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THE PEDAGOGICAL QUESTIONS OF LEISURE TIME

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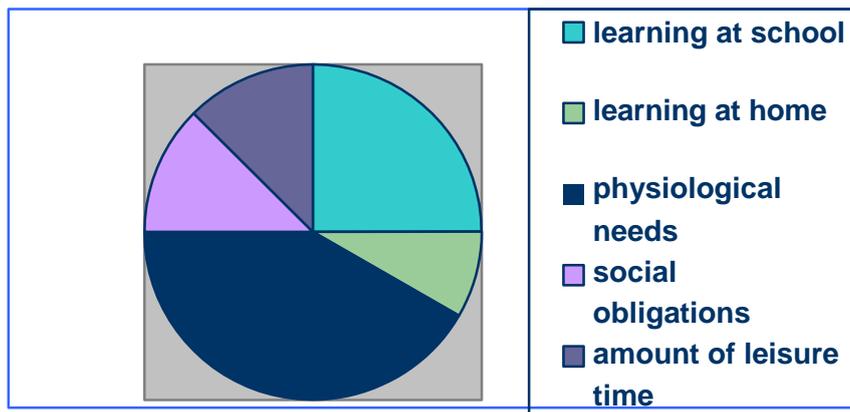
I. GENERAL APPROACH OF RECREATION

1. The first interpretation of leisure time

The holiday is almost as old as mankind, but the frames and the historical content of spending the time in different ages varied considerably. Our lives are regulated time frames, time structure that we live in (work, education, recreation, entertainment). This creates a sense of life order around us. The harmony of these activities gives psychic balance. Thus, the leisure time is a determinant of our lifestyle, but also the individual's characteristics.

During the process of socialization we learn the rules of the active adaptation, while we look for those spaces and time frames, which are not regulated binding to our tasks. Thus is the way life order of the child, the young persons is formed by the parents (family) and the educators and by the appropriate pedagogical influence in the independent life order will be organized and life experiences will be acquired (see Figure 1.). The way of life "includes the visible manifestations of people, customs and the way of life that reflects the actual level of implementation of that behavior under the circumstances, as well as defining the objective and subjective reasons as well (conditions, opportunities, needs, motives). Actually, we can say that a person's way of life is determined by the way as he refers the conditions and possibilities to himself."¹

Figure 1. The time budget of children



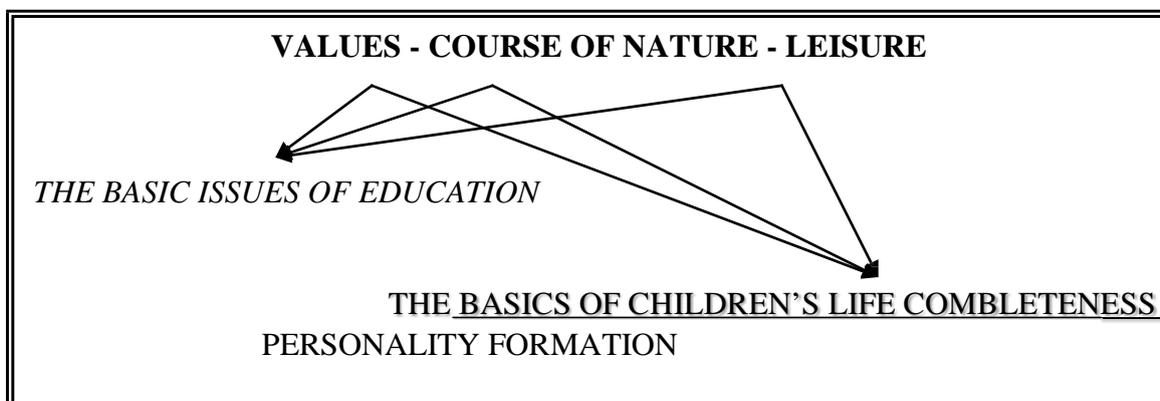
Source: Haász Sándor: Ifjúságvédelem és szabadidő szervezés pedagógiai vonatkozásai.

