

QUE VALORES DEL DEPORTE OLIMPICO Y LA PERCEPCIÓN JUVENIL TIENE PORTUGAL

WHAT VALUES OF THE OLYMPIC SPORTS AND YOUTH PERCEPTION HAS PORTUGAL

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Resumen:

La implementación de programas deportivos para los jóvenes se basan en la suposición de que la práctica deportiva es un importante factor educativo en la educación de los jóvenes. La participación en la actividad física es un aspecto importante en el proceso de socialización de los niños y los jóvenes, lo que le permite un desarrollo de comportamientos éticos.

En los últimos años se ha visto que el comportamiento de los jóvenes en el deporte se ha degradado; es decir, hay más actitudes de agresión, engaños, falta de respeto a los árbitros, rivales e incluso compañeros de equipo, copiando la imagen de deportes profesionales. En la actualidad, lo primordial es ganar, no importa cómo se logre este objetivo, siendo la participación en el deporte cada vez menos valorada. Una cita de P. Coubertin comienza a estar fuera de lugar "lo importante en el deporte no es ganar, sino competir." Esta frase se convierte en importante para cambiar los valores que rigen el deporte, "a dónde vamos si no respetamos las reglas básicas del juego y la gente quiere que nadie respete las buenas prácticas deportivas" (Capa, 2005)

Por lo tanto, los programas deportivos deben basarse en la idea generalizada de que el deporte es un vehículo para la promoción de la educación entre los jóvenes. Los juegos olímpicos como epítome de esa participación en el deporte, puede servir como un factor de movilización de los jóvenes en la consecución de las metas recomendadas por el Olimpismo. La educación olímpica, con todos sus ideales y valores asociados, puede contribuir en gran medida a la formación deportiva de estos jóvenes. Los Juegos Olímpicos como el evento deportivo más importante del mundo, es el hilo para la promoción de los valores y la defensa de Olimpismo y el deporte como una forma de promover la paz, la armonía, la amistad, la solidaridad entre todos los pueblos.

Palabras clave: Historia, Olimpismo, Portugal

Abstract:

The implementation of sports programs for young people are based on the assumption that sport is an important educational factor in the education of young people. Participation in physical activity is an important factor in the socialization of children and young appearance, allowing you to ethical behavior development.

In recent years we have seen that the behavior of young people in sport has been degraded, ie, more attitudes of aggression, deception, disrespect referees, opponents and even teammates back image professional sports. Currently, what is paramount is to win, no matter how this goal is achieved, participation in sport is increasingly valued. A quote from P. Coubertin began to be misplaced, "the important thing in sports is not to win but to compete." So it becomes important to change the values that govern the sport, "where are we going if we do not respect the basic rules of the game that people want nobody respects good sports" (Capa 2005).

Therefore, sports programs are based on the general idea that sport is a vehicle for the promotion of education among youth. The Olympic Games as the epitome of that participation in sport can serve as a source of mobilization of young people in achieving the goals recommended by the Olympics. Olympic education, with all its ideals and values associated with it can contribute greatly to the formation of these youth sports. The Olympic Games as the world's biggest sporting event, where is the thread for the promotion of the values and the defense of Olympism sport as a way to promote peace, harmony, friendship, solidarity among all peoples.

Key words: History, Olympism, Portugal

INTRODUCTION

The implementation of sports programs for young people are based on the assumption that sport is an important educational factor in the education of young people. Participation in physical activity is an important factor in the socialization of children and young appearance, allowing you to ethical behavior development.

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The problem

This study aims to report a number of issues relating to sport and the Olympics and see what values guide the sport of schoolchildren in the town of Guimarães.

¿La School is a means of promoting the Olympic values and especially in physical education classes;? The extent to which the school promotes J.O.;? What Knowledge that students have in the Olympics, M.O. and J.O.?

Purpose of the stud

How objectives of this study indicate:

To know the degree of foreground and related playmate; Meet The level of knowledge acquired by the students within the Olympic culture, Olympism and Olympic values concept sport;. To study the influence and role of schools in promoting knowledge about the Olympic

Games, check if there are differences between sexes and different levels of the education variables in the study.

