

Pedagogic Aspects of the Recreational Sports

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Abstract: *The growing importance of leisure time for individuals and society, and the change in sports culture are subject to similar changes and alterations in their structure. The quantitative increase in leisure time from work and obligations as well as the relative prosperity of broad sections of the population is presented as a precondition for increasing involvement in sports. Even if the cause for the change in sports culture cannot be attributed solely to leisure, and we have to acknowledge complex system correlations and interactions in view of a general social change, altered "new" sports hold a very important part as regards leisure time activities in modern life. The ultimate goal of this research is the educational approach to leisure time and sports. The method adopted for this study was a literature review. On the occasion of the present study, it is found that on the one hand sports education in leisure time at school can be a topic of discussion, as it is expressed e.g. in views as regards the teaching goal of "lifelong physical exercise". On the other hand, in leisure time sports, numerous and varied processes of socialization, learning and education take place. This "learning during and through physical exercise in leisure time" is the primary field of action and thematic field of leisure time teachers. A distinction can be made between learning during and through physical exercise in leisure time. The "leisure time learning" dimension brings into focus learning processes that allow individuals to acquire the ability to act in sports in their spare time. Motor, communication, social and emotional skills and abilities are learned in "leisure sports situations", which make it possible to participate in sports at free time. Thus, participation in physical exercise during leisure time as well as the possibilities of self-determination are in the center of sport education in leisure time. A framework similar to leisure time, in which pedagogical action in leisure time is possible, must be additionally opposed in the pedagogical-teaching framework "lesson". As a result, we can keep in mind that "interactive animation" as a method in sports during leisure time complements other methods, such as e.g. teaching, training, counseling, layout, and it is particularly suitable for the special characteristics of sports situations in leisure time (e.g. to be open to the subject and the participation of various participants, self-determination and self-organization of those involved).*

Keywords: *Leisure Time, Education, Teaching, Recreational Sports*

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I. Introduction

Sport during leisure time also appears as a subsystem of leisure time, although leisure and sports can be described as independent systems (TOKARSKI, 1993). Although the concept of leisure time sports is somewhat univocal, it cannot simply be systematically recorded. It includes two aspects: on the one hand, regardless of the quality differences, it includes the sport that people exercise in their free time, on the other hand, it describes the types of movement, playing and sports, which differ qualitatively and ideally -almost as "the opposite model"- from regulated, performance and competition-oriented - therefore traditional - sports. Sports in leisure time were primarily formed in the late 1960s and early 1970s in the course of the general social change as well as the dynamic development of leisure time and the reduction of the importance of traditional sports. The numerous leisure time sports models that are also characterized as a culture of movement today hold their place within the differentiated sports system alongside others, without a systematic demarcation or the creation of a single concept and theory. In fact, in the existing models of leisure time sports - whether it is sports for fun, alternative sports, healthy sports or socio-cultural sports - a more or less large core of characteristics and orientations appears. These are: entertainment, pleasure, communication, creativity, self-determination, self-organization, physical experience, etc. Each of these elements is emphasized, inferred, or further developed. In this sense, sports in leisure time, at the ideal pedagogical level, is a central concept for various sports models, which describe, document and develop motor activities for playing, communication, self-determination and creation. About 50% of people in Germany exercise a sport in their own free time. The forms

