes in essence a technical cog in the social wheel, which has not been conceived or designed by that coach. As the forms of Olympic pedagogy developed, the planner also became an administrator. In order to attain the objectives of his own project, each planner gained an idea of the forms of Olympic pedagogy as of a whole. Thus, our models were a method for preserving the integrity of forms of Olympic pedagogy in the thoughts and actions of the planners.

The managerial function of modeling stemmed from the integrative function, with certain differences. Modeling was viewed as one of the methods of managing the forms of Olympic pedagogy as it developed, on the one hand, and as a means of preserving the correlation between functioning and development, on the other hand. By modeling the

methods of organizing planning initiatives and formalizing them, coaches translated projects that had been carried out into standards for the future functioning of children's sports associations. Modeling was a unique means for transforming the innovative potential (ideas, conceptions, projects) into new forms of pedagogical interaction.

The transmissional function of modeling was associated with the fact that in the process of the standardization of the components and stages of planning and creating the models of the ISUPO, we created specimens for transmitting the models we had designed in the forms of:

- popular books for young sports activists;
- special programs for pedagogical institutes;
- monographs and textbooks for pedagogical institutes;
- Olympus, a system-forming project for a Russian sports and rehabilitation educational movement;
- the competitive program Moscow Olympic Youth (part of the preparation for the first World Youth Games under the IOC's patronage);
- an Olympic test program, and so on.

The ISUPO has many components: the goals laid down in the basic conception (aggregate of ideas, for which it is created); tasks, functions and principles behind its development; forms and methods of activity for the implementation of the objectives; the system organizer and participant; the relations arising through activity and socialization and integrating the participants in an Olympic community; the environment of the system as an integral part of the Olympic movement assimilated by the participants; and management which provides the integration of the components as a whole system, and the development of that system.

The objective of the system is developing the Olympian awareness of children and young people as a totality of knowledge, thoughts, feelings, willpower, and physical and moral qualities; and of their readiness to participate within the humanist Olympic movement.

The system is regulated within a Young Olympians Club and its regional, national and international networks.

Guided by psychological mechanisms of the I-conception the ISUPO sets the following tasks:

- forming among young Olympians a world outlook based on patriotism, morality, respect for laws, and adherence to a sporting healthy lifestyle;
- fostering positive motivation to study and work, a creative approach to duties at the Young Olympians Club, and adherence to the Oath of the Young Olympian;
- the harmonious, holistic development of young Olympians on the common base of their potentialities and requirements of their school and Young Olympians Club;
- imbibing the common human values, and the historical and patriotic traditions of the home country;

- raising the role of Olympic upbringing in the unified and integral structure of the everyday life of an educational establishment and a Young Olympians club;
- developing among the system's participants the ability to make a moral choice as sporting activities are under way;
- cultivating the need to help one another;
- fostering the habit of feeling equality in communication: the coach must be in a position to act (having working skills of communicating with children based on advanced morality). This is a level of moral duty, for the moral level of life is sustained only by reciprocating;
- remolding the young Olympians' personality by adding a moral component to sports activities (remolding criteria include a personal self-awareness degree and an ability of self-control on the basis of embraced motivations and principles).

The objectives and tasks of the ISUPO are realized by the joint efforts of all participants: education and sports managers, educational and sporting bodies, teachers, coaches, parents and sponsors (trustees), public institutions, families, etc. In the solution of complex pedagogical problems, subject-to-object and subject-to-subject relations are built. Here, the central role must be played by the managers of educational institutions.

