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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**THE SOCIO-PEDAGOGICAL CHARACTERISTICS OF THE
DEVELOPMENT OF THE OLYMPIC MOVEMENT IN
MODERN AZERBAIJAN**

Specialization: 5806.01 – Theory and methodology of
physical education and sports training

Field of science: **Pedagogy**

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GENERAL CHARACTERISTICS OF THE RESEARCH

Relevance and degree of development of research. For many years, Azerbaijan has been an active participant in the international Olympic movement, both as a representative of international organizations and as a competitor in major global and regional events held under the auspices of the International Olympic Committee (IOC)—including the Olympic Games, Winter Olympic Games, Summer and Winter Youth Olympic Games, and Regional (European) Games, among others. Throughout its years of participation in the Olympic movement, Azerbaijan has won medals in various sports disciplines and has also actively contributed to the international community (including the IOC, ISF, and others). Moreover, the Olympic movement plays a crucial role in transmitting knowledge about the Olympic Games to younger generations, fostering noble behavioral principles, and encouraging the harmonious development of both physical and moral capacities. An analysis of scientific and methodological literature shows that scholars in the fields of physical culture and sports—particularly historians, philosophers, and sociologists such as—such as N. Germanov¹, K.N. Yefremenko², L. I. Lubysheva³ and others—have conducted research related to these issues.

In particular, the incorporation of "Olympic Education," which encompasses the history of the Olympic movement in Azerbaijan, is expected to contribute to the effective implementation of pedagogical and educational objectives. However, the inclusion of this subject in curricula is left to the discretion of institutional administrators. The

1. Germanov, G.N. Olympic Education. The Winter Olympic Games: A Textbook for Academic Bachelor's Programs / G.N. Germanov, A.N. Korolkov, I.A. Sabirova, O.I. Kuzmina. – Moscow, 2018. – Vol. 2. – 512 pages.

2. Yefremenkov, K.N. Olympic Education: Theory and Methodology: A Monograph / K.N. Yefremenkov. – Smolensk: SGAFKST, 2011. – 131 pages.

3. Lubysheva, L.I. New Realities of Modern Olympic Sport: Crisis or a Reboot of Values? / L.I. Lubysheva // Theory and Practice of Physical Culture. – 2018. – No. 7. – pp. 93.

teaching of this discipline is anticipated to shape students' understanding of the Olympic movement as a vivid model that embodies the organizational, moral, ethical, aesthetic, and legal norms of modern society, thereby enhancing their overall level of education.

The following issues can be identified as factors necessitating the conduct of this research:

-The availability of favorable conditions for the integration of Olympic education into the educational process, contrasted with the insufficient number and depth of scientific studies addressing both the theoretical and practical aspects of its implementation within the practices of specialized higher education institutions.

The existence of a significant amount of incomplete or scattered empirical and statistical data, as well as the lack of comprehensive research and scholarly work on the history of the Olympic movement in Azerbaijan.

The need to promote moral and ethical values among students enrolled in institutions specializing in physical education and sports, and the absence of a developed conceptual framework for addressing educational and pedagogical objectives through the implementation of a knowledge base related to historical Olympic topics.

The object and subject of the research. The object of the research is the development of the Olympic movement in the Republic of Azerbaijan.

The subject of the research is the socio-pedagogical characteristics of the development of the Olympic movement in the Republic of Azerbaijan.

Purpose and objectives of the research. The purpose of the research is to conduct a comprehensive analysis of the characteristics of the Olympic movement in the Republic of Azerbaijan and to develop and justify an educational program in Olympic education.

To realize this primary purpose of the research has aimed to address the following specific objectives:

- to examine the key characteristics and development trends of the Olympic movement in the Republic of Azerbaijan;
- to design an Olympic education program tailored for students of higher education institutions specializing in physical education and sports;
- to develop and substantiate a comprehensive set of instructional forms and teaching methods for the effective implementation of Olympic education among students in physical education and sports-oriented higher education institutions.

The following **research methods** were employed during the course of the study: theoretical analysis, observation, interview, conversation, and questionnaire survey. In addition, various analytical methods were utilized, including comparison, correlation, generalization, and systematization. The study also made use of specific historical methods, such as the comparative-historical, retrospective, and historical-typological approaches, as well as pedagogical observation methods and mathematical-statistical techniques.

Main provisions submitted for defense:

- The logical and content-based analysis of local and foreign literature related to the research problem made it possible to identify the inadequacy of comprehensive, scientifically substantiated up-to-date information concerning the history and prospects of the Olympic movement in Azerbaijan. It also determined the necessity of developing a training complex that reflects comprehensive knowledge on the studied topic, taking into account scientific-methodological approaches and principles.

- Based on the application of a complex of scientific approaches and methods, as well as appropriate tools, an original program on Olympic education was developed and its further application in the educational process of students in the field of physical education and sports training was scientifically substantiated.