Sample, variables, instruments and procedures

At this point, we will identify the field of study and the definition of their environment in terms of perceptions and knowledge about the sport, Olympism and Olympic Games we will also characterize the sample and some of the factors under study. Indicate the instruments used and the application form. The instruments used were questionnaires, requests authorization to principals.

Sample characterization

The population that participated in this study is designated by students of both sexes from elementary schools and secondary schools 2E 3ºciclo Guimarães, aged between ten and nineteen, the fifth year of school through grade 12, the Portugal's public education system. The classes were randomly selected per school.

Data collection took place between November 2013 and February 2014. Neste study involved a total of 533 students from schools in the municipality of Guimarães, three classrooms for each school year, a total of 19 classes and 15 classes in the second and 3rd cycle, and 9 high school classes. Refer to data collection in high school sample was a group of 11th grade vocational Sport Travel Technical Management. As it was found that the female shows corresponded to 48.78% and 51.21% for the male sample. Regarding the distribution of the elements will be studied in schools.

2nd cycle of girls represent 39.41%, while the boys for the same level of education represent 60.58%; for girls in the total sample of 3ºciclo have a percentage of 50.49%, while 49.50% are boys in secondary school girls represent 53.12% of the sample, while men accounted for 46.87% of the shown. Only the second cycle sign showing greater male than female and secondary sample, the remaining levels of education, the third cycle there shows

female is larger than the male. This is mainly due to the formation of the groups that participated in the study

DATA COLLECTION PROCEDURES

The questionnaire was the procedure used in the data collection. An application for approval was initially made in the direction of each school, and then the class teacher to apply. This was explained and presented at the beginning of class, so has the reading and explanation of the questionnaire, especially in the second cycle in some concepts. I recognize that there are some limitations associated with the use of questionnaires, including the possible lack any sincerity, shallowness and attention in response

Questionnaire

The questionnaire used in this work was designed and developed by R.Naul et al (1995) and was supported by a study entitled "Lifestyle Sporting, engine performance and the Olympic ideals in European games" this same questionnaire was also used for the master's thesis of Prof. Adolfo Capa covered the topic "Olympic ideals and education in young Portuguese-a study of the second, third and secondary cycles." For this work only the part 3 of the questionnaire used by the authors mentioned above, has to do with the Olympic ideals was used in the young. Students can make two kinds of responses depending on the nature of the

questions being closed or open. The type of response to closed questions nature is performed according to the Likert scale with four possible levels (strongly agree, agree, disagree, strongly disagree). The open nature of the questions will be analyzed in this study also. The questionnaire used in this study is divided into seven main themes: typical student data: Data for the Olympic Games of the Modern Era, Ancient Olympic Games, and the Olympic ideals, the data on the perceptions of young people about sport, the data regarding the perceptions of young people in relation to the Olympic Games, the data regarding the importance of participation in the Olympic Games, in reference to data values of the Olympic Games, the data concerning the sources of information regarding the Olympics.

Description Questionnaire

The characteristic data of Students

On the first page of the questionnaire the students responded to a small set of issues, including: school, schooling years, date of birth, and placed a cross for your gender. Does not include biographical information, and put your name on this questionnaire.

The data relating to the modern era Olympic Games and Olympic ideals:

The second question), 2b), 4.a), 4.b), 6, 7, wants to know the level of knowledge that young people in schools have Guimarães at the Olympic Games of the modern era, Olympics old and ideals. With these questions is to determine the degree of knowledge that had the sample in relation to the Olympic Games and the Olympic ideals.

The number one question they want to know what students think about the Olympics, and how to describe it. In question number two asked if the students had heard of the Olympic spirit, and what it meant. In question number four is wanted to know if students beyond fairness knew other Olympic ideals, and those who could articulate. At number six of seven questions asked students what was the city and the year it hosted the first Olympic Games of the modern era.

Questions numbers have a relationship with the first. The number asks her where she wanted to know if students knew the meaning of the symbol of the five Olympic rings, the number of thirteen questions intended to find out who was Pierre de Coubertin and if so which represented (a) student (a).

