

# ANTI-DOPING THROUGH THE PEDAGOGICAL APPROACH

Aleksandar Ignjatović<sup>1</sup>, Živorad Marković<sup>1</sup>, Slađana Stanković<sup>1</sup> and Boban Janković<sup>1</sup>

<sup>1</sup> Faculty of Pedagogical Sciences, University of Kragujevac, Jagodina, Srbija

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## SUMMARY

Anti-doping programs need to preserve and promote what is essential in sport and that is sport spirit and achieving perfection through the development of its own natural talents, in order to raise awareness about the importance of fair play and creating an environment that supports the sport without doping. These programs should be directed to the athletes and young people by creating a positive and long-term impact on the choices they make. Thanks to games that are used for children in preschool and primary school age it is possible to efficiently and timely impact on the development character and virtues because it is incomparably more difficult to form character and moral values in already formed athletes than in childrens who are just getting to know the world of sport and everything what he is carries. Childrens need to be instilled the importance of physical exercise and the importance of participation in sport without prohibited resources and methods that roughly violate the ideal of fair play and on that way promote at childrens health, fairness and equality for all athletes. Fair play was created out of chivalry and gentlemanly in the middle ages where many reformers proposed sport and games with the aim of education and strengthening moral values in children. Teaching children the ideals of fair play in which the sport is based, and their continued involvement in sports activities with special accent on the pedagogical aspect leads to raising the awareness of moral values and ideals of sports chivalry. Developing awareness among children about fair play and anti-doping implies greater satisfaction with the results achieved in sports activities, which is a win at all costs and with the use of illegal resources worthless, and victors would not be able to refer to with pride.

**Key words:** sport spirit, fer play,

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### Correspondence author

Aleksandar Ignjatović  
aleksig79@yahoo.com

## INTRODUCTION

Anti-doping programs should promote sport spirit and achieving excellence through the development of its own natural talents, to create an environment that strongly supports sport without doping and has a positive and long-term impact on the choices that make athletes and other persons. Such programs should be directed at young people, according to their level of development, in schools and sports clubs, parents, coaches, adult athletes, sport officials, medical staffs and the media.

The introduction of the anti-doping material content in school system is not easy and is a great challenge, because every novelty in the beginning of the run into less or higher resistance. The novelty was the introduction of physical exercise in schools. One of the founders of modern pedagogy Jan Amos Komensky had not thought about resistance and issues because he strongly believed in the necessity of involving the teaching of physical education in schools. He considered that physical exercise is inalienable part of life in young people and the necessary condition for the preservation of human health and is introduced into the curricula of physical education as a school obligation.

## THEORETICAL BASE

Physical Education Program are mainly realized through the children's motoric games as one of the basic modalities of working with children of preschool and school age. Through games that are applied in physical education it is possible to efficiently and effectively affect the development of character and virtue. Komensky is especially emphasized the importance of competition in education, where the bravery wins, not by deception<sup>1</sup>. Needless is to say that the use of doping substances deceive opponents, and themselves, the equality among the competitors is distorted and it is gained a significant and unfair advantage. Such a victory which is reached by deception, it is not a true victory to be celebrated but the result of a lack of moral virtues beneficiaries of these funds.

Also, in his works Komensky pointed out the need for exercising character and virtues from the first years of life. When asked how a child in such a small age can get used to these important things, he answered that the small tree can be a

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<sup>1</sup> Stefan Ilić i Slađana Mijatović, *Istorija fizičke kulture* (Beograd: D.T.A. Trade, 2006)

lot easier to bend than the adult tree, to grow one way or another, youth can also be practiced in the first years of life, in everything that is good, much faster than later<sup>2</sup>. This can be completely transferred to the athletes and their forming, that is the forming of the moral virtues and character. Incomparably more difficult is to form a correct moral values and strong character in already formed athlete, but to do it in a young boy or girl who is only get to know to the world of sport and everything what he carries.

Identical thinking about the early value forming at children had John Locke too. His phrase *tabula rasa* means that the child is an empty table that needs to be writed, that is to form. Lok also insisted on physical education in forming character and the will in build a gentleman - a man whose behavior is in accordance with the highest ethical standards.