of this type of sporting activity, the sports panorama and the perception of sports have changed significantly in the last 30 years. Not only classic sports (e.g. football, basketball, athletics), which are closely linked to the perception of traditional values of performance optimization up to competitive orientation, are united under the new roof of a broader perception of sports (MICHELS & STEINBACH, 1992; HOWAT & ASSAKER, 2016). New forms of movement (e.g. walking, aerobic exercise, fitness training), the so-called modern sports (e.g. Inline-Skating, Snowboarding, Mountain biking), exotic marginal sports (e.g. Sepak Takraw, Tamburello, Lacrosse), extreme sports and adventure sports in nature (e.g. river rafting, canyoning, BASE-Jumping, paragliding) complete the classic sport spectrum (ESCHER, 2000). Technological advances make possible various experiments with and via movement. The sportswear industry, with the help of the media, is creating a sports market, the visible surface of which is constantly changing. If we exclude top and performance sports, and look at everyday sports, then the public's attention is focused more on exotic sporting activities than on motor activities that are quantitatively at the top of the population's physical exercise choices and are not spectacular (football, cycling and swimming). Autonomous, unorganized sports have resulted, among other things, in the individualization and modernization of time patterns. Those who exercise autonomously (e.g. jogging, Inline-Skating, cycling) need infrastructure-framework terms, which are provided by community sports events or by those who offer sports facilities (e.g. public spaces for skating, squares for streetball, swimming in leisure time, multipurpose sports halls, etc.). It should be borne in mind that sports have long been practiced not only in special sports venues (sports fields, sports halls). The new sports culture takes place in parks, squares and streets, in backyards, in old industrial halls, in streets without traffic. The city sports with the so-called "street sports" (e.g. Streetball, Street soccer, Street tennis, but also with Inline-Skating and Skateboarding as an asphalt sport) have created their own forms of physical exercise. In addition to the increasingly new varied sports activities invented, the range of those that offer sports also extends. Although about 28% of the German population is organized in one of the more than 85,000 sports clubs, the sports club has long since lost its unique place in the area of physical exercise. It is not only the wellness centres that, with attractive offers, also determine the sports market. In 1998, 50,000 open tennis courts, 2,800 indoor tennis courts, more than 4,000 badminton facilities, 550 golf courses, 220 ice sports facilities, 200 indoor Go-Kart tracks, 108 areas for paragliding and gliding were counted across Germany, as well as 93 indoor climbing facilities and more than 60 rooms for Skating, which are usually operated by business merchants (DGF, 1998; PAWLOWSKI & BREUER, 2012). Additionally, private sports service providers and modern dance and fitness studios, sports schools of a specific sport (e.g. martial arts schools, ballet schools, equestrian schools), travel sports companies and private coaches must be taken into account. Finally, we must not forget the training institutions (e.g. adult schools, educational bodies) and youth and social work institutions (e.g. facilities for the elderly, youth centers), which regularly organize sporting activities and games in the municipality's programs. The concept of leisure time sports since it was introduced by DIECKERT (1973 and 1974) has been the subject of controversy and has undergone conceptual additions (e.g. widespread sports, daily sports, non-athletic sports) (MICHELS, 1992). On the one hand, to leisure time sports as an idealistic idea can be attributed special quality features of sports. "These are mainly games, communication and creative motor activities that are determined by the individual" (DIECKERT & WOPP, 2001, 289). On the other hand, the concept of physical exercise in leisure time, taking into account the diverse dimensions of leisure and physical exercise, can be used as a single concept of multifaceted and partially contradictory notions of related sports and motor activities within leisure situations in institutions and of non-organized leisure situations.

This sporting activity in leisure time must be separated from sports done for the purpose of profit (JUETTING, 1987), as it is understood according to the principles of the traditional perception of sporting activity in the top sports, where it is commercialized as a sporting element for the media as well as a spectacle (DIGEL, 1986; BATHEN, 2020) and for the acquisition of money (OPASCHOWSKI, 1987). In addition, it includes sports activities, which according to the principles of traditional sporting roles that are oriented towards competition and comparison can also take place in parallel in leisure time, daily and on vacation. Also, sporting and motor activities are an integral part of this physical exercise during leisure time, which, as a consequence of the dynamics of orientation towards good physical condition and health, are associated with obviously primary parameters of action with external orientation (e.g. beauty ideal, health myth, youth ideal) and serve a contributing factor as a background. Therefore, leisure time sports are not exclusively characterized by the element of play, although moments of playing and moments oriented to experiences or fun seem to have a special significance in sports during free time. This systematization makes it possible to further differentiate and state different leisure time exercise models, concepts and intentions of leisure time physical exercise that intersect with each other (e.g. leisure time physical exercise oriented to fun and play, leisure time physical exercise oriented to entertainment, leisure time physical exercise oriented to performance, leisure time physical exercise oriented to health). But it seems doubtful whether a general systematization is desirable and feasible, which could find recognition in scientific operation. WOLF and STEINGRUBE (1994) believe that finding

solutions that could apply to leisure time sports as a whole is a wrong path and point to the complexity of this phenomenon, which is indicated by the various semantic areas of sports and of the culture of movement.

