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## **Pedagogy of sport as a subdiscipline of educational science**

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### **Summary**

The scientific dimension of sport along with its educational values contributed to the creation of a new subdiscipline in the pedagogical sciences referred to as sports pedagogy. The baron Pierre de Coubertin can be regarded as an ancestor of this term, who almost to the last years of his life, with great enthusiasm and commitment, presented his views on sporting education in the press, in compact positions and public lectures, constantly emphasizing the importance of sporting activity in the process of education and shaping the personality of the young generation. Currently, many theoreticians define sport pedagogy as a scientific subdiscipline related to sport (along with related fields of science), which should be considered in three dimensions in the subject of research; knowledge in the historical, political and social context, relations (cooperation) of foster children in the field of sport

activity and its pedagogical consequences; and social interaction in a coach / teacher - foster-child relationship.

**Key words:** sport, pedagogy, academic education

## **Introduction**

Significant interest in the pedagogical values of sports activity contributed to the establishment in 1928 of the Sport Pedagogy Bureau in Lausanne, whose cyclical publications addressed issues of sport activity and its social connotations [1]. Twenty years later C. Diem proposed to include sport pedagogy as a central discipline in sports sciences, clearly emphasizing the relationship between the new scientific theory and pedagogy. In the reflection on the interdisciplinary nature of sports education, he expressed the view that sports sciences can not only refer to upbringing processes, because they also include natural sciences as well as broadly understood humanities [2].

## **Pedagogy of sport in scientific discourse**

Taking into account the retrospective context, sport pedagogy as a scientific discipline was defined for the first time in the circumstances of creating innovative foundations of the school physical education system at the end of the 1960s in continental Europe. In a special way, this process was carried out in the German education system, when the theory of physical education gave way to a new discipline referred to as sport pedagogy (Sportpädagogik). The publication of the book O. Grupe "Grundlagen der Sportpädagogik" (basics of sports pedagogy) was of decisive importance. It was a crucial moment in defining the concepts and content of sports pedagogy as a research subject, at the same time providing an impulse for further academic research in this discipline. The author's reflection on the scientific status of sport pedagogy concerned the placement of a new scientific discipline in the system of pedagogical sciences due to its universal social and educational values [3]. In turn, the German researcher H. Haag, considering the comprehensive scope of the impact of physical activity on the individual, presented the pedagogy of sport as an interdisciplinary discipline, functioning in the sphere of interest in natural, behavioral and humanistic sciences. In his concept, pedagogy of sport refers to the theoretical basis of physical activity, identified as an area of shaping personality and social values through sport, dance and movement games

[4]. In English-language education sports pedagogy has been recognized as an important academic discipline, functioning in the field of sports sciences, whose aim is to support educational activities of people participating in sports training and other forms of physical activity, regardless of place and time of their implementation throughout life. Achieving the goal motivated the researchers involved in sport pedagogy to work in the interdisciplinary field, thus reducing the academic barriers that existed between different sub-disciplines in sports sciences.

The relatively late adoption of the concept of "sports pedagogy" in the countries of North America and Asia - referred to as kinesiology - caused a slightly different approach in determining the goals, tasks and intended effects of this discipline. In general, in European understanding, sport pedagogy seems to be a broader concept than its meaning in the US and in Asian countries (such as Taiwan, Korea and Japan). This dissonance results from the greater inclusion in kinesiology of the content referring to the biomechanical, physiological and psychological determinants of sports activity, with the simultaneous depreciation of the socio-educational functions of this area of activity.

The consequence of this state is the lack of international agreement on the unification of basic terms, goals and functions in sport pedagogy, because they are delineated separately taking into account the criterion of tradition and preferences prevailing in particular continents or countries [5].

Referring to the European interpretation of the term sport pedagogy, the Dutch researcher B.Crum emphasizes that this is an area of scientific work directed at all educational events in the sphere of human activity. At the same time, it clearly emphasizes that the majority of existing scientific theories is cognitively defined, which is why sports sciences, using a research process, should have a practical reference in connection with wider cultural contexts of sport and scientific disciplines relating to health sciences [6]. B.Crum, in the context of sport pedagogy as a subject of scientific cognition, sets its three basic research paths:

- the first - based on the assumptions of pedagogical hermeneutics, that is, explaining and interpreting the significance of pedagogical phenomena and processes taking place in the field of sporting activity,

- second - concerning descriptive explanations of research problems by a way of empirical knowledge of specific relationships taking place in sporting educational practice,

- and the third - based on control and evaluation of a given phenomenon, including deals with the design, implementation and evaluation of sports education programs [7].

