

## CONTENTS, METHODS AND FORMS OF SCHOOLCHILDREN'S CULTURAL AND LEISURE ACTIVITIES



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**UDK 379.8-053.5(045)**

*The article deals with the problem of the organization of schoolchildren's cultural and leisure activities, which consists in the purposeful formation of a highly moral, fully developed personality and involves their free activities. The author discusses the content, methods and forms of schoolchildren's cultural and leisure activities, emphasizing the need of innovative approaches to increase their efficiency.*

**Key words:** *leisure, culture, cultural and leisure activities, forms, methods of cultural and leisure activities, primary school children*

### Introduction.

The development of democracy and commercialization of cultural institutions in independent Ukraine increase the role of schoolchildren's extra-curricular leisure aspect of their personal development. Cultural and leisure activities of children and young people appear as one of the leading factors in their spiritual development and education. At the level of state standards, while aiming to develop the younger generation's high culture of leisure time as well as their rational leisure skills, cultural and leisure activities are now considered an important part of the national education system.

**Analysis of the latest research and publications.** It should be noted that a considerable number of relevant scientific studies have been devoted to the conduct and organization of leisure pursuits as well as the promotion of the leisure culture of schoolchildren. The problem of upbringing the younger generation in the system of extracurricular activities has been investigated by such prominent educationists as A. Makarenko, S. Rusova, M. Stelmakhovich, V. Sukhomlynsky, K. Ushinsky and S. Shatski. They proved that cultural and leisure activities had a significant socio-pedagogical potential for personal socialization and the development of creative skills and the best moral qualities of man.

Different aspects of organization, functions and principles of educational leisure activities have been analyzed, among others, by L. Aza, V. Volovik, O. Goncharova, V. Perebenesnyuk, I. Petrova, A. Rizhanova, B. Titova.

The educational effects of leisure on the upbringing of the younger generation have been studied both by the Ukrainian (V. Boychelyuk, I. Korsun, S. Pishun, N. Putylovskaya, O. Semenov, N. Tsimbalyuk) and foreign scientists (K. Wiley, R. Larson, G. Livazovik, E. Hezer).

In the context of our analysis, of considerable interest are the works of modern scientists who have made a significant contribution to the study of the problem of primary school children's leisure organization, including I. Boicheva, I. Beletska, M. Bushkanets, T. Gamina, O. Diba, G. Yevseyeva, I. Kon, D. Makhov, V. Picha and S. Shmakov.

However, the Ukrainian science of education has only few publications devoted to the content, methods and forms of schoolchildren's cultural and leisure activities, which, of course, adds to the significance of our research.

The aim of the article is to highlight the content, methods and forms of primary school children's cultural and leisure activities. We seek to:

- reveal the essence of primary school children's cultural and leisure activities;
- determine the methods and forms of schoolchildren's cultural and leisure activities;
- highlight the present-day challenges of schoolchildren's cultural and leisure activities.

**Results and discussion.** S. Goncharenko in his pedagogical dictionary defines leisure as following: "Leisure is time off duty. Using leisure hours for games, reading, work, sports, art and technology, the child develops morally, mentally and physically. Active, reasonable leisure is an important means of preserving and improving the ability to work. Organization of leisure activities is one of the most important missions of the school, out-of-school institutions, public organizations and the family." [5, P. 100].

Leisure is characterized by an individual's free choice of its different forms, democracy and emotion and provides for the combination of physical, intellectual, creative, productive, gaming and other activities. It is leisure that can unite pastime and work into a single whole.

Culture of leisure is, first of all, an internal culture of an individual, which presupposes their having appropriate personal qualities that enable them to use fully and with benefit their free time (arts, games, entertainment, communication, meeting with interesting people, visiting places of interest, etc.). An important characteristic of cultural leisure is its emotional color and the emotional experiences that are associated with each pastime session.

**Cultural and leisure activities** create an environment that harmoniously integrates creativity, leisure, celebration and personal self-realization and promotes free creative assimilation of cultural values as well as personal and social development [2].

The cultural and leisure activity is interpreted as the interaction of two trends: socialization (individuals' mastering of their social identities) and individualization (the formation of an individual way of life to

develop according to individuals' capabilities and needs) [8].

Teachers should organize children's leisure activities on the following principles:

- continuous and comprehensive development of the child;
- culture-specific leisure activities;
- leisure-based children's upbringing and development.

Based on the key education principles, the organization of leisure activities should include the following blocks:

- educational (implementation of specific educational programs using specially developed methods);
- health-promoting (organization of health activities);
- cultural (educational system, role plays, creative workshops, circles, sports sections).

Researchers and practitioners distinguish the following stages of teacher-guided children's leisure activities [10, 11; 16]:

- 1) identification of children's interests (collection of primary information about children using questionnaires, interviews and observations);
- 2) identification of real opportunities (on the basis of education requirements, laws and traditions);
- 3) adjustment of children's requests, balancing the desired and the real opportunities (delicate adjustment of requests based on individual and group work-forms).

In organizing leisure activities, teachers should aim at:

- creating a healthy environment and developing children's healthy lifestyles;
- developing children's humanistic, spiritual and moral qualities on the basis of universal and national values;
- developing children's creativity;
- developing children's labor skills;
- promoting physical education, sports and recreation activities;
- developing leadership qualities and promoting children's self-government.

Leisure establishments successfully implement programs aimed at:

- organization of meaningful leisure for children and adolescents;
- development of the creative and spiritual potential of individuals to attain their self-realization;
- prevention of law offenses and negative

phenomena in the teenage and youth environment;

- promotion and support of a healthy lifestyle;
- support for the talented and socially active individuals [3].

