

# **Leisure time in the challenge of contemporary pedagogy**

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## **Introduction**

Getting started from the problems of the phenomenon of the free time itself is more than present the actuality and importance that is given to the free time from the old times although this phenomenon is the actuality of today's modern society. How Aristotle, Plato, Socrates and Epicurus have tried to raise awareness for leisure is seen from the fact that they have stated that: Happiness exists only in free time. (Gurevi , 1994, 248) In this paper work as the primary problem will be analyzed ways of using free time of students and youth in contemporary society and the role of pedagogy in the formation of culture's use of free time.

It means that the problem lies in the training of man for adequate solution. In this context H. Ruskin states: "that with systematic and deliberate education for free time or leisure, the final goal will be detrimental desirable changing in the use of free time.

These changes can be applied in confidence, feelings, attitudes, knowledge, skills, behaviors, and can be resolved through formal and informal education and different recreation dedicated for children, young people and adults.

How young people use, manage and spend their free time is influenced by various factors such as: family and school culture, material conditions, nongovernmental organizations, so attention should be paid in the right management of this social phenomenon by affecting the prevention of the negative consequences in contemporary society.

## **1. Defining the notion – “Free time”**

What do we understand with the term “free time”?

Questions related to free time are randomly asked, and even though the notion free time actually seems to be a word “expression” we have heard before and are aware of, again the definition adequate organization of this time “pushes” us to think more, since terminology confusion still exists. Elements of free time, meaning time spent out of other professional obligations, social, political and family are that this time, is in fact, time that is in the hands of the individual, and the same are serves as a recreational, health and professionally factor.

This means that the correct usage of this time helps in rising personality consciousness of the individual, but the problem associated with this is the inadequate usage of the phenomena starting with earlier ages – childhood.

We cannot however speak of free te if we have not defined work time, because they both complete one - another and without the existence of work time, we can't speak of free time. With work time we understand the time used for personal needs and for his own existence for e.g. time that the student passes during classroom instruction, time that the student needs to finish homework assignments etc.

In the second millennium the phenomena of the education in usage of free time is needed. Due to this, free time in the pedagogical aspect is regarded as a tool, for education of the pupils for the efficient usage of it. Because every phase of social development is associated with different characteristics and needs, modern society nowadays focuses on sustaining the consciousness of the young generations, then time management etc. Because this free time actually helps in raising their cultural awareness.

But what will happen if we disregard the importance of this phenomenon that leads to the establishment of the human personality especially of young people who in fact are the future of this society? Obviously that for this phenomenon to achieve the right purpose can not be

accomplished outside other factors such as: school, activities outside school, family, NGOs, medias, which in fact are constituent of this time. This is exactly the time period in which the individual is given an opportunity to express his potentials and talents which at the time of his work maybe cannot even come to terms.

In the past a large number of theorists of the world have dealt with this problem, such as: G. A. Prudenskij, 1960.; Blanka Filipov, 1960. Russia; G.D. Butler, 1959. i Kuplan, 1960.; Aleksaner Reid Martin, 1962. (USA); Helmut Schelskv; V. Blucher Freizeit (German); Leopold Rosenmavr (Austria), Joffre Dumazedier (France) etc.

However it is important to distinguish Dumazedier's definition which emphasizes that: Free time is a summary of activities in which the individual can autonomously select which activities to perform, to rest or leisure, either increase the level of education or information, to voluntarily participate in the implementation of various activities which are simultaneously part of society or to freely develop creative personal skills from which they will be free of professional, family or social obligations. (Dumazedier, J. 1974)

According to this with free time we mean in fact the time that the individual personally decides how to manage, utilize and spend. But it is worth mentioning that the consciousness of the individual is extremely important for the right organization of this time which significantly affects the formation of his personality and the fulfillment of both psychological and physical needs, and saying more precisely the fulfillment of various spiritual motives, an opportunity that allows us the recognition and fair management of this sacred time.

## **2. Leisure (free time) as a phenomenon of the contemporary society**

We know that we live in a society which lies in transition, so we have to mention that this society pays a special attention to the anatomy and regression of each individual, but all these differences, or demands in fact cannot overcome the possibility of their effectuation even in the educational institution and in particular in pupils' leisure time.

If the question is: which is the aim of the educational process? To answer this question properly, first of all we need to have the right answer of the question such as: What education do

we need, respectively what kind of a person should the student be, which qualities, skills, knowledge should be improved in the personality of a student through education?

In fact all this shows the general core of the educational process. But again, the modern society displays requirements of forming the personality of a student (young), which will be ready to follow and apply all these skills in consistency with the modern demands, meanwhile the most favorite of this society will be exactly the people which will know how to organize their time in general and their free time also in particular, because this free time is the time that the students can live in consistency with their own individual nature in which the students can affirm and develop their skills.

Because all this time is shown as a very important device for rest, recreation and departure from the obligations of the daily loads, a very important factor for the development of a personality. (Barakoska, 2003, p.5) One of the most important characteristics in the time of technique civilization is the staggering growth of free time, as a result of the shortening of work time, so to this phenomenon should be paid a special attention if we want to avoid the negative aspects which can push us toward the destruction of the world youth, where the free time can take different dimensions such as: passivity, reduction of various activities etc., which affect in the formation of counter human.

