

**Maksymovs'ka N. O.**

## **SCIENTIFIC PRINCIPLES OF LEISURE TIME SOCIAL PEDAGOGY**

New research areas develop, among other avenues, through the generalization of research data and identification of the contradictions that drive further research. Nowadays, the proactive development of social and educational research foundations and identification of the new areas of practical activity are the objective needs. One of the trends of the modern social pedagogy is to define and intensify the social and educational potential of various components of the social space, including leisure sphere. In our opinion, contemporary conditions dictate that the relationship between leisure sphere and social pedagogy transcend the organization of recreation in a summer camp for children (no matter how important this particular socio-pedagogical work is) and surpass the preparation for and holding of regional festivities (regardless of the strong social and educational potential of such activities). The analysis of the socio-pedagogical strengths and opportunities of leisure sphere is to be grounded in information society, which prompts changes in the socio-cultural environment, as well as in social pedagogy, which has been developing in our country over the past 20 years. It is also important to take into account the challenges of the transformations in this area in our country.

Scientific research of philosophers, culture studies experts, sociologists, educators, and social pedagogues such as R. Azarova, A. Volovyk, V. Dulikov, V. Kirsanov, T. Kyselyova, R. Kostetsky, V. Pich, S. Pishun, I. Petrova, V. Surtayeva, B. Titov, V. Tuyev, N. Tsymbalyuk, D. Shamsutdinova et al, attests to the social and educational opportunities of the leisure sphere. The importance of the study of the processes of the social development of the personality by means of leisure time activities has also been proved by the scholars who addressed specific social and educational problems: V. Gladylina, T. Honchar, O. Honcharova, O. Dyba,

T. Zrelova, Yu. Clayburgh, H. Kolyk, S. Lavretsova, Yu. Mozdokova, L. Saykina, A. Fatov, S. Tsyulyupa et al.

We believe, however, that it is important to substantiate and generalize the scientific principles of the leisure time social pedagogy proper as a promising direction of the development of this science, as well as define the opportunities of its practical application, which will be the purpose of the article.

The development of the scientific basis in any field is determined by the objective needs of the society and the availability of the theoretical basis that becomes the foundation for branching the system of scientific results that require further development and specification. Investigation into the social and pedagogical aspects of leisure time activities dictates the search for answers to the following questions: if social education through leisure time activities is possible, how to make this process as efficient as possible; how to organize leisure time in order to make it conducive to the socialization of social actors; who will professionally organize leisure time activities; what social and educational opportunities are given by the combination of traditions and innovations in this field? In our opinion, the search for answers to these and other questions will open the door for the formation of leisure time social pedagogy as a branch of socio-pedagogical knowledge and practice.

Among the preconditions of the emergence of the idea of independent research into leisure time pedagogy are the following: objective socio-cultural conditions of the information society, intensive development of the modern social pedagogy, transformational challenges of leisure time sphere itself. This is the logic that will be utilized when presenting author's position in this field.

Modern social space is rapidly approaching the new qualitative state – information society, which is defined as a “civilization that is based on a special immaterial substance, conventionally called ‘information’ that tends to interact with both the spiritual and the material world of Man” [3]. In this new society, information, on the one hand, forms a tangible expression of life in the form of innovative technology, computer software, telecommunications, etc. and, on the other hand, is a primary means of interpersonal relationships, which is constantly

emerging, changing, and transforming during the process of transition from one person to another. On the one hand, social ties become more intensive; on the other hand, means of interaction become mediated and the contrast between the material and spiritual components of the social environment grows. In this way, information simultaneously determines the socio-cultural life and its material being.

Once a leading sign of the information society is its globalization as a process of global economic, political, cultural integration and unification, global issues constitute a threat as well. The life of social actors is governed by the strict laws of globalization, information, economic and political, environmental crises, and man-made disasters. Specific social conditions, especially globalization, influence the social development of the personality in different ways. There is a danger of the personality takeover, loss of unique human qualities and long-established social relationships in the global expansion of social space.