Schoolchildren's leisure is influenced by many factors. Different factors influence the goals, content, organization and results of schoolchildren's leisure activities. Among them, T. Demyanyuk, I. Pervushevska and others distinguish the following:

- extracurricular life of school, class, informal groups;
- leisure traditions of a particular institution, its administration, teachers, tutors;
- traditions, tastes, hobbies of the environment (district, street, village or city where an educational institution is located);
- the socio-cultural infrastructure (studios, homes of culture, health facilities), interaction between its elements, school and family;
- mass media [7].

Leisure has several types, which differ in their cultural and psychological significance and emotional weight.

The simplest type of leisure is recuperation, which is intended to restore the energy spent during the work. At school, children are under great mental stresses. Recuperation is divided into active and passive. Active recuperation contributes to the restoration of the child's energy. During active recuperation, the centers that were involved in intellectual activity have the opportunity to relax. Active recuperation is based on movement. It includes visits to exhibitions, theaters and museums, listening to music, reading, physical exercise, sports, travelling, playing games, cinema going and socializing [3].

Passive recuperation (rest) is a state of tranquility, which relieves physical exhaustion and restores the energy lost during the educational activity.

Group interaction during leisure activities solves a range of educational tasks of social, ethical, moral and psychological nature.

Any school and out-of-school educational institution that organizes leisure activities offers a wide range of activities allowing children and teenagers to choose what suits best their interests and abilities. In this case the teacher should help each child to make

best choices as well as to encourage them to expand their outlooks, interests and activities.

According to Y. Malkov and K. Shenderovsky [9], the forms and methods of working with children during leisure activities are based on the principles of children's initiative and independence, democracy and humanism, national and cultural traditions and universal values. Scientists distinguish the following basic leisure organization methods:

- verbal (story-telling, explanation, conversation, discussion);
- visual (illustrations, demonstrations);
- problem-solving (creative tasks, questions, problem situations);
- educational (example setting, encouragement, stimulation);
- games and training technologies (quizzes, crossword puzzles);
- staging (customs, rituals);
- competitions (relays, contests);
- problem situations and improvisations (musical, dance, literary, theater);
- socially useful activities (greening, planting, watering flowers).

P. Scherban believes that games, which are used quite often in leisure, should be cognitive and take into account children's age-relevant characteristics, as well as stimulate their immediate development.

Games are aimed at achieving certain results, namely:

- 1) contribute to the physical, emotional and spiritual development of children, promote their intellectual progress and demonstrate the models of civilized social behavior;
- 2) develop such qualities as courage, endurance, purposefulness and discipline.

Teachers are advised to use a wide range of non-traditional (active) forms of education to organize schoolchildren's leisure. The most promising forms include analysis of specific situations, analysis of historical facts, boomerang, dispute, public microphone, games (business, operational, simulation, role), public lectures, brainstorm, round table and socio-psychological training. These work forms promote children's activity and develop their creativity as well as make their leisure more interesting and diverse.

Active leisure activities enrich schoolchildren's outlook and stimulate their creativity. Such activities develop schoolchildren's positive qualities and skills,

which include the ability to analyze and evaluate their actions, the ability to put forward ideas and solutions and anticipate possible results, the ability to adapt, the ability of non-conflict coexistence as well as the readiness to take responsibility for their own actions and the actions of their groups.

Leisure activities depend on schoolchildren's age [3; 4; 6]. Moreover, the younger the schoolchildren, the more intensely they need games that include quizzes, celebrations and active entertainment. Adolescents need more complicated leisure activities, while high school students' leisure should be based on creative tasks to improve students' intellectual level.

Leisure meets individuals' needs that have to do with recreation, socializing, learning, as well as it helps children and adolescents satisfy a variety of their interests. The choice of leisure methods and forms should be based on leisure events and the motives of the

cultural and leisure institution that will host the events.

Effective teacher-children interactions during leisure activities at all levels require the teacher to have relaxed, supportive and understanding attitudes towards children as unique values.

When organizing children's leisure, teachers should remember that in dealing with peers, children are guided by self-esteem, moral attitudes and leadership.

Thus, it is impossible to educate the young generation of Ukrainians without their properly organized leisure. Leisure allows meeting a range of schoolchildren's needs, in particular, the need for development and self-improvement. Being extremely important, active and meaningful leisure requires teachers to be well-trained in using creative leisure activities for each and every child.

### Conclusions and further research recommendations.

Summarizing the results of the analysis of the content, methods and forms of schoolchildren's cultural and leisure activities, we can conclude that leisure possesses a significant potential for schoolchildren's self-education, creative development and involvement in important socio-cultural processes through recreation and entertainment. The schools and extracurricular educational institutions that organize leisure activities are considered as a unique system for children civic development. Schoolchildren's school and extra-curricular educational institution-based cultural and leisure activities are quite complex and require good teachers' training to be effective.

Our follow-up research is planned to aim at determining the levels of teachers' schoolchildren leisure organization readiness.

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**Abstract.** Ukraine's integration into the European educational space has highlighted the contemporary international trends in education and emphasized the formation of the cultured and spiritual personality. Today, the theoretical and practical aspects of the organization of children and adolescents' leisure have become even more important because of the contradictions that arise as a result of the lack of a system approach to school and extracurricular educational institution-based leisure.

Educationists are trying to find new forms and methods to promote the integral development of the individual (mental, moral, aesthetic, emotional, physical, spiritual) and their effective socialization.

The levels of social and personal culture determine the choice of leisure forms and methods aimed to develop individuals' creativity, encourage their education and self-education and satisfy their cultural needs. Thus, special attention should be paid to schoolchildren's cultural and leisure activities in order to promote their harmonious development.