From England next to John Locke and his „gentleman“ also comes and „gentleman's sport“ - boxing. Although they have no direct relationship, their have common development of certain noble qualities. Although at first sight does not have a lot of nobleness in the exchange of hits between two competitors watching from a historical perspective, boxing was much less violent way of resolving the dispute



**Picture 1.** Boxing in England

compared to duels that have often ended in death. During the fights there was respected certain rules, albeit a little cruel, yet clearly defined. Two men were confronted against each other naked to the waist, with no weapons other than bare hands. It was not allowed hitting with elbows, head, kicking, hitting below the belt, nor hitting an opponent who is not in an upright position. Insisting on gentlemanliness and fair victory is exactly what should be taken from this sport.

While boxers were naked to the waist, in ancient Greece, athletes competed naked. There are many reasons why they have competed without clothes, and one reason is that in this way could not have anything to hide. It should be noted that at that time there was no sophisticated system of doping and that this source being provided on an equal positioned competitors. Also, in the ancient Olympic

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<sup>2</sup> Jan A. Komenski, *Scholar infantile*, (Prague, Academia, 1653)

Games there was enough in one sentence to define rules that included the prohibition of doping - not allowed unfair procedures<sup>3</sup>.

The first written records which speak of respect for the opponent and the creation of ethics in the fight are more linked to the dark ages. The philosopher Raymond Lully described chivalric ideals in his work *Book of the rules of chivalry*. At first, these rules were intended to warriors in order to transfer in time to the "warriors on the sports field".

On the ideals of chivalry and gentlemanliness there was created and the ideal of fair play. Many games that were very popular among the population in England were pretty rough until the early 19th century. Just then in the elite English schools was created fair play as we know it today. One of the first reformers in English schools was Richard Mulcaster, director Merchant Taylors' School in London from 1560 to 1586 who believed that sport can serve the objectives of education and strengthening moral values<sup>4</sup>. E. C. Weldon, director of Harrow School in 1881-1895, pointed out the need to respect certain ethical standards without which sport competitions lose their meaning and purpose. He considered it necessary for sports competitions to be are „clean“, that is to be protected from all things that may violate the spirit of the game. Learning about fair play in sport is essential as well as honesty in business<sup>5</sup>. Probably the biggest influence on the ideal of fair play had Thomas Arnold, manager at Rugby College, who insisted that his students become moral Christian gentleman. Precisely with this aim he propagated the sport played by the rules which promote healthy competition and competition. His ideas had a great influence on the founder of modern Olympic Games, Pierre de Coubertin who was called Thomas Arnold „the father of modern sport“<sup>6</sup>.

It's probably that fair play in the beginning advocated simply in order to survive in the rough games that were going on "inter pares", that is between equals, that equality would later become a fundamental characteristic of modern

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<sup>3</sup> Слика 1. Taken from the book: Aleksandar Ignjatović, *Osnove fizičkog i zdravstvenog vaspitanja*, (Jagodina: Fakultet pedagoških nauka Univerziteta u Kragujevcu, 2016)

Stefan Ilić i Slađana Mijatović, *Istorija fizičke kulture* (Beograd: D.T.A. Trade, 2006)

<sup>4</sup> Peggy McIntosh, *Fair play: ethics and sport in education* (London: Heinemann, 1979)

<sup>5</sup> James A. Mangan, *The games ethic and imperialism: aspects of the diffusion of an ideal* (London: Frank Cass, 1998)

<sup>6</sup> John J. MacAloon, *This great symbol: Pierre de Coubertin and the origins of the modern Olympic Games* (Chicago: The University of Chicago Press, 1981).

sport<sup>7</sup>. The use of illegal means to this fundamental characteristic of the sports ideal collapses, and without its basic characteristics of the entire system loses its sense of sport.

Fair play is part of the assumption, the condition of play and even win. The question is whether it is an essential or a sufficient condition? At a time when the winner gets a huge material and immaterial benefits, many leads with Machiavellian way of thinking where the goal justifies the resources, and where for the sake of victory using are using all permitted, but also prohibited resources. Resorted to use of doping assets violate all the ideals for the sake of achieving a potential goal. It is obvious that this thinking has a lot of support in professional athletes, which is discussed in research of Dr. Robert Goldman, and later published in the well known American magazine Sport Illustrated where he published a survey conducted over the former Olympic athletes asking them whether would use a doping resources if the probability of being caught was small, and the drugs give them significant benefits. A total of 195 interviewees answered that they would do so, but only three would not. The trend was confirmed in individual sports which isn't difficult to conclude due to the worryingly low number of athletes said they would not use doping means even when they were sure that it would not be able to detect<sup>8</sup>. The question is whether they believe that fraud in the sport that is not detected does not represent actual fraud or simply more believe that the goal justifies all means.