As the objectives and tasks of the ISUPO are achieved, the functions it is called upon to perform are fulfilled. The main functions are:

status—promoting the understanding and acceptance by the education and sports managers, teachers and young Olympians of the important social role of the Olympic movement as an effective means of bringing up the rising generation;

molding—dynamically influencing the process of development and self-development of the social-value characteristics of Olympianism among teachers at educational institutions and their collectives, and in the productive realization of the creative potential of Olympianism in the process of Olympic upbringing;

information—applying a dynamic influence of Olympic upbringing on the development of pedagogical skills and of socially important links and relations in the collectives of educational institutions;

motivation—creating the socio-psychological and pedagogical conditions inducing the participants in the Olympic upbringing process toward productive fulfillment of their duties and the social value functions in the collectives of educational institutions;

enlightenment—helping schoolchildren to become aware of the Olympic movement as a sphere of physical and spiritual-moral improvement, and to feel part of this humanistic movement;

development—helping children learn to perceive their role and place in the Olympic movement, establish the ties and relationship that exist in the world of sport and Olympianism; and become aware of the content of humanistic Olympic ideals;

upbringing—teaching young Olympians to develop a moral, humanistic attitude to sporting activity. A sense of duty and responsibility is intimately combined with a feeling of involvement in the brightest phenomenon of modern times, the Olympic movement, and

enriches and strengthens the feeling of internationalism and patriotism;
organization—directing the efforts of system participants to form the system and develop it on all levels;
cognition—helping schoolchildren to cognize themselves and their organism in the conditions of sporting activity, so they develop a habit of leading a healthy lifestyle;
prophylactic—forecasting, preventing and correcting undesirable manifestations of conduct, anticipating pedagogically a deviant behavior, overcoming and correcting negative qualities and traits of character among children and adolescents so as to form and develop social-value entities in the process of Olympic upbringing.

The effective implementation of the above functions of the system brings children and adolescents an Olympic awareness, a means for ISUPO participants to relate to the world and themselves, helping them to formulate their own philosophical conception, ask themselves questions and address those questions to nature and society, and introducing participants to the highest spiritual life, but only emerging as a product of Olympianism itself.

Olympic awareness as an integral part of a young Olympian's world outlook emerges in the process of Olympic upbringing.

The principles of the ISUPO:

1. The principle of the creative development of the system.

The system provides for creative standards, materials for the interpretation of those aspects of Olympic upbringing related to the synthetic forms of child behavior and the integral reactions of the organism (L.S. Vigotsky).

2. The principle of the dominant role of the sociocultural context of teaching, bringing up and developing young Olympians.

The system creates a sociocultural background for result-stimulating teaching and upbringing. The sociocultural context influences the formation of the image of the Olympic movement, the nature of sensory standards, perceptive units as far as the general style of behavior and activity go. The methodological synonym of the concept in the concept of "teaching a subject in its atmosphere," which is used in suggestopedia.

3. The principle of sensitivity of development.

Given the complexities of the moral remolding of the personality in childhood and adolescence, the tasks to be set include providing the program-methodological tools to train the coach of a sports collective in accordance with the sensitive periods of perception based on the methods of emotional stimulation. At issue is creating a special educational course and determining the best conditions for conducting it. In this case we are looking at programs like "Practical Olympic Pedagogy," the "Pedagogical Skill of the Coach," and the "Art of the Coach."

4. The principle of the joint activity of the coach and the young Olympian as a motivating force for development and means of education and upbringing.
5. The principle of variation of types of sporting activity.

It is important to substantiate the pivotal and alternative types and forms of activity for young Olympians, proceeding from the objectives of personality development. One method of diagnosing the evident abilities could be an analysis of priority types of activity preferred by young Olympians.

6. The principle of the feedback of the activity of young Olympians on the coach's behavior.

The range of the feedback functions of the teaching and educational process as the afferent effect of young Olympians on the coach.

The basic content of the system is defined at each separate function level: local, regional, national, and global (see Fig. 1).

At the local level, the means of liaison between young Olympians clubs may be sporadic, since the basic content of their activity (especially at the initial stage) can be specific or might not meet the essential criteria for inclusion in the system.

The regional level involves fulfilling the requirements of the internal-external system of games under the competitive Region's Olympic Youth program (best club, best team, best board of trustees, etc.) and the standard requirements of Olympic tests.

