

Pedagogical dimension of sport in the light of its socio-cultural conditions

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Summary

The contemporary existence of sport in social discourse is not limited only to the area of sports competition, results and records or stadiums, which are the arena of struggle for athletes. Identified as a form of the individual's search for its existence and the way of exceeding human potential, it has become the subject of constant reflection and research inspiration. Perceived as an interdisciplinary phenomenon with a rich axiological potential in many scientific studies, it is identified as a field of cultural, social, economic, recreational, political, ecological and educational scope.

Keywords; sport, upbringing through sport, social and cultural dimension of sport

Introduction

Connections of European culture with physical culture in its entirety refer to the phenomenon of sport, both in the historical dimension and the changes of the modern world. In this context, sport is not only identified as an area of human activity of a socio-cultural nature, but against this background from the beginning of its existence, it cultivates the belief about the unlimited pedagogical possibilities of sporting activity.

Objective of the work

The subject of this publication is an attempt to indicate the pedagogical dimension of sport in the light of its socio-cultural determinants in modern society

Social, cultural and, above all, educative dimension of sport

Sport identified as an area of human activity of a socio-cultural-educational nature since the beginning of its existence, cultivates faith in the unlimited possibilities of human development. Contemporary sport should be perceived in the context of heterotelic and autotelic values, including various forms of competition, different goals and means of implementation, setting standard categories of sport activity as competitive and universal [1].

Sporting activity categorized as a non-sports form of improving the body concerns health and aesthetic means of its implementation and in this case is a component facilitating the achievement of other goals. The victory or establishing a record as a natural consequence of sports competition is an end in itself, that is, it remains an autotelic value [2]. In this context, J.W. Keating, using the etymological criterion, distinguished the categories of the concept of sport for entertainment (recreational) and professional sport, characterized by different goals, methods and means of educational interactions. In his concept, the goal of sport for entertainment is pleasure, joy and satisfaction in the individual's efforts for good health and high physical fitness. Whereas competitive sport is an activity in which the basic element is competition, and the overriding goal is victory through sacrifice and a series of concession [3].

In the considerations of the outstanding sociologist F. Znaniecki, sport is a component of specific activities that in the former times served only social functions, because they lost their utilitarian character as a result of social depreciation resulting from the development of civilization. For such activities, currently having the character of Olympic sports disciplines, the recognized sociologist included; hunting, discus throwing or javelin, archery or pistol shooting, fencing, boxing and horse riding [4]. Thus, he included to sport activities that

formerly belonged to the range of social functions and were usually understood as class and group privileges. According to the developed characteristics of physical types, it clearly emphasizes the duality of the sports type dividing it into positive and negative. Positive sports type is characterized by the effectiveness and ability for sport in accordance with established rules, while the negative type does not have or is not interested in sports skills [5]. In turn, H. Eichberg in his tri-dialectical sports model presented a proposal of "opening" (therapeutic) view of sport. In his opinion, we can distinguish three mutually overlapping fields (dimensions) of sport:

- sport as production of results and records (dimension of the performance),
- sport as a social and hygienic discipline (psychohygienic dimension),
- sport as a dialogic body language (experience dimension) [6].

A similar position is expressed by P. Perkins, who defines sport as an area of social life in which it is important to satisfy the needs arising from the human nature because in this phenomenon there are qualities that allow people to develop themselves better [7]. In the concept of K. Heinemann, sport can be a field confirming the identity of an individual, regardless of his social status and personal abilities in gaining social balance, existing social conflicts, or adaptation and achieved success in society [8]. By exposing the basic roles of sport in society - from socio-emotional and socializing-integrating through political, social mobility, ending with biological function - the author of the thesis has come to the conclusion that in many areas one can find positive (educational) elements and negative (anti-educational) elements .

The cultural importance of sport manifests itself in a global range, because it is the most widespread form of culture, an important component of mass culture. Sport as a significant element of mass culture undergoes a specific evolution, which is a consequence of subordination of culture to market principles, i.e. commercialization, globalization, professionalization or rationalization. On the other hand, it can use its own potential in transferring the important symbolic content to the modern world community, having its own reference in the process of penetrating the individual into the culture of the surrounding society and acquiring a system of values, norms and educational models [9].

Uncomplicated principles, spectacularity as well as significant social approval have become a catalyst for the glorification of sport in contemporary media and mass culture. Referring to the existence of the original values of sport, it was pointed out that they were the domain of righteous and honorable people, observing the rules of fair play, being a model of noble character, discipline and perseverance in the pursuit of truth. Unfortunately, the current

reality of sport as a result of the existence of sport in mass culture in many events becomes an arena of ruthless fight for money, fame or media recognition. This is connected not only with the negative behavior of the athletes themselves, but also with the coaches, activists and fans [10].