Something different mindset that is equally wrong, is best reflected in the famous statement by former US President William Havard Taft: "If they play fair and we will play fair, but if they do not play fair, then I reserve the right to do whatever I consider it is necessary" . Very often in athletes we can encounter situations excuse when caught in unfair proceedings - but everyone does it, or even they are using prohibited means and etc. The search for excuses is just the result of bad choices made in the past, and that these and similar excuses could be avoided it is necessary to start on time with the creation of real value.

It is generally thought that only with involvement children in sport is developing personality of the child in a positive way and to develop virtues such as courage, honesty, self-control, respect, fairness, and many others. This opinion

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<sup>7</sup> Ronald Renson, *Fair Play: Its Origins And Meanings In Sport And Society* (Belgium: Faculty of Kinesiology and Rehabilitation Sciences, 2009)

<sup>8</sup> Robert Goldman and Ronald Katz, *Death in the locker room: drugs & sports 2 ed.* (Chicago: Elite Sports Medicine Publications, 1992)

is supported by the various research<sup>9</sup>. However, in today's sports environment unfair methods in order to achieve its goals at all levels of competitive sports are increasingly common<sup>10</sup>, which normally entails a question about the impact of sport on moral characteristics. The studies that have dealt with this issue found no clear evidence of a positive effect on the character of sport in young athletes<sup>11</sup>.

In first human civilizations children were involved in the games and children's competitions were with a simple and unique goal: to be a fun activity to them. Somewhere in 1890s in America grew up were startin to organize sports programs for boys and it can be sad that the game slowly began to disappear<sup>12</sup>. Over time, these programs are becoming more and more widespread, leading to the creation of a real business where there is also circulated a huge capital<sup>13</sup>. Turning point in the popularization of sports among young people occurred in America after The industrial revolution when it appeared an excess of free time and when it came to reduce appearing of child labor. All this has led to a growing volume of children's sport, which at first was supported by the physical education teachers, who later realize that the amateurs are increasingly turning to highly competitive and to a certain extent of professional character. This expressed competitive component of sport among children negatively affects on physical development or the development of emotional reactions in children. It was noted

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<sup>9</sup> Brenda J. Bredemeier, M. R. Weiss, LaMarr D. Shields, and Andrew B. Cooper, „The relationships of sport involvement with children's moral reasoning and aggression tendencies. *Journal of Sport Psychology*“, 8, (1986): 304-318.

<sup>10</sup> Elizabeth Hopkins and Christopher D. Lantz, „Sportsmanship attitude differences between defensive and offensive youth soccer players“, *The Physical Educator*, 56(4) (1999): 179-185.

<sup>11</sup> Angela Lumpkin, Sharon Kay Stoll and Jennifer Beller, *Sport Ethics: Applications for Fair Play* (California: McGraw-Hill Education, 2003)

Brenda J. Bredemeier and LaMarr D. Shields, „Moral growth among athletes and nonathletes: A comparative analysis“, *Journal of Genetic Psychology*, 147, (1986): 7–18.

Brenda J. Bredemeier, M. R. Weiss, LaMarr D. Shields, and Andrew B. Cooper, „The relationships of sport involvement with children's moral reasoning and aggression tendencies. *Journal of Sport Psychology*“, 8, (1986): 304-318).

Brenda J. Bredemeier and LaMarr D. Shields, „Sports and character development. President's Council on Physical“, *Fitness and Sport Res Digest*, 7(1), (2006):1 -8.

<sup>12</sup> David K. Wiggins, „A history of organized play and highly competitive sport for American children.“, *Advances in pediatric sport sciences. Vol, 2: Behavioral issues, Human Kinetics* (1987): 1-24.

<sup>13</sup> Kim L. Siegenthaler and Leticia Gonzalez, „Youth sports as serious leisure: A critique.“, *Journal of Sports and Social Issues*, 21(3),(1997): 298–315.

that even premature sport specialization in children with a view to achieving early success causes negative emotional reactions and aggressive behavior<sup>14</sup>.

By greater attention to the ideals of fair play, on which sport was created, timely and ongoing work with children involved in sports activities, with special accent on educational aspect, will be strengthening the true values and the ideal of chivalry sports. Victory at all costs would become worthless, and something that the winners could not honestly be proud.