- Within the educational process conducted with students of the Azerbaijan State Academy of Physical Culture and Sport, an author-designed Olympic education program was developed based on an expert survey reflecting comprehensive information on the history and characteristics of the Olympic movement in Azerbaijan. This program was piloted among students of the Academy, and the results of its practical implementation positively influenced students' interest and acquisition of new knowledge, thereby contributing both to the promotion of Olympism and to the fulfillment of educational and pedagogical objectives.

- Considering the positive outcomes of its practical implementation, the author-designed Olympic education program may be recommended for further use within the educational process of students specializing in physical education and sports training.

Scientific novelty of the research. The scientific novelty of the research lies in the fact that, for the first time, based on an analysis of the existing body of sources, the current knowledge on the history of the Olympic movement in the Republic of Azerbaijan has been comprehensively examined. A new "Olympic Education" program has been developed and substantiated, incorporating updated historical information concerning the specific features of the Olympic movement in Azerbaijan (e.g., the Olympic Games, Youth Olympic Games, etc.). Furthermore, the fundamental conditions for implementing Olympic education in specialized higher education institutions have been identified, and its main directions and forms have been outlined.

Theoretical and Practical significance of the research

Theoretical significance of the research. The outcomes of the study enrich the field of pedagogical science with new theoretical propositions. These propositions expand the informational basis related to the history of the Olympic movement in the Republic of Azerbaijan and are valuable for developing empirical lecture materials in the disciplines of sports history and related academic subjects.

Practical significance of the research. The findings may serve as a scientific resource for courses on the history of the Olympic movement—an essential component in the professional training of undergraduate students specializing in physical education and sports. The research results, conclusions, and recommendations can be implemented in both specialized higher education institutions and secondary vocational schools. The proposed recommendations, being of practical character, aim to optimize the educational process and contribute to solving priority educational and pedagogical tasks.

Approbation and implementation of the dissertation. The dissertation topic was approved by the Scientific Council of the Azerbaijan Sports Academy and Sport on September 20, 2021 (Protocol No. 5), and later endorsed by the Humanities Problem Council under the Council for Coordination of Scientific Research of the Republic of Azerbaijan on February 6, 2024. The core propositions and results of the dissertation were presented at three scientific conferences (including one international), and six articles (one of which was published abroad) were published in peer-reviewed scientific journals recommended by the Higher Attestation Commission under the President of the Republic of Azerbaijan.

Name of the institution where the dissertation was conducted. The dissertation was carried out at the Department of Physical Training of the Azerbaijan State Academy of Physical Culture and Sport. Within the scope of the scientific inquiry, sources in multiple languages were selected and subjected to comprehensive analysis, ensuring the in-depth examination of the chosen topic and enabling the formulation of proposals for optimizing the development of the Olympic movement in the Republic of Azerbaijan.

The total volume of the dissertation in marks, indicating the volume of the structural sections of the dissertation separately. The dissertation consists of an introduction, three chapters, a conclusion, and a bibliography. The introduction comprises 8 pages, 13944 characters, Chapter One – 15 pages, 27348 characters, Chapter

Two – 14 pages, 26178 characters, Chapter Three – 63 pages, 121964 characters, and the conclusion – 7 pages 13930 characters. The total volume of the dissertation is 107 pages and 203364 characters. The research material is illustrated with 12 figures and 22 tables. The bibliography includes 224 sources, 190 of which are in foreign languages.

MAIN CONTENT OF THE RESEARCH

In the “*Introduction*” of the dissertation, the relevance of the topic and the level of its study are substantiated; the object and subject of the research, its purpose and objectives, methods, the main issues submitted for defense, scientific novelty, as well as theoretical and practical significance are reflected.

In the *first chapter* titled “**Historical-theoretical and organizational-methodological foundations**”, a thorough analysis of literature and documentary sources related to the research problem has been conducted. Scientific and methodological literature, research studies, articles, and global internet resources have been examined. This analysis demonstrates the relevance of the chosen topic and indicates that it has not yet been sufficiently studied. In addition, various authors have addressed the development of sports in different countries and regions around the world, including the development of the Olympic movement in Azerbaijan. However, no comprehensive research covering the entire period of Azerbaijan’s Olympic history has been found. Generalized and synthesized information regarding the historical features of the development of sport and the Olympic movement in Azerbaijan has been identified in literature on physical culture and sports, as well as in works related to the Olympic Games. All of this suggests that the scientific problem has not been fully and adequately addressed, thereby requiring deeper investigation and analysis.