Among the universal challenges of today are: gaps among geopolitical regions of the world, world economy crisis, environmental problems, and, as a result, deterioration of the natural human environment, diseases, migration, terrorism, unemployment, poverty, etc. It is not difficult to predict the negative social outcome of these problems, the solution of which, undoubtedly, depends not only on political, economic and legal conditions. In addition, they are complex, one causes the other, and they require the cooperation of scientists in different fields. This said, global issues reflect significant challenges that effect economic, energy, demographic, spiritual, social, environmental, and other spheres of human life. Obviously, the mentioned factors disturb positive personality development at different levels of society, which leads to social irresponsibility, nihilism, and passivity. Solution of these problems depends on the individual's attitude to social life, the ability to expand his/her efforts to overcome difficulties.

Since the overcoming of the consequences of globalization requires the search for unconventional solutions, we support the opinion of H. Laktionova, who notes that "on the one hand, globalization creates new opportunities for personal development and, on the other hand, it requires strong and broad cultural base, as

well as formed spiritual core. This is what guarantees, amidst the intensification of cultural connections, the reduction of the risk of the negative influence of those cultural standards, norms of behavior that lead to the human degradation” [6, p. 2]. Sharing the opinion of the scholar, we, nevertheless, need to emphasize that preserving culture and “humanizing” social connections can be possible through strengthening social and educational potential of leisure time activities as a factor allowing a contemporary person to be consciously involved in developing culture in the age of informatization.

Obviously, the need for preserving the personality is defined as a primary global issue. In other words, according to the famous quote “like cures like”, globalization challenges and social problems, triggered by this process, shall be “cured with the medicine” that is contained in social, especially leisure time sphere. Thus, today, the place and the role of a person in the society are determined by his/her own activity, level of social interest, and creativity. To address this, social pedagogy, one of the objectives of which is the creation of the conditions for social development of the individual, explores various aspects of social life, including leisure, in order to use its strengths for improving the individual acquisition of social values and formation of qualities necessary for the humanization of life.

Global issues of information society affect all areas of social life. Along the same line of reasoning, it should be noted that modern leisure sphere is quite problematic. Analyzing the positions of researchers regarding modern leisure time [1, 2, 9, 10], we can distinguish problems that indirectly affect social environment and directly influence leisure space. They can be classified as general social and specific problems of leisure sphere organization.

Among general social issues that impact leisure sphere, the following can be emphasized: high level of social rigidity of social actors, low level of spirituality, intergroup conflicts, social tensions, national identity issues, loss of traditions and spiritual connection between generations, changing values, consumerism in social life, and marginalization of certain groups.

Among specific problems, prominent are the following: low leisure preferences and leisure skills of social actors, lack of trained experts in the field of leisure time activities, its non-systemic infrastructure, lack of public awareness with regard to the opportunities and resources of leisure activities, low motivation toward social and productive leisure functioning, excessive commercialization of leisure activities, inadequate and obsolete approaches in the leisure sector. It should also be noted that typical are the problems of individualization in choosing leisure activity, westernization (massive borrowing and unreasonable use of mass culture in leisure sphere), and leisure content stereotypes that do not contribute to the development of creativity in the field of leisure sector.

In our opinion, the data obtained on the opportunities contained in leisure activities can be integrated in order to develop social pedagogy in this direction. Below is the outline of the current state of social pedagogy in Ukraine, which enables scientific research into leisure time.

In the first place, after twenty years of development, the new science was able to articulate its subject, categorical apparatus, structure, and opportunities for technologization.

Secondly, it is obvious that social pedagogy addresses social development, life-long socialization, social and educational potential of various groups and associations, social and educational perspectives of various social institutions and spheres of life.

Thirdly, leisure has always been of interest to educators, and, under modern conditions, these are experts (social pedagogues) who are to assess the threats to and the opportunities of leisure time organization through the prism of available social and pedagogical knowledge.

We support the opinion of A. Ryzhanova that social pedagogy is aimed at the social education of social actors at all levels of society [8, p. 14]. Exactly this interpretation guides leisure time social pedagogy.