The use of illegal means and methods, or other forms of fraud in sports that go around or break the rules in order to gain some unfair advantage is considered one of the definitions of cheating. Under the cheating is meant disrespect for the rules of a particular sport or the deliberate deception in order to hide cheating<sup>15</sup>. There are contradictory results of various studies investigating the relationship of age and gender to the unfair practices and cheating in sports activities. Most studies show that with age decreases the so-called moral values, and that female athletes attach greater importance to moral values in sport<sup>16</sup> and that men admitted cheating in the sport as something more acceptable compared to females. It is assumed that the reasons for these differences can be found in different social expectations that are set in front of the male or female athlete. Additional reasons can be found in the increasing participation of women in various sports, as well as different preferences when choosing a sport. Namely, a large number of women are choosing sports that are not a dominant antagonistic character, and have no contact with the opponent, sports that dominate movements of coordination esthetic character (ice skating, synchronized swimming, etc.). Also the perception of the legitimacy of the of dishonest behavior is increased in line with growing competition level and age. Similar results to increase the level of tolerance towards cheating in older age in men has come and

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<sup>14</sup> David K. Wiggins, „A history of organized play and highly competitive sport for American children.“, *Advances in pediatric sport sciences*. Vol, 2: Behavioral issues, Human Kinetics (1987): 1-24.

<sup>15</sup> Martin J. Lee, Jean Whitehead and Nikos Ntoumanis, „*Development of the Attitudes to Moral Decisions in Youth Sport Questionnaire*“, *Psychology of Sport and Exercise*, 8(3), (2007): 369-392

<sup>16</sup> Brenda J. Bredemeier and LaMarr D. Shields, „Moral growth among athletes and nonathletes: A comparative analysis“, *Journal of Genetic Psychology*, 147, (1986): 7–18;

Maria Kavussanu and Glyn C. Roberts. "Moral functioning in sport: An achievement goal perspective.", *Journal of Sport and Exercise Psychology* 23 (2001): 37-54;

Brent W. Miller, Glyn C. Roberts and Yngvar Ommundsen. "Effect of perceived motivational climate on moral functioning, team moral atmosphere perceptions, and the legitimacy of intentionally injurious acts among competitive youth football players. *Psych.*" *Psychology of Sport and Exercise* 6 (2005): 461–477

Lee et al.<sup>17</sup>. In his study athletes ages (14 to 16) are frauds in sports considered more acceptable compared to younger athletes (11-13 years) or women athletes.

A higher level of emotional intelligence can also be considered as a reason for this difference between the sexes. In the study women's volleyball team had the better results than man volleyball players in tests of emotional intelligence, as well as in relation to compliance with the rules<sup>18</sup>. Emotional intelligence in athletes can be defined as the ability to be conscious of their emotions, to understand and control the bursts of emotion in the non-destructive way<sup>19</sup>. Very often a high level of emotional intelligence is associated with moral values<sup>20</sup>, while some even equate<sup>21</sup>. One of the four dimensions of emotional intelligence, empathy, it is considered as the best indicator of morality and understanding other people's feelings<sup>22</sup>. The further implies that athletes with high empathy likely appreciate the set of rules.

All this points to the need for the proper functioning of the children at an early age, where physical education classes are imposed as an ideal choice. Regular physical education in relation to sport much less commercialized and dedicated to achieving competitive results. In other words, there is much less pressure to achieve success, which makes lessons of physical an ideal place for learning, development of fair play and develop empathy<sup>23</sup>. Keeping in mind that empathy is closely associated with the major moral principles affecting on thinking and moral judgment, considers that the development of empathy will have a significant impact on the development of fair play.

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<sup>17</sup> Martin J. Lee, Jean Whitehead and Nikos Ntoumanis, „Development of the Attitudes to Moral Decisions in Youth Sport Questionnaire“, *Psychology of Sport and Exercise*, 8(3), (2007): 369-392

<sup>18</sup> Suleyman Can and Muğla S. Koçman, „Can Emotionally Intelligent Volleyball Players Be More Prone to Sportspersonship?“, *Journal of Education and Training Studies*, Vol. 4,(2016): 54-60

<sup>19</sup> Reuven Bar-On, „The Bar-On model of emotional-social intelligence (ESI).“ *Psicothema*, 18, (2006): 13-25

<sup>20</sup> David A. Pizarro and Peter Salovey, „On being and becoming a good person: The role of emotional intelligence in moral development and behavior.“, *Improving academic achievement: Impact of psychological factors on education*, (2002): 247-266