However, at this point it is worth emphasizing that despite many obstacles related to excessive institutionalization, centralization, commercialization and professionalization, sport has not lost public delight and is still perceived as a socio-cultural phenomenon of our time.

In the definitions of sport there are many forms of its social expressions such as : mass, competitive, qualified, recreational, amateur, school, academic, etc., which have adjective authorization in encyclopedic, dictionary and publishing publications. The variety of expressions of sport and the functions assigned to it provokes deeper considerations of this concept, analysis of definitions and determination of inalienable values. The social function of sport is accentuated by the provisions contained in the declaration annexed to the Amsterdam Treaty of 1997, which stresses the role that sport plays in shaping the sense of identity and connecting people;

- sport can serve as an effective tool for integrating citizens into society.
- It helps develop such abilities and qualities as team activity, tolerance, fair competition.
- sport plays a significant role in the fight against racism and all kinds of discrimination. This applies to discrimination on the grounds of sex, race, social or economic origin, but also to those related to religious beliefs, disability, age or sexual orientation.
- the importance of sports activities is also increasingly recognized as a factor facilitating the integration of societies with immigrants and as a catalyst for intercultural dialogue [11].

It seems that until now we have not managed to develop a clear definition of sport, hence W. Liponski believes that the majority of existing concepts, to a large extent, define sport as a health or sociological-media phenomenon, while downplaying its historical conditions. Referring to the retrospective conditions of sport, he indicates that the definition should contain the following content;

[...] sport is a conscious, ludic activity of a human with the features of a free competition, contributing to shaping the fates of individuals and communities through comprehensive bodily and spiritual improvement, historically shaped pacifist character, involving eliminating from the fight endeavors to annihilate the opponent, ability to interact with other areas in realizing the goals of a given community, including universal ethical goals” [12].

The eminent philosopher B.Suchodolski believes that sport purified from the negative influences of the 19th and 20th century civilizations has a chance to promote the idea of peace and understanding. The return to universal and humanistic values in sport, existing for a long time in Polish tradition, is an alternative and hope for peaceful relations between nations not only at sports stadiums, but also beyond them [13]. The above thesis entitles you to state that sport as an area of integration of various societies, cultures and even religions, has a significant potential to eliminate racial differences, xenophobic behaviors and at the same time to highlight national belonging. In his reflections on the social role of sport, B.Suchodolski takes a critical position towards competitive sport, accepting the dedication and physical effort associated with it in the matter of satisfaction and joy in physical activity. Sports that are dominated by antagonisms, excessive sacrifice or loss of health should be free from this type of effort, because it should be more and more accessible to the general public;

[...] but what happens in our time, in which for fractions of seconds or grams of weights we have to pay for years of ruined health, cannot be accepted" [...] records are not needed for the society, even if they are applauded, records are needed for generality"[14].

R. Simon speaks in a similar vein, pointing out that sporting activity has real moral values, when athletes engage in it voluntarily and confront the achieved level of body fitness in the conditions of universal acceptance and observance of generally accepted principles. The presented arguments are the rejection of the "mirror" thesis, which defines sport as a reflection of habitually accepted social values and as a field of empty moral values of high selfish saturation since the success of one party is only the effect of failure of the other one.

Accepting as a basis the criterion - social functions of sport activity - S.Judycki proposes a ludic, agonistic and pedagogical concept of defining sport.

Sport with fun combines the element of **folk culture**. Similarly, as fun remains a form of noble activity that aims to achieve perfectionistic values. The ludic dimension of sport refers to a free, repetitive, leisure time or motion game. They are probably unproductive activities in the economic sense, to some extent limited by regulations and standards, but they are also a kind of school of life consisting of the necessity to overcome difficulties in order to shape personality traits specific for this type of activity [16]. In this dimension, sport can be defined as;

[...] exercises and games aimed at increasing and acquiring physical fitness and creating certain character traits, such as persistence, loyalty, and the habit of following rules" [17].

Explanation of the concept of **agonistic sport** refers above all to the fight, that is rivalry between opponents for victory with respect for all ethical rules and principles resulting from the nature of a given sport discipline. The domain of sport competition is the manifestation of one's own fitness, overcoming time, space, striving to achieve a movement pattern as well as exceeding the psychophysical abilities of the human body. Competition and rivalry as a representative element of sport have been in existence since its inception. A player practicing qualified sports - writes J. Niewieglowski;

[...] is aimed at winning the main prize, the medal or improving the current record. Therefore, properly understood competition plays a positive role, it is a stimulus for an athlete "[18].