Furthermore, the systematic analysis of available sources has made it possible to define the historical-theoretical foundations of the

research problem and the characteristics of the development of the Olympic movement in Azerbaijan. This has laid the groundwork for future scientific inquiry. In recent years, studies on Olympic education have mainly focused on content-related issues and the application of classical and innovative forms, tools, and methods in the teaching process. However, most of these works are devoted to the implementation of Olympic education in the curricular and extracurricular activities of children, schoolchildren, and students. At the same time, the presence of numerous terminological errors in these works should also be noted, making it necessary to introduce corrections in the development of the Olympic education complex. The analyzed studies have contributed to the specification of the topic and are based on scientific, methodological, and organizational approaches that form the foundation of the research. These approaches have provided an initial basis for the formation of a "Teaching and methodological complex" in Olympic education

The second chapter of the dissertation, titled "**Organization and methods of the research**," is dedicated to the methodological principles and approaches of the study, research methods, justification of the research stages and organization, as well as the definition of the theoretical-methodological framework. The chosen methodological foundations for the research cover significant works related to various aspects of the topic. The theoretical and methodological basis consists of works by local and foreign scholars, whose fundamental studies fall under the following research directions: theory and methodology of physical education and sports, pedagogy of physical education and sports, history of physical education and sports, international sports and the Olympic movement, Olympic education, and the philosophical, socio-psychological foundations of physical education and sports. A logical scheme of the research was developed to use appropriate tools and methods for conducting the research and justifying the results; this scheme is presented in Table 1.

Table 1.**Logical Scheme of the Research.**

Based on the determination of the scientific research algorithm, its stages have been developed and the organizational features have been specified.

Determination of historical and theoretical foundations for studying the development characteristics of the Olympic movement.	Theoretical and methodological foundations of the Olympic movement and Olympic education.	
Methodology and organization of the research.	Identification of methodological principles, approaches, and research methods.	
	Content and characteristics of the organizational stages of the research.	
	Formation of the theoretical and methodological framework of the research.	
Development characteristics of the Olympic movement in the Republic of Azerbaijan.		
Results of the expert survey conducted among specialists in the field of physical education and sports in the Republic of Azerbaijan.	Characteristics and indicators of the formation and development of the Olympic movement in the Republic of Azerbaijan.	
Formation and justification of the educational-methodological complex for Olympic education.		
The socio-pedagogical model of the development of the Olympic movement in the Republic of Azerbaijan.	Structure and content of the educational-methodological complex for Olympic education.	Forms and methods of Olympic education sessions within the framework of implementing the main educational programs of physical education and sports education in the Republic of Azerbaijan.

A systematic description of these characteristics is presented in Table 2.

Table 2.

Stages and organization of the research

Stage	Stage description
I stage	1. Identification of the scientific problem. Justification of the relevance of the research
	2. Formulation of the research topic, determination of the purpose and specific research tasks
	3. Familiarization with the object and subject of the research. Formulation of the working hypothesis
II stage	1. Clarification of the research status of the problem
	2. Justification of the architecture and content of the research based on the set goals and objectives
III stage	1. Development of the theoretical and practical foundations of the research: comprehensive analysis and systematization of the obtained data
	2. Formation of the research results. Testing of the research hypothesis
	3. Formation of the research results

Chapter III of the dissertation is titled “The Development Characteristics of the Olympic Movement in the Republic of Azerbaijan.” This chapter addresses issues directly related to the main objectives of the research. The theoretical analysis and generalization of the studied material made it possible to determine the main stages of the formation and development of the Olympic Movement in the Republic of Azerbaijan. The chronological boundaries of each stage are defined by the participation of the Azerbaijan SSR and the Republic of Azerbaijan in the Olympic Games:

- First stage – from 1952 to 1968
- Second stage – from 1968 to 1980
- Third stage – from 1980 to 1988
- Fourth stage – from 1988 to 1996

- Fifth stage – from 1996 to the present.

In accordance with the established chronological boundaries, a brief description of the first stage is presented in Table 3.

Table 3.

From 1952 to 1968, the emergence and development of the Olympic Movement in the Republic of Azerbaijan.

Years	Events
1952	Azerbaijani athletes participating for the first time as part of the USSR Olympic team at the 15th Summer Olympic Games held in Helsinki (Finland) in 1952.
1956	Yuri Konovalov winning a silver medal in the 4x100 meter athletics relay at the 16th Summer Olympic Games held in Melbourne (Australia) in 1956.
1964	Participation of Azerbaijani representatives of the USSR in various sports such as volleyball, pentathlon, Greco-Roman wrestling, freestyle wrestling, and water polo at the 17th Summer Olympic Games held in Tokyo (Japan) in 1964.
1968	Inna Riskal becoming an Olympic champion as part of the USSR women's volleyball team at the 18th Summer Olympic Games held in Mexico City (Mexico) in 1968.

A brief description of the second stage is presented in Table 4.

Table 4.

From 1968 to 1980, the emergence and development of the Olympic Movement in the Republic of Azerbaijan.

Years	Events
1968	Development of new sports disciplines in the Azerbaijan SSR
1972	Inna Riskal becoming a two-time Olympic champion as a member of the USSR women's volleyball national team
1980	Larisa Savkina becoming an Olympic champion as a member of the USSR women's handball national team at the 22nd Summer Olympic Games held in Moscow in 1980

In accordance with the established chronological boundaries, a brief description of the third stage is presented in Table 5.

Table 5.

From 1980 to 1988, the emergence and development of the Olympic Movement in the Republic of Azerbaijan.

Years	Events
1984	The USSR Olympic team did not participate in the 23rd Summer Olympic Games held in Los Angeles in 1984 due to political and ideological reasons.
1988	Ilgar Mammadov and Boris Koretski became Olympic champions as members of the USSR fencing team in team events.
1988	Igor Ponomaryov became an Olympic champion as a member of the USSR men's football team.