<sup>21</sup> Daniel Goleman, *Emotional intelligence: Why it can matter more than IQ for character, health and lifelong achievement*, (New York: Bantam Books, 1995)

Carolyn Saarni, *The development of emotional competence*, (New York: The Guilford Press, 1999)

<sup>22</sup> David A. Pizarro and Peter Salovey. "On being and becoming a good person: The role of emotional intelligence in moral development and behavior." *Improving academic achievement: Impact of psychological factors on education*, 2002: 247-266

<sup>23</sup> Brenda J. Bredemeier and LaMarr D. Shields, „Moral development in the professions: Psychology and applied ethics“, Hillsdale, NJ: Erlbaum, (1994): 173-187



Various studies have examined the impact of different strategies that meant additional content about morality and education in the the context of physical education and sport. Bredemeier, Weiss, Shields, and Shewchuk<sup>24</sup> comparing the effects of using different methods (model learning, supporting, structural work including a dialogue with the students with direct instructions and canceling in case of need) on moral reasoning in children between 5 to 7 years. The program carried out for six weeks during the summer sports camp, according to the results of research which led to significantly better results of child's moral reasoning in experimental groups compared with control group. The same length of a similar program (six weeks) was enough for positive affective changes and behavioral changes in students fourth grade inclined to delinquent behavior<sup>25</sup>. Another survey came to similar results<sup>26</sup> performed during the summer basketball camp at high school age. The study included a little longer program (8 weeks) with a program focused on the proper moral development and included the evaluation mode of reasoning, perception of fair play and understanding of morality. All such studies have noted a positive trend change after a very short time (6 to 8 weeks), which indicates that along with additional and targeted program of work can very quickly affect the child's behavior during sports activities.

Additional content in the school curriculum also showed positive results<sup>27</sup>. Students who during the school year had a program of fair play for children in the context of physical education, as well as students who have had a similar program of fair play in other subjects improved their moral reasoning, the reasoning and prosocial behavior in relation to the control group that did not have any additional content. All this indicates that the development of positive moral characteristics and proper treatment of all participants in sports activities can affect if starts in a timely manner with well organized and professional work.

Informational and educational anti-doping programs should not be limited to children or athletes, they should include all persons associated with the sport. Sports workers should be educated so they can advise athletes about anti-doping

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<sup>24</sup> Brenda J. Bredemeier , Maureen R. Weiss , David L. Shields and Richard M. Shewchuk, „Promoting Moral Growth in a Summer Sport Camp: The Implementation of Theoretically Grounded Instructional Strategies“, Journal of Moral Education 15 (3), (1986): 212- 220

<sup>25</sup>Michael DeBusk and Don Hellison, „Implementing a Physical Education Self Responsibility Model for Delinquency-Prone Youth“, Journal of Teaching in Physical Education, 8(2), (1989): 104-112

<sup>26</sup> Thomas Wandzilak, Tim Carroll and Charles J. Ansoerge, „Values development through physical activity: Promoting sportsmanlike behaviors, perceptions, and moral reasoning“, Journal of Teaching Physical Education, 8 (1), (1988): 13-22

<sup>27</sup> Sandra L. Gibbons, Vicki Ebbeck and Maureen R. Weiss, „Fair Play for Kids: Effects on the Moral Development of Children in Physical Education“, Research Quarterly for Exercise and Sport, 66 (3), (1995): 247-255

guidelines and rules that are accepted under the Code. Sports support staff includes all persons involved in sport: an instructor, coach, manager, mediator, team worker, a doctor or a member of paramedical personnel, parent or any other person who works with athletes participating or preparing to participate in sports competition, or treat them. The media should also be involved in supporting and promoting this information.

World Anti-Doping Agency<sup>28</sup> proposed a model with three levels of preventive approaches within the formal education system.

#### Level 1: Basic introduction to anti-doping in the school environment

At this level you should first establish a connection with the state sector, which is responsible for formal education for a possible (but not obligatory) systematic involvement of anti-doping content in the curriculum. This approach is flexible in order to be easier for promotion. The materials used must be independent and easy to use, and does not require any kind of additional teacher training. In addition to teachers as the major carriers may also include school counselors and psychologists. Examples of activities at this level:

- Various extra curricular activities: subject contest for fighting against anti-doping (poetry, posters, drama, etc.),
- Optional material for teachers: booklet with anti-doping „games“ or simple reading and tasks to complete.