First of all, it should be noted that the interpretation of the concept of leisure is of fundamental importance for the validation of leisure time pedagogy. Leisure as a

scientific concept has been analyzed from multiple perspectives based on the following parameters: in the context of free time (time dimension), in the context of freely chosen activity (dimension of activity), in the context of pleasure and recreation (emotional and recreational dimension), etc. In our opinion, the concept of leisure has rather ambiguous measurement and may be based on the integration of different approaches. For example, V. Kirsanov, when closely examining the development of educational diagnostics of leisure time organization, proposes a comprehensive (three-dimensional) model, which offers three views of understanding leisure time depending on its function (development, recreation, and entertainment) [5]. We believe that socio-pedagogical research of leisure time should include content-based (activation of social and educational potential), integrational (integration and coordination of efforts in the sphere of leisure), and spatial (rational organization and leisure sector optimization) approaches, which embrace the nature of social pedagogy and guide the search for the ways to solve the key problem of social and pedagogical knowledge and practice: the contradiction between individual and social components of personality development.

The analysis of leisure time in the context of social pedagogy is based on the understanding of leisure as a sphere of social life, which is measured by the quantitative and qualitative criteria and within which the person makes his/her own choices, determines his/her cultural preferences. Leisure offers manifold opportunities to use spare time and is not a regulated declarative activity. Thus, in the process of organizing leisure time and leisure activities of social actors, the latter should be motivated, activated, and stimulated towards pro-social leisure preferences (as long as we consider leisure in the context of social education). The selection and implementation of social actors' recreational activities depend on their social development, effective and up-to-date organization of the entertainment industry, consistent leadership of the agents of its development, and introduction of new forms and methods of the work of experts in this area.

Because leisure is known to give free choice, it is very important what choices are being made, as leisure activities influence human development and the realization

of creativity and social activism. Thus, social pedagogy that is applied to leisure is to become a mechanism of social realization and self-realization, prevention of negative developments in the social environment, pedagogization of the social space, and social inclusion of the individual.

The subject of leisure time social pedagogy is the creation of conditions for the harmonization of social development of a person, group, and society through the relevant (leisure) sector. The purpose of leisure time social pedagogy is to create optimal conditions for leisure, which are conducive to effective socialization of the individual and groups; intensification of the educative potential of the enterprises and other structural elements in the leisure sphere (which is to intensify the pedagogization of society by means of leisure); and productive integration of the individual into social space by means of leisure space.

The leading principle of leisure time pedagogy is to harmonize social development of social actors in the leisure sphere. The assumption behind this principle is that engagement in various leisure activities, chosen at will, ensures the upward movement along social values hierarchy (from those of family, social group, region to universal values).

Functionally, this area covers the following aspects: 1) research into leisure in Ukraine with regard to its social and educational potential, 2) analysis of the achievements and practices of leisure time organization abroad and their adaptation to local conditions, 3) rejuvenation and improvement of traditional forms of social and creative leisure, 4) study of leisure preferences of different population groups in order to improve their socio-educational level, 5) technologization of social and educational work in the field of leisure, and 6) expansion and optimization of leisure sphere.

Among the tasks of leisure time pedagogy, there are: formation of leisure culture in the process of socialization of social actors, motivation of individuals and groups for quality and meaningful social and educational leisure, development of positive social and educational potential of specialized recreational institutions that represent the social sphere, creation of the open socio-educational system in the leisure sector, solution of the tasks of social pedagogy by means of leisure

(prevention of social deviation, coordination of efforts to regulate the leisure sector), animation of social life (direction of the individual's positive social potential to the development of the society), and stimulation of positive leisure activity.

The outcomes that are expected as a result of the practical application of leisure time pedagogy are the bridging of the gaps among and curbing of the consumerism of social actors, development of their self-activation, and strengthening of the spiritual forms of leisure as opposed to commercialized ones. Another important achievement might be the preservation of the traditions of the national types and forms of leisure activities, as well as the introduction of new global forms that will help adapt to the new conditions of the social environment.