The characteristics of the fourth stage are presented in Table 6.

Table 6.

From 1988 to 1996, the emergence and development of the Olympic Movement in the Republic of Azerbaijan.

Years	Events
1990	Numerous sports facilities in the country fell into disrepair, and a large portion of the sports equipment became unusable.
1992	The National Olympic Committee (NOC) of the Republic of Azerbaijan was established at the nationwide conference held on January 14, 1992, and was registered with the Ministry of Justice of the Republic of Azerbaijan on March 10 of the same year.
1993	The National Olympic Committee of the Republic of Azerbaijan was officially recognized by the International Olympic Committee at its 101st session (Monaco, France).
1993-1994	The activities of the National Olympic Committee of the Republic of Azerbaijan initially involved only the

	participation of leaders in events organized by the IOC. The International Run Day was held in 1994.
1996	Athletes from the Republic of Azerbaijan participated for the first time in the Olympic Games as representatives of an independent state.

In accordance with the delineated chronological framework, a brief characterization of the fifth stage of the Olympic Movement in the Republic of Azerbaijan is provided in Table 7. The performance outcomes of Azerbaijani athletes who have participated in the Olympic Games from 1996 to the present are comprehensively presented in Table 8.

Drawing upon the results of the analytical evaluation and considering the distinctive features associated with the emergence and development of the Olympic Movement in Azerbaijan, it may be asserted that the evolution of the national Olympic Movement comprises five principal stages. Each of these stages is marked by specific socio-political, organizational, and athletic characteristics that reflect the dynamic progression of the country’s engagement with the international Olympic community.

Table 7.

The emergence and development of the Olympic Movement in the Republic of Azerbaijan from 1996 to the present.

Years	Events
1997	On July 31, 1997, a new composition of the Executive Committee was elected at the General Assembly of the National Olympic Committee of Azerbaijan.
1998	The National Olympic Committee of the Republic of Azerbaijan actively cooperates with both the International and European Olympic Committees, as well as with other international sports federations and the IOC’s Olympic Solidarity Fund.

2003	The decree of the President of the Republic of Azerbaijan dated June 5, 2003, "On Preparation for the XXVIII Olympic Games."
2008	For the first time in the history of participation of the national team of the Republic of Azerbaijan in the Olympic Games, medals of all degrees were won.
2012	At the XXX Olympic Games held in London in 2012, athletes competed for the first time in sports such as cycling, rowing, women's boxing, and gymnastics.
2016	Implementation of work based on a 4-year Strategic Action Plan within the framework of the IOC's Olympic Solidarity Fund programs.
2020	Athletes of the Republic of Azerbaijan won Olympic medals for the first time in men's karate and women's judo competitions.
2024	For the first time, athletes from the Republic of Azerbaijan participated in trampoline, women's badminton, and women's 3x3 basketball events.

Table 8.

Results of the performances of athletes from the Republic of Azerbaijan participating in the Olympic Games (from 1996 to the present)

No. (serial number)	Year	Venue	Medals		
			Gold	Silver	Bronze
XXVI Olympic Games	1996	Atlanta (USA)	-	1	-
XXVII Olympic Games	2000	Sydney (Australia)	2	-	1
XXXIII Olympic Games	2004	Athens (Greece)	1	-	4

XXXIX Olympic Games	2008	Beijing (People's Republic of China)	1	2	4
XXX Olympic Games	2012	London (United Kingdom)	2	2	6
XXXI Olympic Games	2016	Rio de Janeiro (Brazil)	1	7	10
XXXII Olympic Games	2020	Tokio (Japan)	-	3	4
XXXIII Olympic Games	2024	Paris (France)	2	2	3
Sum			9	17	32

The first stage, spanning from 1952 to 1968, includes key events in the formation and development of the Olympic movement: the first participation of athletes from the Azerbaijan SSR as part of the USSR Olympic team; Yuri Konovalov winning a silver medal in the 4x100 meter relay at the XVI Olympic Games in Melbourne (Australia) in 1956; representatives from the Azerbaijan SSR competing in volleyball, pentathlon, Greco-Roman wrestling, freestyle wrestling, and water polo at the XVII Olympic Games in Tokyo (Japan) in 1964; and Inna Riskal winning a gold medal as part of the USSR women's volleyball team at the XVIII Olympic Games held in Mexico City (Mexico) in 1968. The second stage, beginning in 1968, highlights the development of new sports disciplines in the Azerbaijan SSR, Inna Riskal becoming a two-time Olympic champion in women's volleyball, and Larisa Savkina winning a gold medal with the women's youth team at the XXII Olympic Games in Moscow in 1980. The third stage notes that the USSR did not participate in the XXIII Olympic Games held in Los Angeles (USA) in 1984, resulting in no athletes from the Azerbaijan SSR competing; Ilgar Mammadov and Boris Koretskiy became Olympic champions as part of the USSR team in

the team fencing events at the XXIV Olympic Games in Singapore, and Igor Ponomaryov won a gold medal with the men's football team.