#### Level 2: Partial integration of anti-doping in the curriculum

At this level, partnerships with national health authorities should be made official at an appropriate level (ministries, school boards). This partnership is of crucial importance for the promotion of the program, training of realiser and obtaining financial resources. In addition, you should plan some of the teachers who will be responsible for monitoring and assessing the adequacy of using the material. It is necessary to complete the training of teachers and the preparation of educational materials for this kind of teaching. For the realization should be using a variety of learning activities that are available and to encourage critical thinking, written and oral expression, mutual learning, creativity, etc.

#### Level 3: Full integration of anti-doping in the curriculum

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<sup>28</sup> World Anti-Doping Agency, Best Practices for Integration of Anti-Doping Material in School Curricula: Outcomes of 2009-2010 Ministries of Education Pilot Project, (Montreal: WADA, 2011)

Partnership with national health authorities should be secured. The Ministry of Education must develop, promote and implement the program within a large number of schools on different levels of teaching. Inclusion of experts should contribute to determining the level and sequence of teaching materials. Variety of materials can be used in various objects (e.g., activities of reading the language classes, scientific facts related to doping in physical education, discussion of the moral and ethics in sports related to doping in civic education classes etc.).

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## АНТИДОПИНГ КРОЗ ПЕДАГОШКИ ПРИСТУП

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### САЖЕТАК

Антидопинг програми треба да очувају и промовишу оно што је суштински важно у спорту а то је спортски дух и достизање савршенства кроз развијање сопствених природних талената, у циљу подизања свести о важности фер плеја и стварања окружења које подржава спорт без допинга. Ове програме треба усмеравати ка спортистима и младим људима стварањем позитивног и дугорочног утицаја на изборе које чине. Захваљујући играма које се користе код деце у предшколском и основношколском узрасту могуће је ефикасно и благовремено утицати на развој карактера и врлина јер је неупоредиво теже формирати карактер и моралне вредности код већ формираног спортисте него код деце која се тек упознају са светом спорта и свиме шта он носи. Деци треба усадити значај физичког вежбања и важност учествовања у спорту без недозвољених средстава и поступака који грубо крше идеал фер плеја и на тај начин код деце промовисати здравље, правичност и једнакост за све спортисте. Фер плеј је настао из витештва и ценглменства у средњем веку где су бројни реформатори пропагирали спорт и игре са циљевима васпитања и јачања моралних вредности код деце. Учење деце идеалима фер плеја на којима се спорт заснива и њихово стално укључивање у спортске активности са посебним педагошким акцентом доводи до подизања моралне свести о вредностима и идеалима спортског витештва. Развијањем свести код деце о фер плеју и антидопингу имплицира већу сатисфакцију постигнутим резултатима у спортским активностима, чиме је победа по сваку цену и уз коришћење недозвољених средстава безвредна и њом се победници не би могли поносити.

**Кључне речи:** спортски дух, фер плеј

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## ПРОГРАММА АНТИ-ДОПИНГА НА ОСНОВЕ ПЕДАГОГИЧЕСКОГО ПОДХОДА

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### АННОТАЦИЯ

Антидопинговые программы должны поддерживать дух соперничества для того, чтобы создать среду, которая была бы единой для развития спорта без допинга и которая имела бы положительное и долгосрочное воздействие на выбор спортсменов и других людей. Эти программы должны быть направлены на молодых людей в соответствии с уровнем их развития. В работе с детьми можно оказывать эффективное влияние на физическую подготовку в зависимости от игр, входящих в физическое воспитание. Кроме того, следует отметить, что необходимо начать с тренировки характера и воспитания ценности здоровья с первых лет жизни, так как гораздо

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целесообразнее сразу сформировать правильные моральные ценности и твердый характер у постепенно растущего спортсмена, чем сделать это в случае, когда молодой парень или девушка только начинают узнавать мир спорта. Использование запрещенных веществ и процедур является нарушением самих идеалов честной игры, которые возникли во времена рыцарства и рыцарского поведения в средние века. Тогда многочисленные реформаторы предлагали спорт и игры применять в целях воспитания и укрепления духовно-нравственных ценностей. С увеличением внимания к идеалам честной игры в ходе постоянной работы с детьми в спортивно-массовой работе, необходимо делать особый акцент на педагогический аспект, укрепление истинных ценностей и идеалов спортивного рыцарства. Тогда спортивные победы любой ценой обесценятся.

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