Data related to perceptions about youth sports

In question number five, nine states and a question to the students, these indicators sport situations, they wanted to know what the perception that students have about the sport are presented. They are: In sports, it is acceptable that someone tries to circumvent the rules or laws; In some sports, it is impossible to avoid hurting others (by accident); In sport it is impossible to win if we play fair; Violence is an integral part of some sports; We can gain respect and fair play; If your opponent does not have fair play is normal the same favor; The rules that allow violence to be excluded; Fair play is a feature of the sport whatever their level; In sports, it is normal to be a little selfish; You would you take one doping to win an Olympic medal product?

Data related to the perceptions of young people in relation to the main issues the Olympics

In question number ten, students are presented with a list of 18 issues and wanted to know how students associated with DO. At the same remains a point b) have pointed out that within eighteen subjects represented the best OD. The topics were presented: Beauty;

competition; liberty; fair play; celebrity; money; it will; understanding of cultures; professionalism; optimism; nobility and greatness; intelligence or cunning; mutual respect; fidelity; combat racism; moral principles; honesty; gentleman behavior.

Data related to the perceptions of young people in relation to the main issues the Olympics

In question number fourteen students 16 statements that were related to participation in a J.O: b) this same question asked students what was most important to him (a) is presented the statements were made. A harmony of body and spirit; a better world; recognition; wealth; openness of spirit; physical fitness; cooperation; cultural enrichment; solidarity; career; rejection of discrimination; pluralism; nationalism; victory at any price; cheating; joy in the effort.

The data relating to the values of J. O.

In question number fifteen seeks to determine how the values could be related to 17 large OD values were presented as follows: excellence; The peace, tranquility; Marketing; modesty; The successful outcome; The Friendship The abuse of doping; Goodwill; obedience; compliance; The encounter between the young; virtue; The need for the utmost desire; The self-control; The amateurism; equality; Sportsmanship

Data on the knowledge acquired in the school of Olympic Games

The number sixteen and seventeen questions to find out if the school students have acquired the knowledge or if the school was promoting these concepts and disciplines. In question number twenty four, wanted to know if students in their schools participated in competitions inspired by the Olympic Games.

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

About Olympic Spirit

The aim was to find out if the students had heard of the Olympic spirit. This same question and point, b) wondered if so what that means. The results were as follows is that students in 2nd, 3rd cycle and secondary education, 72.23% said they have not heard of the Olympic spirit, only 27.76% said they had heard. The analysis of the levels of education, it is clear that in all of them, ie 45.98% of the second cycle, 75.00% from 48.95% and 3rd stage of secondary education have not heard of the Olympic spirit only 30.65% of the second cycle, 3rd cycle of 25.49% high school and 15.62% said they had heard of the Olympic spirit.

The 2nd, 3rd cycle and secondary education, both sexes predominated results have not heard of the Olympic spirit. In response to b) the same question, that is, in your opinion what the term meant Olympic spirit, the second stage of the cycle and both sexes responded left blank; in the third cycle and both sexes predominated "I can not explain" or "remember" in high school he replied that it was the friendship between the athletes and the "will to give their best in competitions."

Fair-play and other Olympic ideals

In this article, 85.17% of students said they had not heard of fair play beyond International Olympic ideals, only 14.82% said they had heard, including: friendship, solidarity, respect.

The analysis by teaching cycles, it appears that 86.13% in the second cycle; 89.70% in the third cycle students and 77.4% in high school, students have not heard of other past Olympic ideals of fair play. However 13.86% in the second cycle, 10.29% in the 3rd cycle and 23.6% in secondary school, students said they knew others including values, sportsmanship, friendship, solidarity, respect for these was recorded in all cycles. The results of the second cycle level and gender were not both know others beyond the Olympic ideals of fair play to the boys this result was 81.92% and 92.59% of girls, yet so useful ideals and respect sportsmanship were named as the values of fair play and the Olympic ideas 18: 07% for boys and 7:40 for girls%. The 3ºciclo level, the similarity of the cycle described above, most do not know any other ideas, ie 87.12% of boys and 92.23% girls know no other ideals, only 12.87% of males and 7.76% of girls know that there are other ideals and responded that friendship, cooperation and team spirit, unity of races, sportsmanship went beyond fair play other securities representing the Olympic ideals, with the same level of education, but when it comes to women, I respect also added. At secondary level both sexes have not heard in other Olympic ideals for fair play, only 23.4% of males and 21.7% responded that there were other girls as team spirit, respect, world peace, cooperation, friendship, support, solidarity and sportsmanship.