The national level forms the external system of competition:

- best sporting city (district);
- best Young Olympians Club;
- best board of trustees;
- best coach of young Olympians;
- multiple-event games for the National Olympic Badge standards (five grades for age groups from nine to 18), etc.

The global level of the basic content of the system is defined by the internal-external system of interaction. Winners, awarded special international prizes bearing the Olympic insignia, are named at the given level using a special method (aided by the Internet) for judging the success of the functioning national systems of Olympic upbringing. The results of that level which help rank countries are taken into account when the final results are reviewed for each cycle of the youth Olympic movement, culminated by the YOUTH OLYMPIC GAMES, held two years before the adult winter and summer Olympics.

The management coordination bodies of the system are: the Olympic Council of the Young Olympians Club at the local level; the Olympic Council of educational institutions under a region's Educational Committee at the regional level; the Sport for All Committee under the National Olympic Committee and Ministry of Education at the national level; and the International Committee of the Youth Olympic Games, promoted by the IOC, UNESCO, and UNICEF at the global level.

The system is based on such forms of activity which envisage the competitiveness of the means and methods of educative influence on young Olympians with a rational psychological, pedagogical and moral system for evaluating the results.

The prominent methods of upbringing within the system are those directed at the

emotional-motivational sphere: persuasion, habit-building, stimulation, psychic charging, and so on.

The following models have been developed:

- the sporting collective as the basic element of the system, the fundamental unit with an upbringing potential;
- the coach as the guiding model;
- the young Olympian as the object and subject of upbringing.

The distinctive feature of the systems of upbringing in independent youth sport lies in the fact that they are formed as systems at various levels within individual educational institutions (school, sport society, sports school, sports club) in a particular territory (suburb, township, town, city, region, area). The organization of the ISUPO envisages the formation and development of each "internal system" within a "broader" system, accounting for the general conformities of its functioning, depending on the parameters it sets. Discrepancies are possible in the interaction between the upbringing systems within the ISUPO. They arise, as a rule, from over-regulations in the directives issued by the broader systems to the more localized ones. These directives might limit the scope for the innovative development of the latter.

The ISUPO could claim the status of a system which coordinates, on a nationwide scale, the haphazard and at times contradictory efforts by all of society's institutions responsible for bringing up the younger generation. Here, we relied on the upbringing system of mass forms of sport for children and adolescents (MSCA) that existed from the late 1960s to the late 1980s. The system's backbone was formed by regional systems for planning and holding mass-scale youth competitions. The emergence of our system could be viewed as a transition from one type of organization (MSCA) to another (ISUPO). The MSCA consolidated the material base of upbringing by "sports pedagogy." It was within that system that the possibilities were found for involving children and adolescents in diverse club activity. Local authorities, children's, youth, sports and trade union organizations, industrial enterprises and other institutions were involved in the process of upbringing besides educational establishments. The system's success was built on the participation of public-spirited coaches, who had been given specialized pedagogical training.

The MSCA was not only a platform for developing regional systems of "sports pedagogy," but also for the "pedagogization" of the environment itself. For example, the Sambo-70 system of upbringing, directed by David Rudman, Merited Master of Sport and Merited Coach of the USSR, was the basis for our experimentation and developed rapidly. It overcame the discrepancies between the "today" and "tomorrow" of its status, between the school and its environment, between coaches and young sambo wrestlers, and between the educative activity of coaches and what young sambo wrestlers do. Some of those discrepancies were removed in the process of self-regulation, and some required special pedagogical intervention, which came more often than not from the Sampo-70 Council of Commissars.

The underlying idea of the Sambo-70 system was its orientation toward the personality of the adolescent, his interests and abilities. The determining role in the complex of ideas was played by the pedagogical conception of the collective. This was based on the idea of systemic practice, comprehensive upbringing, the integration of pedagogical influences, and the need for collective, creative work.

