



## Contemporary Olympic Games: Cultural and Educational Approach

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### **Abstract:**

*The methodology, surroundings, culture and idealistic Olympic Education were discussed by the authors, with a focus on value of Olympism as a key tool in character building and moral education aimed at children and youth in school and community settings. The courses taught under the heading of Olympic Studies in primary, secondary and university are valuable in developing values, moral and character of our youth. In a wider vision looking at sport and Olympic Games with cultural and educational approach, we must look at the cultural aspect and the educational aspect, how sport and Olympic Games can serve as tool for sustainable development of global understanding through its cultural and educational dimensions.*

**Key Words:** *Cultural Approach, Educational Approach, Contemporary Olympic Games*

When we speak today of ‘Olympic Games’, we clearly mean those athletic contests which are held every four years in various cities throughout the world, but also a series of institutions which bear the adjective ‘Olympic’ and are associated with different aspects of an increasingly complex network which has the Olympic Games as a point of reference. As early as Sorbonne Congress in 1894, at which the revival of the Olympic Games was decided upon, an international committee was appointed with 14 members – The International Olympic Committee. Today, the IOC is a central administrative organ with world-wide prestige and a point of reference for every Olympic Activity.



Initially Olympic Games were considered as only sporting competitions but with the time Coubertin conceived the idea of the revival of the ancient Olympic Games within a framework of overall renaissance in which sports would serve as a means for physical, moral and intellectual formation of younger generations so as the ideological content of ‘Olympism’ was made up by Coubertin himself. According to Coubertin, Olympism has a philosophical and an educative dimension. It makes reference to the system values of the ‘gentleman’ and to the moral qualities contained in the *‘religio athlete’* while at the same time taking on the form of Olympic Education.

In the recent past it was noted by media about the initiatives taken by sport educational authorities on Olympic Education and Olympism. The term Olympic Education and Olympism encompass a variety of educational initiatives. A significant number of studies have been done on the educational initiative on Olympism. The methodology, surroundings, culture and idealistic Olympic Education were discussed by the authors, with a focus on value of Olympism as a key tool in character building and moral education aimed at children and youth in school and community settings. The courses taught under the heading of Olympic Studies in primary, secondary and university are valuable in developing values, moral and character of our youth.

In a wider vision looking at sport and Olympic Games with cultural and educational approach, we must look at the cultural aspect and the educational aspect, how sport and Olympic Games can serve as tool for sustainable development of global understanding through its cultural and educational dimensions.



First we must understand what we mean by cultural approach. Culture is a learned ways of life, which are modified and passed on from one generation to the next. Culture generally means all that the man cultivates by being associated with fellow human beings in a given area for over constantly long period. Culture includes the language, the material advancement that a society acquires, patterns of thinking, the faiths, traditions and so on. Culture is like an omnibus. It has a social structure to carry and many cultural traits to be carried. There are salient features of culture like language, art, music, literature, sculpture, painting, theatre, architecture, religious practices and material traits like food habits, shelter, transportation, dress, utensils and tools etc., weapons, occupations and industries. A nation that has no culture is like as orphan who has nothing to feed upon. An individual human being, a race or a nation must necessarily have certain roots somewhere.

Education in its general sense is a form of learning in which knowledge, skills and habit of a group of people are transferred from one generation to the next through teaching, training, research or simply through autodidacticism. Generally it occurs through any experience that has a formative effect on the way one thinks, feels or acts. Education differs for everyone depending upon the culture. It makes more sense if the education is based on the cultural background.

Culture and education can be seen as the base of human development, and when we talk about universal development we need to look at cultural-universals and global education. One language, one moral, one ethics, one family universalism and undoubtedly sports is one common tool beyond culture and education of any nation; in-fact sport is a universal language and Olympic Games is a platform where people from different culture, different educational background come together with same motto. Initially Olympic Movement was



more of European Culture based which was not practically applicable across the borders; with time Coubertin also revived the Olympic Games and focused on Olympic Movement. Looking at today's need, and cultural diversity we need to have a cultural and educational approach to the contemporary Olympic Games as well.

The philosophy behind Olympic Games is very many like sayings of Bhagwat-Geeta, Bible and Quran; what future we want, the idea of tomorrow, not the idea of now. 'Olympic Games can be a Model of Future' looking at what we want Olympic Games can be clustering of our experiment. Games are about other parts of life, during and after competition is just only one part. The reality of life today is cultural divide, educational divide, young people talk about economic divide; it's difficult to talk similar things to diversified people.

Cultural and Educational Approach to Olympic Games is the approach that shows development through sports as IOC's revived policy. Without economic or social equality it is not possible, hence there is a need to focus on Human Development and Sports is about development as well. If people are not true to themselves how will they be true to others?

The cultural and educational approach develops and understands sport as tool for social / economical / human development. It provides platform of understanding human values, coming above caste, crude and socio-economic status. Developing human culture what we want the world as in future e.g. coming to participate in games, availing all provided facilities and after going back starving to meet even daily essentials or making world a better place to live in with all equalities.



We must learn to value living beings and also value those who provide a better life to living beings by coming above being man or woman, caste, crude, religion etc. Just one human one world **‘वसुधैव कुटुंबकम्’** (*Vasudhaiv Kutumbakam*’ written in Vedas in Sanskrit language means The whole world is one family) one value i.e. value of life, value and respect for others may it be anything; anyone.

Here we can identify three phases for the execution of the cultural and educational approach in action i.e. pre-games, during games and post-games programmes including cultural and educational activities which develop knowledge, skills and attitude of humans for sustainable global understanding. This can be achieved through sports, cultural exchange programmes and educational innovation programmes based on rich heritage of different cultures.

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