II. Methodology

The present study is a bibliographical survey study that presents the critical points of existing knowledge about a theoretical approach to the topic of "Pedagogic Aspects of the Recreational Sports". There is no specialized and comprehensive research in this area. This study attempts to fill this gap and may be a useful aid for those who will make similar efforts in the future. The main objective of the bibliographical review is to integrate the study into the "body" of the subject in question. The review of the current study refers to clearly formulated questions and uses systematic and explicit criteria for the critical analysis of a published paper by summarizing, sorting, grouping and comparing.

BIBLIOGRAPHIC REVIEW STUDY

Learning process of sports in Leisure Time

In pedagogical situations, the learning process receives a directed influence, learning is not left to the dynamics of everyday life. On this issue, educators always take a critical view of the learning processes, which are distinguished into two groups, desirable and undesirable. The issue of the learning processes pedagogical value through situations and experiences unavoidably produces a standard conception of social status, learning and education. On the one hand, learning about sports during leisure time at school can be a topic of discussion, as expressed for example in views about school teaching aimed at promoting "lifelong physical exercise". On the other hand, during leisure time sports numerous and varied processes of socialization, learning and education take place. This "**learning during and via leisure time sports**" is the primary field of action and thematic field of leisure time educators. In proportion to the differentiation of Scherler (1994) and based on Dieckert and Wopp (2001) we can distinguish between learning during and via leisure time sports. The "leisure time learning" dimension focuses on learning processes, which allow the person exercising to acquire the ability to act during leisure time sports. During leisure time sports, motor, communication, social and emotional skills are learned, which enable a person to participate and cooperate. Thus, taking part in leisure time sports as well as the self-determination possibilities of people exercising are in the centre of leisure time sports Pedagogy. The specific learning areas, the learning contents and objectives are very closely related to the respective action situations and possibly the institutions that create frameworks. For example, specific learning areas are produced by frameworks such as youth work, work in sports clubs, outdoor training centres, adult education, cultural work, etc. In the practice of leisure time sports Pedagogy, the pedagogical frameworks of the respective specific fields of action must always be linked to the proposals of leisure time sports Pedagogy. These complementary fields of leisure time sports Pedagogy are, among others, Pedagogy of experiences and games, cultural and artistic Pedagogy, pedagogical ideas of youth work and assistance to young people, suggestions and models of health education and training. The "**learning via leisure time sports**" dimension is about acquiring skills in areas of life that are beyond leisure time sports. For example, skills of social and creative action, which can or should be transferred and applied to other areas of life. So, for instance, the social and communication skills picked up while managing a leisure time sports team influence the cooperation between a company's employees. Proof of such transferred performance of learning belongs to the most difficult and hitherto unproven empirical research fields of leisure time sports. Since independent goals have been formulated concerning leisure time Pedagogy and refer to sports, for example, the acquisition of time management skills, these can also be a topic of discussion as learning dimensions during and via sports ("leisure time learning during and via sports"). Besides, these learning processes can, on the one hand, refer to the field of sports (e.g. the application of time management skills to sports) or on the other hand be transferred to other areas of life (e.g. the application of time management skills in professional situations).