The fourth stage highlights key points such as the poor condition of Azerbaijan's sports infrastructure and equipment, the establishment of the National Olympic Committee of the Republic of Azerbaijan at the nationwide conference in 1992, its subsequent registration at the Ministry of Justice, the official recognition of the National Olympic Committee at the 101st session of the International Olympic Committee, and Azerbaijan's participation as an independent state at the XXVI Olympic Games held in Atlanta in 1996.

The fifth stage is characterized by the formation and progressive development of the Olympic Movement in the Republic of Azerbaijan. Notable events during this period include the election of a new Executive Committee at the General Assembly of the National Olympic Committee on July 31, 1997, the active cooperation of the NOC with both the International and European Olympic Committees, as well as with various international sports federations and the Olympic Solidarity Fund. A landmark achievement during this period was the issuance of a presidential decree titled "On the Preparation for the XXVIII Olympic Games" on June 5, 2003, by the President of the Republic of Azerbaijan. This phase also witnessed Azerbaijan's athletes winning medals in all prize categories for the first time in the country's Olympic history.

At the XXX Olympic Games held in London in 2012, Azerbaijani athletes competed for the first time in disciplines such as cycling, canoeing, women's boxing, and gymnastics. Additionally, the country achieved its first Olympic medals in men's karate and women's judo. For the first time, Azerbaijani athletes also participated in emerging disciplines such as trampoline, women's badminton, and women's 3x3 basketball. As a result of the sustained attention and strategic focus on sports development, numerous Olympic complexes and sports facilities have been constructed and commissioned both in Baku and in various regions of the country. These efforts have

significantly contributed to the broad-scale and continuous development of sports in Azerbaijan year after year.

In line with the research goal, the following working hypothesis is proposed: Studying the theoretical aspects and characteristics of the Olympic movement in the Republic of Azerbaijan and other countries worldwide will enable the development and justification of an “Olympic Education” program for students of physical education and sports-focused higher education institutions. This will lead to the expansion of students’ knowledge in physical education and sports profiles, the main concepts of Olympic science, and historical Olympic knowledge, as well as increase students’ interest in physical education, sports, and a healthy lifestyle.

Based on the analysis, systematization, and structuring of both Azerbaijani and international literature—along with a comprehensive review of works directly or indirectly related to the subject—a methodological and instructional program entitled “Olympic Education” has been developed. The program is intended for individuals belonging to various age groups. Consequently, the primary emphasis is placed on three core principles: the holistic and harmonious development of the individual, the unity of theory and practice, and the integrity of educational content. In the development of the of the "Olympic Education" program, the following provisions were taken into account:

- Education should be grounded in humanistic ideals and must reveal the inner potential of the individual;
- The content and structure of Olympic education and upbringing are closely tied to the principle of transitioning from theory to practice and their inseparable unity;
- In the Olympic education and upbringing programs implemented in schools, the continuation, enhancement, and expansion of health-related effectiveness must be prioritized;
- Joint Olympic education classes for students from various sections will contribute to the establishment of friendly relationships

among students and promote interest in the Olympic Movement and Olympic values, which will be delivered in a non-coercive, game-based, and competitive format;

- The program must be adaptable to different levels of preparation, regardless of the students' theoretical or physical readiness;

- The content and materials included in the program should arouse interest among students regardless of their age, which requires the development of a general implementation strategy for children aged 5 to 14.

It is crucial to gather extensive feedback from participants to support effective management of the educational process. In turn, the process of Olympic education should be interactive in nature, implying a two-way communication flow (from teacher to learner and vice versa). Within the framework of solving the research tasks, it was appropriate to form an expert opinion. This was revealed through a questionnaire survey. The survey addressed topics such as the history of Olympism education, the application of Olympism education to undergraduates in physical education and sports, subjects that help form moral and ethical principles (patriotism, national pride, etc.), the usefulness of knowledge about the history of the Olympism movement for students' future professional activities, the study of key educational priorities regarding knowledge about the history of the Olympism movement, the importance of Olympism education for undergraduate training directions, as well as questions concerning the number of modern specialists knowledgeable about the history of the Olympism movement in the Republic of Azerbaijan. The survey involved 16 specialists in the field of physical education and sports in the Republic of Azerbaijan. When selecting experts, their high level of professional training and interest in enhancing knowledge in the field of international sports and the Olympism movement were taken into account. The questionnaire included 10 questions. Requirements related to design, terminology, the nature, and content of the