In the assumptions of E. Isidori, pedagogy of sport should be defined as a study of processes educating an individual in the process of sports training as part of the implementation of sports training programs, physical education classes and sport education projects [8]. Education to values through sport is an important topic of sport pedagogy, which is closely related to ethical principles such as honesty, sense of justice, respect for others and following specific rules. In fact, sports pedagogy is a scientific discipline that studies sport in relation to the pedagogical and philosophical vision of homoeducandus, or education for excellence all his life, from conception to the end of life. According to the presented concept, it emphasizes the need to create an educational system focused on promoting the social values of sport, informing about the dangers and benefits of practicing sports in all its forms and phases of human development. The hypothesis regarding the importance of self-awareness and experience in sport as the basic elements of understanding its value, determines the critical reflection on this experience, without which it is difficult to think of sport as an activity that creates and promotes desirable social values. The philosophical dimension of the presented assumption is the basis for the development of the theory of sports pedagogy, while creating a critical-reflective vision of this scientific discipline. From a methodological perspective, E. Isidori assigns several cognitive tasks to sport pedagogy:

1.It justifies the concept of education through sport, emphasizing the importance of sport for every human being;

2.It indicates the attributes by which sport can be considered as a field promoting positive values, with particular reference to the implementation of the indicated task in the school environment;

3.It examines the direct and indirect consequences of the lack of an educational and pedagogical component in competitive sport;

4.It analyzes the educational function of sport in society and the school environment, using the experience gained as a tool directed against the crisis of values in society;

5.It presents proposals for educational projects whose activities are oriented towards promoting universal values, with particular emphasis on striving for social equality and cultural pluralism in contemporary society through sport [9].

Summarizing the above considerations, it should be stated that sports pedagogy on European soil has developed its own conceptual nomenclature, subject and methodology of research, constituting a separate scientific discipline, which is focused on all educational events related to physical activity, sport or fun [10]. Contemporary pedagogy of sport, realizing a holistic function is increasingly interested in physical activity accompanying a person throughout his life, i.e. from elementary education to late adulthood. In this context, several areas have been distinguished that have become the subject of interest in sport pedagogy, setting new perspectives in creating social values of physical activity and health. The essence of the outlined concepts was aptly presented by M. Dinold together with M. Kolbe, making a thorough analysis of the research problems undertaken by many scientific centers in Europe and North America. In their studies, they highlighted issues relating among others to :

- educational values of sport in school and out-of-school education,
- the state and status of school physical education,
- social determinants of sports activity of children and youth,
- Olympic education and observance of fair play rules,
- the importance of intercultural education in sport
- and training programs for teachers and trainers in the training process.

On the basis of Polish science, the concept of pedagogy of sport appears in 1970 thanks to the views represented by the eminent pedagogue S. Wołoszyn, who combines the new concept with physical education as an area of knowledge relating to the functions of physical education and sport in the lifelong learning process [ 11].

In his scientific achievements, he repeatedly emphasized the educational qualities of physical education and sport and their personality values in the comprehensive education of man, giving the new research area the status of a scientific discipline. S. Wołoszyn believed that pedagogical theory and practice should not function in a state of isolation towards health and physical development, at the same time postulating the elimination of the nativist and fatalistic perception of these values in the process of education. A significant role in the process of pedagogy of physical activity has been assigned to educators, teachers and trainers who in the process of education and upbringing of children and adolescents should perceive and understand that games and movement games, physical exercises and sports disciplines;

*[...] shape not only physically, but also that they support mental education (sports tactics), socio-moral education (team, rules of the game), aesthetic education (body beauty, harmony of movement), polytechnic education (motor training) [12] .*

Sporting education in the concept of S. Wołoszyn cannot be separated from the uniformity of educational process, because the qualities of sports activity have their justification in cooperation and support of mental, moral and aesthetic development. He combined mental development with the totality of physical activity, which develops the sphere of motor skills and the functions of perception, while constituting a fundamental basis for the processes of human cognition and thinking. On the other hand, motor coordination, synchronization and harmony, and exclusion of unnecessary movements along with their optimization in relation to the task being performed are a natural part of aesthetic education and upbringing through sport [13]. The greatest role in the impact of sports activity on man was seen by S. Wołoszyn in shaping his social and moral sphere of existence. Referring to the empirically justified views on the impact of sport on specific personality traits, he distinguished its special impact on pro-social attitudes and ability to cooperate in a group, as well as character and will characteristics such as perseverance, determination, courage, resistance to various adversities and discipline. In the view of the outstanding pedagogue, the subject of sport pedagogy as an area of scientific research is to seek answers to the relevant questions from a methodological point of view:

- can sport activity - with particular reference to children's and youth's sport - be an area of systematized, holistic shaping of the juvenile's personality?