City which hosted the first Olympic Games

This question had 4 chances answer option: Rome, Paris, Athens and do not know

By simplifying grouped in cities results in Rome and Paris, although the questionnaire items arrived in separate choice option. I did it because the interest in this issue was really whether the students knew what was the city that hosted the first Olympic Games of the modern era. In an analysis to chart looks 47.84% know that the first OJ took place in Athens, 27.76% said they did not know where he had, and 24.39%, mentioned in Rome or Paris (others) as cities that hosted the first era modern DO. There is still the analysis and observation of the graph in the set of answers of others and do not know which is slightly higher than 59.09% in relation to the total response validation Athens 58.34%, which can be concluded that students do not know or are not sure that the city hosted the first DO.

It is in the second cycle, 48.17% of students responded that they knew where they had done the first DO, 28.46% said other cities (Paris and Rome) and only 23: 35% of students responded that it was in Athens held the first DO.

In 3ºciclo; 57.35% of students responded that it was in Athens that took place the first DO, 23.52% said they were held in cities and 19.11% did not know what city held the first DO.

In secondary education, 60.21% of students responded that it was in Athens that the first games were held 22: 58% said they did not know and 17: 20% responded as other cities have been the first to realize the girls DO In the second cycle, the percentage of city which hosted the first DO Athens, was lower relative factors, and others do not know, even in other levels of education, gender and within himself.

Knowledge of Achievement First year of the Olympics

This question had 4 chances answer option: 1842,1896,1908 and do not know

I'm in a group of 1842 and 1908 in others. I did it because what matters in this question was really whether students knew that was the year that was the first modern Olympic Games was. The results were as follows:

found that 55.72% of students do not know what year the first modern era JO was performed; 24.01% said other dates (1842 and 1908), and only 20: 26% responded that it was

in 1896, which took place in the first DO to the question above analysis shows that students know that the first sample was JO modern, held in Athens, but I do not know what year. The level 2 and 3ºciclos and secondary education in all we found the answer to the question, what year did the first JO were 60.58%, 49.50% and 54.8%, respectively, for students they do not know the year of the first JO When analyzing the previous question was found that the 3rd cycle and secondary education know the city which hosted the first JO, but not the year. The level of graduate students compared to the previous question, neither the city nor the years knows where they made the first JO.

As for the graduate students, 29.92% said other dates, while only 9: 48% answered correctly that it was in 1986 held the first modern era JO. As students of the third cycle, 29.90% responded that it was in 1896 held the first modern era JO, while 20: 58%, responded to other dates. At the level of high school students, 17.70% responded that it was in 1896 the first of the modern era took place and JO 23: 43% responded to other dates.

Meaning 2nd Olympic Anéis

By analyzing we find that 62.85% of students did not know the meaning of the five Olympic rings, and only 37.14% know its meaning, but by matching each Olympic ring a continent. Conrado Durantez mention "between the colors of their rings, to the white background, fall colors of the flags of the world." "It's a historical mistake, said associate (as commonly done) each color with a continent".

It is observed that the level of the second and 3ºciclo students and respectively 84.67% and 62.25% did not know the meaning of the Olympics, only the rings and, respectively, and they know more "populist" and not so according to Conrado 15: 32 Duránte% and 37.74%.

Students in upper secondary education 52.08% know the meaning of 5 olympic rings equally to levels 2 and 3 of the cycle, while for the same level of education 47.91% do not know their meaning. The level of the second and third cycle in both sexes was not the predominant, while the secondary level and in both sexes responded affirmatively to the question.

Intended-se foi quem sabem namely Pierre de Coubertin

I see that 90.78% of students did not know who was Pierre de Coubertin, and only 9: 21% said that they knew who he was. Conrado P. Duránte mentioned Coubertin "Mas famous unknown history".

In response to: a) of this question, if I wanted to know what it meant-Pierre de Coubertin for students 95.62% of students did not answer b) of the question, 4: 37% stated that it was the creator of modern OJ. Made by the analysis of the responses shows that in the majority and in all levels of education students did not know who Pierre De Coubertin, 91.97% in the second cycle, 92.15% in the 3rd cycle was the lower secondary education 86.02% students responded that they knew who he was and the results were as follows% cycle 8:02 in the second cycle; 7.84% in the 3rd stage of secondary education and 13.9% of the students in response ab) mentioned that he was the creator of modern OJ. The level of the three levels of education of the vast majority do not know that the Creator of OJ modern era is associated with the Pierre de Coubertin, going so far as to 93.06% and 91.2% in the 3rd cycle in both sexes, the highest percentage verified high school and positively with 19: 14% in men.