The Sambo-70 school was a typical example of an original system which came to be copied by many other schools and sports clubs. It was using the Sambo-70 and forming the upbringing macrosystem of independent sport for children and adolescents that we, in conjunction with the Soviet NOC and the newspaper Pioners kaya Pravda, organized, in 1983, countrywide games for young Sambo athletes. Drawing on the expertise of earlier established clubs, we used the nationwide level of games to transmit Rudman's original system to other educational institutions and regions of the country. The experience of the new clubs and schools for young Sambo athletes, though, differed from the original in several respects. For many coaches and young sambo wrestlers that experience became a unique factor, one that prompted the creation of new original systems of their own. Thus, our nationwide competitions for young Sambo athletes with prizes awarded by the Soviet NOC and Pionerskaya Pravda gave birth to a certain type of systems which incorporated both general and specific elements. The analysis of this general and specific helped us to highlight those problems that could be solved by the efficient functioning and development of th ISUPO, irrespective of those regimes within which it emerged.

As a humanistic system oriented on the personality of the adolescent, the development of his natural talent and abilities and the moral principles of the personality the ISUPO creates, by means of Olympic upbringing, an atmosphere of social protection and creative community for self-improvement within an educational establishment and a Young Olympians Club.

The efficiency of the system's pedagogical guidance lies in the knowledge of the objective laws of upbringing, information support for the upbringing process, the extent to which a coach has mastered the technique of assessing his own performance and, finally, the ability of young Olnpians to organize and control themselves.

The starting point for our research was the construction of a theoretically sound and methodologically correct integral system of upbringing of children and adolescents by means of Olympic pedagogy, and the identification of Olympianism's humanistic and educative potential under the current conditions of school reform and social change.

We have, through the formulation of pedagogical tasks, developed the techniques for using Olympianism as an active means of upbringing, filled with positive moral, esthetic, and physical content for self-improvement, and the perfection of the personality medium as a creative result.

Transition to a new quality of organization in independent youth sport, under the

conditions of an integral system of upbringing on the principles of Olympianism, is being carried out by accelerating the social and physical development of adolescents on the basis of new creative principles, which raises the level of the coach's pedagogical expertise and helps forward the social and pedagogical stability of the Young Olympians Club at various stages of its development.

The proposed conception of Olympic pedagogy defines the methodological approaches to the organization ("Olympianization") of sporting life at educational institutions, and in the places where children and adolescents live, according to the principles of balanced and harmonious interaction between, and the mutual development of, mass sport and higher-rung sport.

This study confirms that the education of Olympic pedagogy's adepts ought to have, in addition to philosophical and active components, its own scientific aspect. In the view of Olympic pedagogy as an independent science, educational institutions should create the conditions for a more thorough analysis of the problem, a higher qualitative level for the training of specialists in sports and pedagogical institutes. Olympic pedagogy, as a field for the development of the spiritual in the sports movement, should be a science appropriate to the new state of society in the 21st century. It should contribute towards solving the problems of the nation's socioeconomic advance and lay the foundation for a real process of humanization and democratization in the Olympic movement.

The model developed for the Young Olympians Club is the basic structural unit of the integral system of upbringing on the principles of Olympianism. The club serves a pedagogical function, making possible an internal, "family" communication with its counterparts acting in accordance with the uniform standards for evaluating the results of activity in the common organizational and informational arena of the youth Olympic movement. The management bodies at all levels of the system regularly set an "integral index" for each group of Olympic competitions (the Olympic tests, the National Olympic Badge proficiency program, the Regional Olympic Youth contests, the Olympic festival, the Olympic contest system, etc.).

The integral system of upbringing on the principles of Olympianism provides a foundation for its institutionalization within the national and international Olympic movements as the YOUTH OLYMPIC MOVEMENT.

Full text of the project see in Internet: <http://www.cabel.ru>