



SPORT PEDAGOGY IN THE FITNESS SECTOR: INTRODUCTORY ISSUE

Cloes, M.

University of Liege; email: Marc.Cloes@ulg.ac.be

INTRODUCTION

In the modern society, citizens of the developed countries are facing to several paradoxes. One of them is to deal with Defining sport pedagogy already nurtured interesting debates. According Armour (2012), its purpose is to support the needs of learners in any forms of physical activity, through the life-course. Its scientific foundations are expected to improve knowledge and practice in interconnected fields: curriculum, educators' preparation, and teaching itself. The final objective is to better reach the goals of the activities.

As other international associations gathering sport pedagogy researchers, AIESEP seems mainly centered on studies implemented in the school context. As it was already stated (Cloes, 2012, 2014), such situation seems to ignore the proliferation of the structures proposing physical activities to a wide range of the population in the developed countries. In fact, the active leisure sector is growing considerably and provides a determining place to the multiple forms of physical activity.

This evolution affects especially the fitness industry that became an important market. It needs qualified professionals and the implementation of a system of training and qualification. In the courses proposed to the fitness instructors, the core knowledge learning units are anatomy, physiology, lifestyle management and modification, health and safety, communication ... while job specific units propose activities centered on content and practical aspects. Educational aspects do not seem central even they are integrated

among the standards. In parallel, sport sciences implemented research projects in order to improve the effectiveness of the programs and/or to answer to the expectations of the managers. The focus is mainly on the 'biomedical' and 'managerial' concerns.

In November 2014, the AIESEP Specialist Seminar organized in Timisoara, Romania, was focused on 'The Pedagogical Side of Outdoor and Leisure Activities'. Gathering researchers and practitioners, it confirmed the potential input that sport pedagogy could bring to the fitness sector, as well for a better knowledge of the teaching-learning process as for the implementation of instructors' education projects.

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