information were reflected, which allowed for determining and comparing the results. The questionnaire is attached. Respondents were asked questions about the history of the Olympism movement, the formation of moral and ethical principles among students, priority educational tasks in the field of the Olympism movement, as well as the level of knowledge of specialists in the Republic of Azerbaijan in the fields of physical education, sports, and the Olympism movement. The survey results revealed that: 50% of respondents believe the history of the Olympism movement is insufficiently presented in the education system, while the other 50% think it is fully presented; the majority (85.7%) consider the application of Olympism education to undergraduates in physical education and sports important, which indicates broad support for this idea; all respondents (100%) believe that knowledge about the history of the Olympism movement will have a positive impact on undergraduate training, emphasizing the importance of this knowledge; the greatest attention is given to the history of the emergence of the Olympism movement in the Republic of Azerbaijan (57.1%), showing the significance of the national context. At the same time, 50% of respondents consider the general history of the Olympism movement a priority topic, 42.9% mention the separate histories of sports and current issues of the Olympism movement, and 21.4% chose the history of the Olympism movement in different countries and regions; the majority (92.9%) are confident that knowledge of the history of the Olympism movement will help form moral and ethical principles in students; the greatest attention is paid to the role of the Republic of Azerbaijan in the international Olympism movement (50%) and to Azerbaijan's great champions (42.9%); the majority (85.7%) believe the history of the Olympism movement will be useful in professional activity; the greatest attention by respondents (50%) is given to moral and ethical education, while 28.6% consider the aspects of worldview formation and cultural enlightenment less important; the majority (85.7%) believe Olympism education is important for all undergraduate training directions; the

majority of respondents (42.9%) believe modern specialists possess sufficient knowledge, while 35.7% note a lack of such knowledge.

As a result of the conducted analysis, taking into account the characteristics and identified socio-pedagogical factors related to the development of the Olympism movement in the Republic of Azerbaijan, a socio-pedagogical model for the development of the Olympism movement in our country has been developed. This model is presented in Figure 2. The developed model reflects systematized information obtained from the empirical research results and combined with the general components of Olympism education, forming the basis for the preparation of the educational-methodical complex. Knowledge in the field of the Olympism movement, as an integral part of Olympism education and other humanitarian sciences, plays a strategic role in shaping moral and ethical values, culture, and ethical positions. Thus, as elements of the studied phenomenon, the separate system-forming components of Olympism education can be used: the ancient Olympic Games in Greece; the Olympic Games and Winter Olympic Games (1896–2024); the XXII Olympic Games (1980) in Moscow; Olympism ideals and values; Olympism symbols and attributes; the "Fair Play" movement; the history of the development of Olympic sports disciplines in the Republic of Azerbaijan; athletes of the Republic of Azerbaijan in the Olympic and Winter Olympic Games; the role of the Republic of Azerbaijan in the international sports and Olympism movement; prominent champions of the Olympic Games. The pedagogical model for the development of the Olympism movement in the Republic of Azerbaijan helps to ensure more efficient use of time and pedagogical resources during teaching, as well as facilitates the assimilation of several sports-related history subjects, including the study of issues related to the history of the Olympism movement in our country

Table 9.
The socio-pedagogical development model of the Olympic movement in the Republic of Azerbaijan

Stages	Olympic sports	Athletes	The Role of the Republic of Azerbaijan in the Olympic Movement	Olympic champions
I stage 1952-1968	volleyball, pentathlon, wrestling, freestyle wrestling, water polo	Y.Kononov (y/a) I.Riskal (volleyball)	The debut of Azerbaijani SSR athletes as part of the USSR Olympic team at the XV Olympic Games held in Helsinki (Finland) in 1952.	Y.Kononov, I.Riskal
II stage 1968-1988	handball, swimming, rowing, field hockey	I. Riskal (volleyball), L.Savkina (handball), A.Korneluk (y/a), V.Kravicov, R.Shabanov, L.Shubina (handball)	I. Dichkov (coach of the Cuban national volleyball team), R. Samedov (referee) as members of the USSR national team.	I.Riskal L.Savkina

<p>III stage 1980-1996</p>	<p>fencing, football (soccer), table tennis, shooting, wrestling</p>	<p>V. Timoxin (shooting), V. Popova (table tennis), M. Allahverdiyeva (wrestling), E. Guseva (handball)</p>	<p>As part of the USSR national team</p>	<p>I. Mammadova, B. Koreckiy, P. Ponomarev, E. Qusev, A. Lukyanov</p>
<p>IV stage 1988-1996</p>	<p>Judo, gymnastics</p>	<p>N. Quseynov (judo), V. Belenkin (gymnastics)</p>	<p>NOC establishment (1992), recognition by the IOC (1993), participation in international events, organization of the International Running Day in Azerbaijan (1994)</p>	
<p>V stage 1996-h/h</p>	<p>Shooting, boxing, equestrian sports, rhythmic gymnastics, wrestling, cycling, triathlon, archery, karate, badminton, rhythmic gymnastics, trampolining, jumping, 3x3 basketball</p>	<p>Z. Meftaxetdinova, N. Abdullayev, V. Alekperov</p>	<p>New composition of the Executive Committee of the State Olympic Committee, July 31, 1997; Active cooperation with the IOC; Participation in the 1998 Olympic Solidarity program; First medals in all categories (2008); Participation and medals in new sports; Hosting large-scale complex sports competitions in Azerbaijan under the auspices of the IOC (1st European Games, 2015)</p>	<p>Z. Meftaxetdinova, N. Abdullayev,</p>

The structure and content of the teaching subject on Olympism education are presented in Table 10.