- is there a correlation between the development and mental state and the development and level of physical fitness?

- to what extent school and non-school sport carries pedagogical and health values, shaping the right ethical attitudes and social awareness of the juvenile?

In his studies, he expresses many doubts about the durability of the humanistic qualities of sport in the face of the intensification of negative educational, moral and health phenomena, which are a symptom of contemporary sport, including Olympic sport. In this context, he took into account the phenomenon of brutalization and materialization of sport, while asking the current question in this day and age:

*[...] whether it is still healthy for a player, also for his moral health, or whether it sanctions too often - instead of the "fair play" principle " foul play" principle, whether it does not sanctify the principle of "success at all costs and with all means" [14].*

S. Wołoszyn repeatedly argued that for a full - successful, useful, joyful - participation in sport is needed pedagogization, or a system of treatments shaping the individual in terms of physical, moral and mental health, which creates a unique opportunity to preserve the humanistic values of sport. He nominated players, trainers, teachers, supporters, sports activists, doctors and scientists, including politicians and statesmen, responsible for education for positive participation in sport [15].

The vast majority of studies based on reliable and accurate methodological assumptions did not deny the existence of educational values in sport experience and practice, however, they indicated that the correlation between them is not always suggestive and clear, and therefore does not have to occur in specific pedagogical situations. Conclusions resulting from such research showed, in most cases, the perspective character of the hypotheses put forward that sports activity carried out in favorable educational conditions may be a source of positive attitude and behavior. Over the last decades, considerations of axiological and teleological nature in the field of sports pedagogy have been undertaken by many theoreticians of physical education and human sciences. The indicated research trends on the one hand were favored by the widespread acceptance and understanding of the educational function of sport, on the other - the growing interest in social sports activities of a qualified, recreational and school nature [16]. In this respect, it is worth distinguishing a few specific issues which have been the subject of quantitative and qualitative analysis using methods, techniques and research tools applicable in the methodology of social research [17]. In particular the research concerned the problems of:

- socio-educational and self-active values of sport using a number of variables: sex, age, educational environment (family, school environment, care and education units),
- sports involvement of people of all ages,
- intellectualization of the training process,
- socialization and upbringing through sport.

According to J. Nowocień's analysis, the scientific model of the hitherto pedagogy of sport and physical education was based on comparative studies, i.e. it sought to translate, explain the phenomena related to sports activity by means of comparative analysis [18]. Due

to the colloquial nature of observation of sports phenomena and few studies giving the opportunity to analyze social behavior and attitudes shaped in the course of sporting activity, it was postulated to undertake empirical research to determine the scope of socialization and upbringing through sport.

The author's analysis suggests that nowadays in the scientific considerations the term sport pedagogy is more often used by representatives of the social sciences, because in the literature and classifications made by recognized pedagogues (T. Hejnicka-Bezwińska, S. Kawula, B. Śliwerski, P. Błajet) pedagogy of sport, with the inclusion of the criterion of the type of activity, it was included as a scientific subdiscipline, derived from scientific pedagogy [19, 20, 21]. In this context, sport and its educational conditioning in accordance with the European model are understood as the form of all manifestations of sporting activity - starting from the sport of children and youth (school) and recreational sport of people of different ages, and finishing with qualified (competitive) sport. On the basis of Polish considerations, Mr Błajet indicates that sports pedagogy deals with theory and practice in the educational and didactic dimension of sports activity. In the researcher's concept, sport pedagogy - probably in theoretical and empirical considerations - is looking for the following questions:

- How does sports activity contribute to moral, aesthetic and health development?
- What is the relationship between sports activity , learning and shaping cognitive abilities and attitudes?
- How to shape a pro sport posture?
- How does sporting activity contribute to the development of the full life cycle? [22].

However, representatives of the physical educational over a few decades have used the pedagogy of physical culture to a greater extent, referring on the one hand to the potential of personality growth of physical education, sport, tourism and recreation, and physical rehabilitation, on the other hand refer to methods, forms and means characteristic for the process of pedagogization to achieve the intended effects in the process of education to participate in the indicated areas of culture [23]. According to Z. Żukowska, pedagogy of physical culture is a scientific discipline derived from general pedagogy, organically connected with the sciences on physical culture.

## Summary

Sporting activity, fully affecting the physical, emotional and social spheres of the student's personality, in a significant way constitutes the social attitudes of the student (goals, style, quality of life) in adulthood. In this context, the role of sport pedagogy seems to be important as a relatively young pedagogical subdiscipline, which in the area of research methodology determined three important directions of exploration: hermeneutic, empirical and design.

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