Transmission of knowledge in school on the Olympic Games

Found that 68.66% of the students of Guimarães have not said anything about the Olympics in their schools, and only 31.33% said they had heard of Olympics Analysis of the results shows that the three levels of education or which is not in any disciplinaJuegos Olympics was the subject of the resolution, the level of 2nd year 72.99%, 64.70% in the 3rd stage of secondary education and 69.89% in the second cycle level of only 27% , 34.80% 3rd cycle and secondary 30.10% have heard of the origins of the Olympic Games, Olympic sports, which is a worldwide event, ancient Greek games. In response to b) the same question students 2nd, 3rd cycle replied: "I do not remember; competition with different modalities and with many countries and athletes. At the secondary level, and the same question these students responded that they had heard of the ancient Greek games, the Olympic Truce, cultural aspect of olympic games.

School as a vehicle of knowledge of Olympic Games

We intend to know what discipline addressed the issue of the Olympics. Three alternative answers are presented: Physical Education, History, and another in which the discipline, or other situation that occurred was the answer "nothing".

The analysis of the results, it was found that 51.03% of the sample said they did not address the issue of the Olympic Games; 28.51% discussed in Physical Education, 15: 38% in History, and 2: 43% in another discipline. In other disciplines mentioned the Portuguese, and the issue has not been extinguished in the area of curriculum project. The level of the second cycle as mentioned in another discipline who spoke of the Olympic Games was the theme of the Portuguese Language, while 3ºciclo was not in the area of the curriculum subject of Design and at the secondary level the answers given by students of technical education and sports facilities management, mentioned that another issue was addressed in the practices of facilities management and physical activity.

THE PERCEPTIONS OF STUDENTS ABOUT OLYMPIC GAMES

In the questionnaire given to students for the study in question, there were a number of questions for which the answers according to their perception, opinion or feeling in relation to this particular sport and the Olympic Games were awarded Each item is rated on a scale of intensity four elements, namely, they do not completely agree, disagree, agree, and agree completely this context we present and interpret the results with reference to the main elements of valuation at these levels of assessment.

A review of sports situations

Nine states and a question about sports situations were presented. Students had to answer within the range shown for each statement. We can see a scattering of results. . Given the valuable items (for positive or negative reasons we can carry out a small taxonomy items most valued: We can win the respect and fair play (65.85% strongly agree -) Fair play is a feature of this sport whatever their level 51.78% - completely agree).

In some sports, it is impossible to avoid hurting others (accidentally) (54.22% - I agree); Violence is an integral part of some sports (55.90% - agree); Should be excluded from the norms that support violence (40.33% - agree)) In sports, it is normal to be a little selfish (39.77% - agree).

In the negative: In sports, it is acceptable that someone tries to circumvent the rules or laws (54.78% - disagree) In sport if we can not win fair play (46.15% - disagree) If your

opponent does not play clean is normally reciprocate in kind (55.53% - disagree), you would take a product of doping to win an Olympic medal? (52.15% - strongly disagree).

The interpretation that I respect the agreement of the statement "violence is an integral part of some sports" has to do with the image conveyed professional sports, watch football in the case of constant faults in the conduct of opponents, Wrestling competition.

For even concept of fair play and how this can influence the outcome of the response options contradict ie say 3 "In sport can not win if we play fair" - disagree and claim 5- "We can win the respect and fair play" - we are in full agreement, make the interpretation of this result perhaps of the lack of care and attention at the time of response.

The positive outcome in question that had 10'd take a dopant to win an Olympic medal product, I think it may be students who have a lack of self-esteem, or rather the result of the success of the glory at all costs, not taking into media account.

Just as in claim 9 in sport, normal is a bit selfish, I interpret this result as a result of the "values" of modern society, which is transmitted to seek to be better than the other, the prestige of success that can take your picture with today's society is a constant that can be "contagious" in sport.