Table 10.
Types and volume of teaching activities for the subject "Olympic Knowledge"

Type of teaching activity	Teaching workload (in hours)
Theoretical lessons	18
Practical lessons	18
Independent work	36
Maximum teaching workload	36
Maximum independent workload	36

Selecting appropriate forms and methods for teaching students is a crucial condition for the optimal implementation of the Olympic education program. Each course topic consists of six 3-hour theoretical lessons, with each lesson divided into nine 15-minute parts. The theoretical lessons are necessarily organized in the form of a lecture-discussion conducted with mutual interaction. At the end of each topic, oral questioning or an assignment (creative or theoretical) is conducted to assess knowledge. Practical lessons are organized in a form where participants actively and interactively engage. Their main forms include: performing practical tasks, surveys, competitions on Olympic knowledge, movement games, quests, relays, creative tasks (drawings, poems, coloring, etc.). The results of teaching the "Olympic Knowledge" subject and the monitoring of its assimilation are presented in Table 11.

Table 11.
Control over the results of teaching the subject "Olympic Knowledge" and its assimilation

Section / Topic	Learning outcomes (acquired knowledge, mastered skills)	Types and forms of lessons

Topic 1	Ancient Olympic Games of Greece.	Completion of practical tasks, surveys, competitions on Olympic knowledge, active games, quests, relays, creative assignments (drawing, poetry, coloring, etc.)
Topic 2	Olympic Games and Winter Olympic Games (1896–2024).	
Topic 3	The XXII Olympic Games held in Moscow in 1980.	
Topic 4	Ideals and values of Olympism.	
Topic 5	Olympic symbolism and attributes.	
Topic 6	“Fair Play” (Fair Play) movement.	
Topic 7	History of the development of Olympic sports in the Republic of Azerbaijan.	
Topic 8	Athletes of the Republic of Azerbaijan in the Olympic Games and the Winter Olympic Games.	
Topic 9	The role of the Republic of Azerbaijan in the international sports and Olympic movement.	
Topic 10	Prominent champions of the Olympic Games.	
Acquired skills		
Overall topic of the program	To compete fairly by demonstrating high-level moral and volitional qualities based on the values and	Completion of practical tasks, competitions, screening of Olympic cartoons and videos,

	ideals of Olympism both in sports and everyday life, to lead a healthy lifestyle, to combine all available health-improving means with physical education and sports, and to independently perform physical exercises while engaging in self-development.	assessment of physical fitness level.
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Based on the research tasks set forth, a pedagogical modeling process was carried out, leading to the development of innovative pedagogical technologies aimed at optimizing and advancing the Olympic Movement in the Republic of Azerbaijan. These technologies have been systematized as methodological tools that influence personality formation within the educational process and have been incorporated into a structural-functional model designed to facilitate the implementation of the Olympic Education Programme within the national context. The comprehensive investigation into the formation and evolution of the Olympic Movement in Azerbaijan has enabled an in-depth analysis of its socio-pedagogical characteristics. This has, in turn, laid the groundwork for the formulation of a socio-pedagogical historiological model, as well as the design of relevant pedagogical technologies and implementation algorithms. These components are intended for integration into the educational system to promote the development of Olympic values and educational outcomes. The utilization of the synthesized research findings has contributed meaningfully to the refinement and enhancement of instruction in the history of international sport and the Olympic Movement. Moreover, these results have facilitated the improvement of the professional training of future educators specializing in physical education, sport, and Olympic pedagogy.

The proposed structural-functional model for the implementation of the Olympic Education Programme in Azerbaijan

comprises three distinct phases: the initial phase, the core phase, and the final phase. Each phase consists of several interrelated blocks, each targeting specific educational and content-related objectives. The model delineates the structure of the target audience—namely, institutions and organizations involved in both public and governmental administration within the field of physical education and sport.

The model is predicated on the interaction and interdependence of the following core components:

Goal-oriented component: concerned with defining the overarching educational aims and content-specific objectives of the programme;

Theoretical-methodological component: focused on identifying the principles and conceptual approaches guiding the implementation of Olympic education;

Structural component: responsible for the organization and integration of instructional-methodological elements;

Content-technological component: dealing with the development of the programme's structure, scope, and instructional content;

Outcome-evaluative component: encompassing the creation of a comprehensive system for assessing the outcomes and effectiveness of the programme, including its structural and content dimensions.

This structural-functional model offers a coherent and theoretically substantiated framework for the implementation of Olympic education within the Azerbaijani educational system and serves as a foundation for the systematic development of values-based, sport-oriented learning at various institutional levels.

The scientific results obtained at the conclusion of the dissertation are summarized as follows:

The research identified the main stages of the formation and development of the Olympic movement in our country, linking the chronological boundaries of each stage with the participation of

representatives of the Republic of Azerbaijan in the Olympic Games.

1. The first stage: from 1952 to 1968. *
2. The second stage: from 1968 to 1980
3. The third stage: from 1980 to 1988.
4. The fourth stage: from 1988 to 1996.
5. The fifth stage: from 1996 to the present.