In turn, Z.Dziubiński claims that sport is not only the sphere of preparation for life, but it is also an area of continuous tests performed on the pitch or in a sports hall, in which authentic people or teams compete with each other, performing realistic tasks and simultaneously being the subject to confrontation of achieved level of human perfection [19].

From the above, it follows that sports competition along with its real tasks, makes a real assessment of the level of human (sports) perfection, which seems difficult or even impossible in other areas of social life.

Antagonistic interpretation - differently to ludic - captures the phenomenon of sport in an autotelic way, because in this concept the will of domination and winning replaced natural, universally implemented without the need for competition movement games. The definition presented in the encyclopedic edition of PWN seems to be the proper one for the above considerations;

[...] Sport - activity aimed at improving physical fitness and its manifestation, cultivated systematically according to certain rules, in which there is a competition element and striving to achieve the best results" [20].

The pedagogical concept of the existence of sport refers to the phenomenon of education through sport, that is, its functioning in the socio-moral space of children and youth. In the presented dimension, sport is exposed as an important development factor in the upbringing of the young generation, affirmed as a source of joy and strong emotional experiences, and promoted as an area of friendly and kind contact with peers [21]. In the literature on the subject, it is difficult to find an unambiguous definition of sport, referring to its pedagogical values. However, it seems that the closest to the above considerations is the

definition developed by J. Nococien in which he emphasizes the general role of sport, indicating that it is also expressed;

[...] in various forms of human activity, aimed at improving one's physical and mental characteristics, undertaken to maintain health and development of personality traits such as perseverance, strong will, determination, solidarity and friendship "[22].

Sporting education cannot be separated from the whole educational process, which, supported by systematic and organized physical activity, shapes the mental, moral and aesthetic development of a student. The indicated thesis creates sport as an unconventional pedagogical laboratory, aimed at shaping noble attitudes together with striving for character perfection by defining and implementing specific challenges [23]. In the original studies, K. Sas - Nowosielski presents the viewers, who to a large extent neutralize the values of sport together with their direct influence on the process of upbringing. According to their views, sport is to some degree an isolated and detached field from natural living standards. This means that the situations encountered in sport are too different from those encountered in everyday life, because the skills or personality traits acquired during its cultivation do not transfer to other areas. [24].

According to the author, the indicated course of understanding the educational role of sport rejects the nomenclature concept of "education through sport", identifying it more by defining "education for sport" [25]. This position is contrasted with the common belief about the unbreakable relationship of education through sporting activity, because it seems obvious that in sport there must be some kind of educational process.

[...] Education is carried out everywhere, where there are social conditions for this, where there are entities and objects of this relation, connected by an appropriate bond of mutual and one-sided influence. Thus, on this principle, education takes place also in sport "[26].

Regardless of the definition dispute and the essence of its understanding, sport is now an important element in the process of shaping the personality of the young generation, occupying a special important place in the educational systems of many countries around the world. Sport creates positive behaviors in the school environment, teaches responsibility, regularity, respect for rules, traditions, respect and tolerance. Sporting activity is a kind of "moral school of life", thanks to supporting personal human potential, exposing its subjective values and defining in the sport competition impassable barriers of mutual respect [27].

Also, the constitutive values of sport include honesty, justice, friendship and respect for the opponent, duty, discipline, perseverance, self-control, or respect of existing rules and

norms and obedience of the rules of "pure play". Clearly on this subject, K. Zuchora writes, arguing that the sporting ethos should not only limit the creation of pragmatic-utilitarian values, but should refer to the generally human ideals of brotherhood and natural standards of life - truth, goodness and beauty [28]. It is worth emphasizing that the undoubted educative value of sports activity results from the possibility of its preventive impact by excluding all addictions and eliminating aggressive behaviors in sporting rivalry and everyday life.

Conclusion

The presented contexts of educational influences through sport probably do not fully exhaust its significant pedagogical potential. It seems, however, that sporting activity properly understood and appropriately stimulated may constitute a developmental pattern of a human being through the use of sport as a means of educational influences - unattainable in other areas of social life [29].

The presented contexts of educational influences through sport certainly do not exhaust all the possibilities of pedagogical impact and arise much controversy, however, they are a confirmation of many opinions that sport properly understood and practised can play the role of an effective pedagogical tool in the process of personal development of a man.

Literature

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