Dialogical relationship between leisure time sports Pedagogy and Didactics

The model side of Pedagogy is precarious concerning the educator's action during leisure time sports because the organizational forms are subject to evaluation, especially related to the subject's independent forms of action. Independence, as the ability to determine one's actions and manage one's time, is projected as a dominant characteristic of humans, when it is described from the perspective of leisure time's meaning (OPASCHOWSKI, 1993; DOHMEN, 2002). This also applies to leisure time sports, during which recreation, experience, adventure, health and other meaningful activities must take place and which are associated with independent action. Therefore, the "pedagogization" of leisure time sports demands action, which, on the one hand, is proportionate to the interests, the desires and the needs of the person exercising sports during leisure time and on the other hand allows the educator to make autonomous evaluations and assessments. Consequently, Pedagogy of leisure time sports can be successfully applied only as a dialogical process. Thus, it is not up to pedagogical review whether the leisure time educator is independent or not. Instead, he/she works in fields of

action, where the independence of the person exercising is essential and to this effect, pedagogical situations can be autonomously withdrawn if his/her needs are not respected. Leisure time can be documented as learning time (FROMME, 1985. FISCHER, 2003) only based on a broad concept of learning, which includes independent processes of socialization and education. In this perspective, the leisure time sports educator appears, among other things, as a "socialization educator", who "mixes" in practical areas of independent learning during leisure time sports, perceived as private spheres of everyday life. This peculiarity of the pedagogical field of action requires a reformulation of pedagogical action depending on leisure time and sports, which is difficult to attempt. This is especially true if leisure time situations are the subject of pedagogical analysis, ideas and forms of action, which have not been institutionalized as learning areas (e.g. vacations and sports in the surroundings, social situations during leisure time, outdoor parties with games and sports, public parks for leisure time sports, swimming pools and wellness meetings). Pedagogical directions in leisure time sports should be formed differently to hold back or challenge depending on the unique dynamics of each situation. Respectively, the leisure time sports educators' methodical abilities of action must be shaped in various ways, so that they can react to different situational requirements with different methods. Pedagogically organized learning situations in leisure time sports or education-oriented situations (e.g. classes in educational institutions, club offers, educational trips, political education) make it possible, even as a trend, to implement traditional pedagogical and methodical ideas, even though their validity raises debate and their ideas need to be changed. To have a pedagogical effect on action-oriented activities, which are not defined by the participating athletes as "learning situations", another conception of Pedagogy is needed, as it is expressed in pedagogical ideas that are oriented towards learning. In leisure time sports, action can only be an offer, a service for action and learning during leisure time sports (ZAROTIS et al., 2011).

Methodical proposals for leisure time sports

According to sports Didactics design ideas, the educator first selects the goal and the content of a future learning process referring to it, and then decides on the appropriate method. These deductive teaching processes, that determine respective methods, dominated by goals and content, are necessary and appropriate for leisure time sports (e.g. training for good physical condition oriented to health, training situations oriented to widespread sports). But already in numerous discussions about leisure time sports, deciding on goals and content is a dialogical process and requires leisure time sports educators, as a rule, to openly plan learning situations during leisure time sports (inductive Didactics). Leisure time sports educators face numerous different conditions, contents and goals. Therefore, in addition to suitable material (e.g. for a specific sport), they must possess as wide a range of methods as possible. Based on the categories of pedagogical action by GIESECKE (1989), the following basic methodical principles can be named first:

- **Teaching**

Leisure time sports educators must be able to form clear learning and training situations. These situations often, at least temporarily, have a stable thematic framework and focus on the learning objective (e.g. learning acrobatic skills in a circus pedagogical institution). A *profession* includes the characteristic knowledge and skills intended for livelihood, as well as the required experiences and work facilities that merge into a typical combination, through which the individual contributes to the creation of the national economy. Similar occupations in the nomenclature of the Federal Institution are summarized in one *professional field*, while all professional fields together constitute a field of activity. The *leisure time field of activity* contains the professional fields of sports, tourism, health, art, culture and multimedia, including the professions of the entertainment industry. *Professionalism* expresses the quality of action in a profession and is associated with increasing the level of demands and services of the profession. The growing scope of the leisure time field of activity and its division into various professional fields has led to the development of potentially formal qualifications. In addition to the large number of extracurricular studies leading to a professional degree, from aerobics instructor, choreographer, leisure time consultant, travel manager, family assistant, health coach, museum administrator to networks administrator, today a whole series of university and higher education diplomas has been created, that is taken into account in current and future developments (Federal Labour Foundation 1998).