The perceptions of students in relation to major issues related to the Olympic Games

We intend to find out by the answer and what the perceptions that students have about the topic that best represents OJ Accordingly, students were given a set of major themes in order to know to what extent they associate them to OJ

We can see a scattering of results. Given the most valued items (for positive or negative reasons we can bring out a small taxonomy items most valued: Competition (55.90% - Completely agree), fair play (60.41% - completely agree), the will (67.35 -Completely% agree) to understanding cultures (46.52% - completely agree), professionalism (56.47% - completely agree), optimism (52.15% -Completely agree) mutual respect (63.03% - completely agree), fidelity (46.15% - completely agree), the fight against racism (46.90% - Completely agree) and honesty (60.22% -Completely agree). Items valued less OS: beauty (36.77% -not agree), Celebrity (33.77% -not agree) and money (36.58% -not agree).

The issues presented to the students were asked to identify the one that best represents the OJ, so for students of 2nd, 3rd cycle and secondary education: 26.45% fair play, competition 22:13%, 9.94% professionalism and willingness 9:19%. Not consider that the issues cleverness or cunning 3.75%, 9.0% gentleman behavior, celebrity 14:44%, are the themes that represent the O.J..

In analyzing the cycles of education and sex, it turns out that the students of 2nd cycle and in both sexes, the issues that most identify with OJ are: fair play, competition, desire and professionalism, with themes that do not identify to represent OJ are: beauty, celebrity, money, smarts, loyalty, morals and gentleman behavior. For gender, boys 2nd cycle think the most distinctive theme for the Olympics are the competition, fair play and professionalism, the themes of beauty, freedom and money are of the opinion that OJ did not identify the females, the subjects more important to identify the OJ were fair play, competition and the will, as it did not identify the subjects beauty, freedom and cleverness.

In 3°ciclo and in both sexes, the issues that most identify with OJ are: fair play, competition, honesty and moral principles, with themes that are not identified to represent OJ are: understanding the culture, freedom, nobility, and cleverness. Sex boys, find the most distinctive theme for JO competition, fair play and moral principles, the themes of celebrity, freedom and professionalism are of the opinion that does not identify the OJ Regarding these girls consider most important themes to identify OJ are: fair play, honesty and mutual respect, not identifying the themes beauty, freedom and celebrity. It should be noted that the subject

finds beauty in the male with six students to mention it and no females, and the theme was appointed money only and only this level of education with 6 students. In secondary education and in both sexes, the issues that most identify with OJ are: Fair-play, competition, mutual respect, with themes that are not identified to represent OJ are: beauty, freedom, optimism, nobility, cleverness, fidelity and gentleman behavior.

The importance of youth involvement join in OJ

Students were presented with a set of elements, in order to know what is for them to participate in the Olympic Games was asked to choose a set of 16 items that represented one better for you to participate in the Olympic Games.

It seems that the career (46.96% - completely agree), joy in effort (57.22% - completely agree) and fitness (52.34% - completely agree) agree with the students of the schools of Guimarães factor more representative participation not considered in wealth (41.08% - disagree) and traps (29.45% -desacuerdo) as representative factors of participation in the Olympic Games.

In the second cycle and in both sexes, are as a factor that represents the participation in the Olympic Games and positively: Fitness and joy in effort and sporting career. As a factor that does not represent a participation in the Olympic Games have; Cultural enrichment, rejection of discrimination, pluralism.

As students of both sexes 3ºciclo cited as a factor that represents the participation and positively JO: career, 25%, in 19:11 Effort% joy and 17: 15% Factor fitness How is that not a participation in the Olympic Games has; rejection of discrimination, pluralism, deception, better world, wealth, openness, cooperation, and victory at any cost, no response rate.

As for high school students, in both sexes, are as a factor that represents the participation in the Olympic Games and positively: career, 29.03% and joy in effort 18: 27%. As a factor that is not participating in JO are: deception, victory at all costs without any response.