The distinctive feature of the first stage is the debut of athletes from the Azerbaijan SSR as part of the Soviet Union team at the XV Olympic Games held in Helsinki (Finland) in 1952, and the winning of the first medal. The second stage is characterized by the development of new Olympic sports in Azerbaijan and the strengthening of positions on the international Olympic arena. During the third stage, participation in the Olympic Games was determined by political and ideological factors. The distinctive features of the fourth stage include the establishment of the National Olympic Committee of the Republic of Azerbaijan and its recognition by the International Olympic Committee, the active participation of the Azerbaijan NOC in events held under the auspices of the IOC, and securing a worthy place at the Olympic Games as an independent state. The fifth stage is marked by active cooperation with the International Olympic Committee (IOC), the European Olympic Committees (EOC), and other international sports organizations, alongside the participation and victories of our athletes in the Olympic Games, as well as the country's increasing role in the international Olympic arena. This stage also encompasses the hosting of large-scale sports competitions.

2. Based on the sources consulted and guided by theoretical and methodological approaches, a pedagogical modeling algorithm was developed. This algorithm reflects key elements that characterize the Olympic Movement in Azerbaijan and outlines the evolution of each historical stage. The model integrates the chronological progression and distinctive developmental features of each phase of the national Olympic Movement.

3. The research findings, along with the specific features of the

Olympic Movement in Azerbaijan, have enabled the development of specialized pedagogical technologies for teaching Olympic history. These innovations have contributed to the creation of an Olympic Education Programme tailored for students pursuing studies in physical education and sport. The results of the scholarly inquiry go beyond content development and include a thorough examination of structural elements, thereby offering a deeper understanding of instructional methodology. The pedagogical model produced through this modeling process has been proposed and implemented as a foundational component for delivering the “Olympic Education” subject in Azerbaijan.

4. The model developed as a result of the research is a teaching tool dedicated to the stages of development of the Olympic movement in the Republic of Azerbaijan. At the same time, the presented model’s features are very extensive and extremely optimal for practical application in teaching activities, as its qualities allow it to solve several important tasks, particularly the logical arrangement of knowledge, the possibility of schematic presentation of events or processes, which organizes and systematizes knowledge, enables visual presentation of information, presentation of associations, and facilitates the resolution of related issues.

5. As the theoretical content of the course, elements forming the main system of Olympic education devoted to the characteristics of the development of the Olympic movement in the Republic of Azerbaijan were separately developed and structured:

- The historical development of Olympic sports in Azerbaijan;
- Azerbaijani athletes' participation in the Olympic Games;
- The role of the Republic of Azerbaijan in international sport and the Olympic Movement;
- Notable Olympic medalists and champions representing Azerbaijan.

6. Knowledge about the development of the Olympic movement in the history of the country, as an integral part of Olympic education, plays a strategic role in the formation of moral and ethical values, culture,

ethical approaches, patriotism, national pride, and the uniqueness of the nation.

7. Within the scope of this research, formats and methods for conducting theoretical and practical sessions have been developed, substantiated, and presented. The proposed structural-functional model delineates the implementation of the Olympic Education Programme in Azerbaijan through three stages: initial, core, and final. Each stage comprises multiple blocks, each addressing clearly defined educational and content-specific objectives. The model identifies the target audience deemed most appropriate for participation in the implementation process, encompassing state and public institutions as well as administrative bodies responsible for physical education and sport. The model presupposes a system of interrelations and interdependencies among its structural elements:

- Goal component: Defines educational and content-related objectives;
- Theoretical-Methodological Component: Establishes the guiding principles and methodological approaches for programme implementation;
- Structural component: Organizes the instructional and methodological framework;
- Content-technological component: Determines the scope and structure of the educational programme;
- Outcome-evaluative component: Develops the system for assessment, including its structural design and content specifications.

The research allows for the following recommendations:

1. The practical implementation of the empirical data obtained from the research, the use and systematization of the set of methodological approaches and principles, and the use of the proposed forms and methods of conducting theoretical and practical lessons within the Olympic education program will contribute both to the pedagogical process as a whole and to its improvement within the framework of teaching.

2. The implementation of the social-pedagogical model

developed for various categories of students aimed at the development of the Olympic movement in the Republic of Azerbaijan will enable the resolution of a number of organizational and pedagogical problems.

3. The practical application of the structural-functional model, developed to support the implementation of the Olympic Education Programme in the Republic of Azerbaijan, will contribute to the optimization of the transmission of new historical and pedagogical knowledge. This will, in turn, support the development and justification of a concrete curriculum component within the broader pedagogical framework of Olympic education.

4. The implementation of the structural-functional model, comprising three stages—initial, core, and final—each consisting of several blocks defined by specific educational and content-based objectives, is proposed as a framework for realizing the Olympic Education Programme in the Republic of Azerbaijan

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9. Aliyeva, A.R. The Olympic Movement in Azerbaijan: History, Development, and Educational Prospects // Scientific News of the Sports Academy, Baku, 2025, Volume 7, No. 2, pp. 48–50.

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