The improvement of leisure sphere aimed at the introduction of social and educational work envisions the creation of an open social and educational system. It can be interpreted as a set of interrelated components that enable the activation of leisure sphere by socio-pedagogical means and implementation of recreational activities of different social groups in order to enhance the efficiency of social education of both the individual and the society. It should be noted that modern trends of leisure sphere transformation are best analyzed from the universal (globalization), regional (European integration), country (national character), region of the country (east – west), and place of residence (urban – rural industrial centers) points of view. In other words, the infrastructure, content, leisure preferences should be balanced against multilevel content of leisure time, which also reflects the socio-pedagogical aspect of recreational activities characterized by the combination of values of different levels of the social environment.

Therefore, it is necessary to introduce into social practice an effective mechanism facilitating individual and group adaptation, development, and involvement to a new stage despite certain difficulties in transforming social space. In our opinion, the effectiveness of this approach is ensured by the development and implementation of the doctrine of socio-educational system of leisure organization.

The organization of the socio-educational system in the field of leisure becomes possible subject to the introduction of a multi-level approach (personality –



social group – society) and with due consideration of the following conditions: activation of the educational potential of the components of leisure sphere, integration of the efforts of various social institutions to develop leisure sector and social actors' preferences, effective organization and regulation of leisure depending on its specifics, training of experts able to plan, organize, and regulate social and educational activities in the field of leisure, and introduction of new methods and forms of work that satisfy the needs of social actors and are up-to-date.

Thus, having examined the opportunities and prospects of leisure time pedagogy as a research and practical area, it is necessary to note that it should be developed in the context of information society, which is being formed in our country, and taking into account the achievements of social pedagogy, which studies the social education of social actors. Moreover, the challenges of modern leisure industry that give rise to new specific challenges of social actors' leisure activity should also be considered. Further research and practice include the development of the conceptual foundation for social and educational systems in the field of leisure and intensification of social pedagogues' training for the leading-edge work in this area.

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**Максимовська Н. О. Наукові засади розвитку соціальної педагогіки дозвілля**

Статтю присвячено науковим основам соціальної педагогіки дозвілля, яка актуалізується в соціокультурних умовах інформаційного суспільства. Окреслено перспективи соціальної педагогіки дозвілля як напряду розвитку цієї науки. Розглянуто зв'язок між глобальними проблемами (екологічними,

політичними, економічними тощо) та порушенням процесу позитивного соціального розвитку особистості на різних рівнях соціуму, що спричиняє соціальну безвідповідальність, нігілізм, пасивність. Автор підкреслює важливість застосування досвіду соціальної педагогіки дозвілля та правильної організації дозвілльєвої сфери у вирішенні цих питань.

*Ключові слова:* сфера дозвілля, інформаційне суспільство, соціальне виховання.

### **Максимовская Н. А. Научные принципы развития социальной педагогики досуга**

Статья посвящена научным основам социальной педагогики досуга, которая актуализируется в социокультурных условиях информационного общества. Очерчены перспективы социальной педагогики досуга как направления развития данной науки. Рассмотрена связь между глобальными проблемами (экологическими, политическими, экономическими и т.д.) и нарушением процесса позитивного социального развития личности на разных уровнях социума, что ведёт к социальной безответственности, нигилизму, пассивности. Автор подчёркивает важность использования опыта социальной педагогики досуга и правильной организации сферы досуга в решении данных вопросов.

*Ключевые слова:* сфера досуга, информационное общество, социальное воспитание.

### **Maksymovs'ka N. O. Scientific Principles of Leisure Time Social Pedagogy**

The article is devoted to the scientific basis of leisure time social pedagogy, which is actualized in the socio-cultural conditions of information society. The perspectives of leisure time social pedagogy as a branch of pedagogy are outlined. The connection between global issues (environmental, political, economic, etc.) and disturbance in the social development of the personality at all levels of society, which

leads to social irresponsibility, nihilism, and passivity, is discussed. The author emphasizes the necessity to apply practices of leisure time social pedagogy and adequately organize leisure time in addressing these issues.

*Key words:* leisure, information society, social education.

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