- **Information and advice**

Information and counselling methods can be applied to support independent action in leisure time sports situations. As a rule, people that exercise sports in leisure time seek this kind of information and advice. This demand can be met either by suitably formed means of providing information and advice or by supplying personalized information and advice, e.g. to regulate training. In the early 50ies, in the USA, and the early 80ies, in Germany, a new occupational field appeared in leisure time: leisure time counselling can be defined as an auxiliary process that should facilitate the individual's interpretive and emotional changes and/or those based on

behaviour. The goal is to feel good during leisure time. According to Giesecke (1989), in addition to teaching, informing, organizing and encouraging, counselling is one of the basic principles of pedagogical action (of leisure time). Internationally, the best-known model of counselling for leisure time is McDowell's (1976) idea, which contains three principles. These are:

1. Counselling about leisure time resources (resource guidance service). The goal is to inform about leisure time opportunities as well as identify and clarify the individual's interests and desires.
2. Counselling about developing a lifestyle (lifestyle development education service). The objective is to examine the relationship between leisure time structuring and the individual's lifestyle and find sufficient opportunities for leisure time.
3. Providing leisure time therapeutic advice (therapeutic medical service). The aim is to assess leisure time opportunities taking into consideration a person's mental and/or social impairment.

The proliferation of leisure time counselling has led to the creation of new professions, such as the profession of the animator. In today's service society, leisure time counselling is becoming increasingly important.

- **Layout**

The terms-framework of leisure time sports situations are formed and regulated from a pedagogical point of view. Thus, with suitable materials and facilities in the area, sports opportunities can be prepared that "provoke" and motivate for certain activities.

- **Animation**

Whoever animates people in leisure time situations provides incentives for activities and learning opportunities contained in them, and gives clear incentives and advice. It is not about constantly controlling leisure time activities by focusing on managing them. To incentivize the participants one needs to provide them a high degree of self-determination and self-organization. Often, the leisure time educator acts as a participant or an observer. Regarding applying ideas from school sports to leisure time sports, the proposals and methods by the course of open sports are offered in particular (KURZ, 1989). Equally important is the so-called "teacher-supported learning" (WOPP, 1989), where the educator uses various ways to motivate in learning situations, without making "kinetic suggestions". "Modelled Learning" has the appropriate methodical position and is associated with elements of arrangement and animation. Brehm (1989) presents another interesting proposition. It is about learning the so-called "open skills" in sports. In addition to these basic methodical propositions, specific methods from the respective areas of content and institutional frameworks (e.g. methodical propositions of experiential Pedagogy such as *The Mountain speaks by themselves*, *Outward Bound Plus*) should be included in leisure time sports. Numerous models and animation proposals have been developed in Germany since the early 1970s (MICHELS, 1996). Thus, animation, within this methodical scope, must be especially emphasized as a key element/example of leisure time Pedagogy and described in more detail. Animation has been a central concept behind the creation of the idea and the theory of leisure time science, since the 70ies. It includes a range of *general concept definitions*, where all activities based on leisure time Psychology and Pedagogy can be considered animation, even *narrower concept definitions*, associated with a specific form of actions in certain leisure time situations. A general feature of this animation spectrum is the orientation to open situations, which aim at the autonomy and self-realization of the individual. *In a broader sense*, animation includes all the activities, measures and interventions aimed at fulfilling certain leisure time functions (emancipation, autonomous action, self-realization, pleasure, communication, creativity, etc.). In this sense, animation is an exhaustive description of activity and ability in the professional field of leisure time and can refer to different levels of practice (micro-, macro- and mega-level) and different social (political, economic, social, cultural, pedagogical) subsystems. In models using this broad concept, animation is understood as a comprehensive concept for interventions in widely used leisure time cultural work or as cultural and social work, all of which aim to improve mental, physical and social conditions of life. Characteristic of this perception of animation is that it is not exclusively adapted to micro-social dimensions, but refers to more levels (multilevel animation model) and to various areas of human action or systems of social correlation (e.g. culture, politics, Pedagogy etc.). The ideas and theories in this field are based on the dichotomy between society and the individual. On the contrary, animation in the narrowest sense refers to a specific level of action and interaction and includes the formation and influence of material and social environmental factors on the experience and behaviour of individuals and social groups. At this point, some very qualitative characteristics (e.g. motivation potential and demand character, experience content, non-commitment, action orientation) play an important role in terms of methodical action and its effectiveness that differentiates the animating method from other methods. So animation in this narrower sense is mainly method-oriented, that is, it focuses on the possible path to a goal or the possible ways of transmitting specific content. The relevant proposals in the current literature do not follow a single definition of animation as a method; the methodical features of animation are very strongly defined by the respective thematic field (theatre, sports, dance, music, social work, tourism, etc.). Besides recommending