The importance of the second and third cycle students and secondary attribute of how large values can be related to Olympic Games

Students who major sporting values relate to the Olympic Games in order to realize what is best in your opinion was requested. It is observed that for the three levels of education and of both sexes, and welcomes: excellence (59.66% -fully agree), peace, tranquility (48.70% -fully agree), friendship (48.21% -complete agreement), goodwill (46.71% -fully agree), obedience (40.90% -fully agree) and respect for the rules (52.34% -fully agree) that are related to the values playmate: modesty (48.40% -are agree), the success and the result (45.96% -being agree), the youth meeting (43.15% -being agree), because (49.34% - agreement) and amateur (40.99% - agreement).

Disregard the topics: abuse against doping (46.71%-strongly disagree), marketing (38.27%-desacuerdo) as values associated with Olympic Games.

Student results second and third cycle and secondary education in question in which it sought to determine within the seventeen values that one and only one more was associated with Olympic Games. The most representative values: sportsmanship 29.03%, 24.19% excellence, friendship 12.19 % and maximum of 12.00% will.

The values that the students, who are not related to Olympic games were amateur, youth meeting, marketing, and modesty, to no avail.

It was found that for students in the second cycle of the proxies that are related to the Olympic games are: sportsmanship, excellence, willingness to maximum effort and

friendship, as mentioned value that students do not relate to games olympics are marketing, modesty, successful doping abuse, will, obedience, meeting young people, self-control and amateurism equality, to no avail.

As students of the third cycle of the most representative values are: excellence, sportsmanship, friendship and willingness to maximum effort. The values that students are not related to Olympic games are: marketing, modesty, peace and tranquility, the abuse of doping, will, obedience, meeting between the young, self-control, amateurism, no result. For analysis of the results of students in secondary schools, the most representative values that relate to the Olympic games are: sportsmanship, excellence. not relate to: marketing, modesty, success, abuse of doping, the encounter between young, amateur, with no result.

CONCLUSION OF THE STUDY

After performing various statistical analyzes in the course of this study, the following conclusions are suggested also making some suggestions. However, this work does not end when the new data is entered.

- The vast majority of students in 2nd, 3rd cycle and secondary education in this study were found to have inadequate knowledge on the subject of the Olympics and its ideals.

- In dimension on "knowledge of the Olympics," the results show that the sample knew what was the city that hosted the first modern Olympic Games, but I do not know what year. Only 20.26% of the sample responded that the Olympics were in 1896; On the significance of the 5 Olympic rings, 62.85% of students do not know their meaning. In relation to the creator of the modern Olympic Games 90.78% of the students did not know who was the Pierre de Coubertin. 85.17% of the students have not heard of another Olympic ideal, unless the fair play and 72.23% of the students have never heard of the Olympic spirit.

- As for "the perceptions of students about the sport". The scale factor that students in this sample chose as the most important sports participation was: We can win the respect and fair play, checking 62 90% in the general perception that students have about the sport are (completely agree) more positive, only in sports, it is acceptable that someone tries to circumvent the rules or laws and would take a product of doping win an Olympic medal? How (strongly disagree) negative factors. There is also a factor that contradicts the principles of sport in sport can not win if we play cleaner than most disagreed.

- As for the "perceptions of the Olympic Games" was clean competition 23.73% followed %, 11.75% professionalism, most representative themes of the sample collected. The issues of conduct and cunning gentleman, obtained values relatively negative sense perceptions about the Olympics.

- The factor that students in the sample chosen as the most important in relation to the Importance of participation in the Olympics career was 23.27%, followed by 17.74% in physical form, and the least is say that only one was mentioned Sleaze the sample of students and pluralism.

- In relation to the size of "related Olympic values," students chose Sportsmanship 29.03% and 23.96% for Excellence as the most important, elected the values amateurism, abuse of doping and modesty as anything that is important any sample student said.

- As for size information source Olympics only 31.33% of students reported that their schools that knowledge relating to the Olympic Games were broadcast relevant A little weak and considers the role of schools. promotion and dissemination of the Olympics-related knowledge, since most of the students mentioned that received no information on the subject under study.

Given these results leave some considerations to close the gap checked:

- Creation of Olympic Studies Centres at universities and polytechnics Teachings;

I have not been able to finish by the end wanted to perfect...I think a Centre for Olympic Studies, helped the preservation and progress of my work, more than anything else and will keep you out of the red herrings that I'm afraid (P.Coubertin, 1937).

- Integration into the curriculum programs of Olympic theme.
- Implementation of a national project within the advertising and promotion of the Olympic values and J.O..