Nowadays the most current way of using free time among young people is mainly mass culture. Positive aspects of the impact of mass culture at the same time may reflect in all educational areas such as: aesthetic, moral, labor, physical and intellectual, but along these positive aspects it should be noted that this phenomenon has also profound negative impacts, which also let consequences in the world of youth.

The young man in the period of intensive physical, intellectual and social development, instead of actively dealing with science, technique, culture, creativity or sport, he passes most of his free time in a passive way, such as: sitting in front of television screens, computer games and similar, which do not allow him a full, right and healthy development of his personality.

Some of the researches show us that today a large percentage of films do not contain proper artistic content. In a large number of them dominates violence, criminality and similar stuff, and it is worth to note that in addition to numerous films also computer games have similar

content, which negatively affects in the formation of a full and right person, presenting a danger for a backward mirror to real life. In this way we risk the formation of the positive values unto young people, such as: communication skills, enrichment of vocabulary, resurrection of positive emotions, judgment on the right and real, distinguishing good from evil, creating new friendships, acceptance of different cultures, etc.

Although the internet as a powerful operator offers a sufficient number of information that also help the educational process, where the student is given the opportunity to expand his knowledge, but again we must be careful how we guide young people in the use of various web pages which besides the positive effects, negative consequences can also appear on the different content that he/she exploits. More precisely in this society which is found in front of different challenges, attention should be paid to the education of young generations who will have the knowledge and skills for the right usage of their free time, which means that we should concentrate for a constructive society where we will have the right fulfillment of this time.

### **3. The free time as a specific activity of the student's personality**

The free time or leisure, as a constituent of the student's personality, cannot be fulfilled separated from or without the student. It is worth stressing the fact that whichever activity the student will fulfill during this part of his/her time depends certainly on his choice and motivation. V. Janković (1967), has divided the activities of free time according to their essential functions: rest, entertainment, and development of the personality. Therefore, it is very important for the Pedagogy of Leisure, as a special scientific discipline, to be careful in the way it chooses different techniques and methods to incite and increase awareness on proper and cultural use of free time, to choose different activities that young people will fulfill, which in fact will be a very important investment in the personality of the students, while paying special attention not to mislay: the freedom of the students, their spontaneity, topicality, and willpower. (V. Janković, 1978, p. 347).

We stressed the fact that free time is closely related to labor time, where the sub-consciousness of the students always works in such a way that this part of their time should be used precisely in that way which will fulfill their needs, doing a range of activities which, at the same time, will also release their thoughts of being observed and obliged by educational

institutions and school subjects. This is why we say habits should be built on students for proper use of free time, not by creating tensions but rather by creating an individual voluntary request from the student himself, who will feel that through proper use of free time, he/she will fulfill his/her spiritual needs. Who besides educational institutions in association with other social factors could achieve this?

This is the most convenient time not to neglect the request for the enrichment of the curriculum of schools, which despite having components of leisure activities, once again, they are not treated sufficiently. This means that through the compulsory learning process (formal teaching), not a lot of opportunities are given for independent learning. Hence, precisely in addition to systematic learning, schools as educational institutions achieve this aim by organizing different types of leisure activities, beyond that which formal teaching offers. (Teodosiq, 1961, 295).

If a question such as, which activities might have a positive impact on the students, arises? Certainly, we don't refer to activities such as: spending time in coffee bars, wasting time intentionally, meaningless games, hanging out in isolated areas etc. Because it is worth stressing the fact that the concept of "rest" distinguishes two essential functions: active and passive rest. (Tomi & Hasanovi, opcit, 20).

The previous number of activities belongs to passive resting, whereas, activities such as: riding a bicycle, swimming, skiing, working in the yard, taking care of the garden and flowers, reading native or foreign literature, taking part in voluntary quizzes, sports, healthcare activities, being a representative in a non-governmental organization which is followed by a range of other activities etc. Inevitably, all belong to healthy activities which increase the human values in students. This means that these activities develop aspects such as: moral, intellectual, aesthetic, physical, sanitary, and working skills in the students. (Jankoviq, opcit, p. 347).

Hereof, we can say that leisure or free time is in fact a process of the development of values. However, which values will be developed depends on the student's personality, his/her education, the class of society he/she is living in, economic conditions, and his/her cultural awareness. This is why we emphasize that free time is also a specific activity of the student's personality, because every student is himself an individual.

## Conclusion

From all that we stated previously, we came to a conclusion that leisure time fills a great space of time for the young people and children and if we neglect this important social phenomenon that enters their lives in different ways, we cannot accomplish a healthy development of their personality and they indeed represent the future of every society. Actually, this phenomenon appears as an absolute requirement of modern man, as an essential part of his life.

Young people need to fulfill their free time with various activities, but if these activities are not organized and supervised, or find no support either from schools or from other social institutions, there's the possible risk for the youth to select the most dangerous forms to meet their requirements.

Therefore, we should appeal to all societies for special attention to this phenomenon which is mainly seen through a shadow and obviously needs to be filled and rebuilt. We would recommend the following:

- More leisure activities, games and quizzes should be organized by schools and other social institutions, possibly every day except for the holidays and particular weekends. This would be a kind of an encouragement for the students who will be able to take advantage of their free time in an organized and better way. At the same time avoiding the financial aspect that obviously affects the fulfillment of the various activities. Thus, we would offer a chance for the youngsters to decide about their participation in different activities by fulfilling their personal requirements.

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