the creation of "purpose-medium relations", the following methods are mentioned: "testing and correction", "improvisation", "change of the meaning of situations" and even "free expression". Therefore, animation as a method becomes a flexible process, which reacts to the specific interests and desires of the participants and thus takes into account emotional aspects as well as aspects of perceptions referring to behaviour. In the early 80ies, the concept of animation was also used in discussions about Sports Science. Animation was to become a key concept in leisure time and widespread sports (KROEGER, 1988). Despite numerous efforts, however, the concept of animation has not been able to be imposed on sports. The concept of "sports animation" on the one hand is mainly related to encouraging people to move during vacation sports - the creation of a sports-pedagogical theory of tourism is just beginning. On the other hand, animation is particularly associated with movement in sports games and Opaschowski's (1987) ideas of leisure time Pedagogy. Therefore, the acceptance of the "concept of animation" in sports is limited to a few proposals of the scientific theory of leisure time, the creation of the concept of animation in sports science has not been developed enough. The diversity of the concept, the performance and the weaknesses of various ideas and models of animation in the science of leisure time have even led Sperle (1990) to the conclusion that the concept of animation today is only a transitional stage in sports. This statement confirms the finding that although animation has been used in various discussions of sports science, it has been lost in the course of further development due to the fact that the concept was unclear (e.g. in relation to outdoor learning ideas, measures for the development of widespread sports, ideas for games), (ZAROTIS et al., 2011).

III. Conclusion

The analysis of today's overall presentations of Sports Pedagogy does not show any systematic connection with the Pedagogy of leisure time. Leisure time as a reference point for the creation of the theory of Sports Pedagogy has been, more or less in detail, a topic of discussion since the early 1960s (LAGING, 2001). However, it is preferably focused on school subjects and on training situations of widespread sports. Individual studies, which focus on the so-called "extracurricular sector" of sports and thus address similar issues such as "health education" (SCHULZ, 1991), "intercultural learning" (ERDMANN, 1999), "sports pedagogy" (PASCHE, 2001), seem to be more common in discussion today. Studies that explicitly refer to leisure time, such as e.g. those that deal with "leisure time education in sports and via sports" (DIECKERT & WOPP, 2001) even today they are rather an exception. The course that is oriented to leisure time, and referring to sports during leisure time, formulates content, methods and objectives which refer to leisure time, must be separated from the creation of pedagogical-didactic theories and ideas, which themselves have as their subject the pedagogical action in leisure situations. With Sports Didactics as a Physical Education Course at school, practical fields of sport, which are important and affect behaviour in other areas of public life, escape the teaching eye: e.g. "physical exercise in extracurricular training and performance centers, physical exercise and healthcare departments in public and private service providers and educational institutions, as well as sports and mobility offers for treatment and rehabilitation" (HOELTER, 1992, 133). The creation of a sports pedagogical and a sports teaching theory of sporting and motor activities during the holidays is also missing in sports science, as well as the creation of a theory that refers to physical exercise and kinetic offerings in everyday leisure time situations and in leisure time situations. Michels lately (1996) developed proposals for an "animated interactive method" as regards sports in leisure time. "Interactive animation" as a method in sports during leisure time complements other methods, such as e.g. teaching, training, counseling, layout, and is particularly suitable for the special characteristics of sports situations during leisure time (e.g. to be open to the subject and the participation of various participants, self-determination and self-organization of people exercising sports).

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