(www.bpk.nyne.hu/.../bpfk/.../HaaszSandor/szabadid_szervez_s.ppt/)

The time budget of children (Figure 1) illustrates the limited amount of free time, which also makes the research show that the typical respondents spend four hours a day by using the internet and watching television. You will see the significance not only the learning of good

management, but also the values along which the needs are designed. During the process of time management our pupils, students should get there, where they can choose between the activities in a goal-oriented way, subordinate the target ranking to the goals. This allows our pupils to reach the conscious organization of life, within which they come into possession of the cultural properties and formations. We know that culture is more than buildings, works of art, film, books, music, traditions and knowledge of the totality, and they are formed largely by the values, norms, rules and models. In summary, a world of culture and intellectual property created by mankind. Much can be done and should be done to ensure that the growing generation fullness of life evolve in these frameworks.

Figure 2. The place of leisure time



The regular way of life, living with the condition of physical, spiritual harmony (including the disposal, and the available free time of children, young persons).

What is the regular, advisable way of life from a mental health point of view?

- ☺ Work, education, sports, games, entertainment appropriate rate.
- ☺ Appropriate period of rest.
- ☺ Maintaining hygiene rules.
- ☺ Stay in the excessive consumption of recreational drugs.

It also implies **the need** to prepare children/students for:

- ☹ Arranging their leisure time.
- ☹ Spending leisure time in a meaningful way (selection, organization, time limits etc).

Need to make them realize:

- ⊙ The joy of leisure time spent in meaningful, useful functionality.
- ⊙ The shared experiences of community activities in the community an intense effect.
- ⊙ The negative effects of improper spending of leisure time.

For the interpretation of leisure time let us take a brief look at the meaning of "free", "freedom". The freedom means to have the option to choose between the man of action, decide, act freely. The philosophy of liberty is normally the interpretation of free will. The French philosopher Jean-Jacques Rousseau said that freedom is a fundamental human characteristic: "Man is born free but wearing chains everywhere".

According to the interpretation of the libertarian philosophers all people are free at all times (Jean-Paul Sartre).

Rudolf Steiner's² philosophy of freedom of thought distinguished the freedom to act in active physical necessities of subjection in the world of thoughts (individual volitional), in which the will is still not able to unfold freely because of the individual's will to be raised over the nature of the body. However, "the act does not exclude from the right, and even includes the moral laws as well." - can be read also from Steiner.

The above discussion implies that leisure is essential wholeness of life, which is varying with ages and time frames, changing content, provides physical and mental balance, harmonious personality to prevail freedom.

The concept of leisure time

The concept of freedom refers to the complexity of time of several approaches. The concept definitions can be divided into two groups. One of them is trying to formulate the essence of free time as follows:

"Leisure time means the activities, which, can be carried out by the individual freely in order to relax, even in order to have fun, like to develop awareness or skills without interest, voluntary social participation or free creative capacity, having got rid of the professional, family and social obligations."³

Or: The time during which I do, and which we want to do as long as we do own free will, without coercion, and which means relaxation.⁴

However, we know the so called bipolar approaches which describe the relationship between free time work and leisure, rest, recreation time. According to this the free time is in principal the time before and after the time frame for work and other obligations. This is also called "leisurely time"⁵, which achieved the independence of the people, and that term has been used by the ancient philosophers as well.

As Miklós Szántó puts it: "Free time as a time frame is the part of the off-hours, which is beyond the time that is required for the activities – i.e. economic, social, psychological –as forced outside this constraint remains to activities"⁶

2. The functions of leisure time

The aim of recreational activities (hobbies) is not only recreation, but also physical, mental refreshing and re-organization as a result of psychological and physical equilibrium. Regeneration, maintenance, recreation, relaxation, and last but not least, learning and development.

As T. A. Kovacs writes: The spending of your free time, the recreation "has the social function of creating a working capacity, to restore and enhance it; motivation of the individual is recreation, recreation and entertainment - but can be experienced health recovery, storage or development activities as well - the result of the social scale well at the individual level perceived quality of life."⁷

According to Limbos, E.⁸ leisure time can have four functions:

1. relaxing
2. entertainment

3. development
4. the relationship building (this dimension is starting to strengthen, a link building, which is no contention, but understanding, support, respect, acceptance)

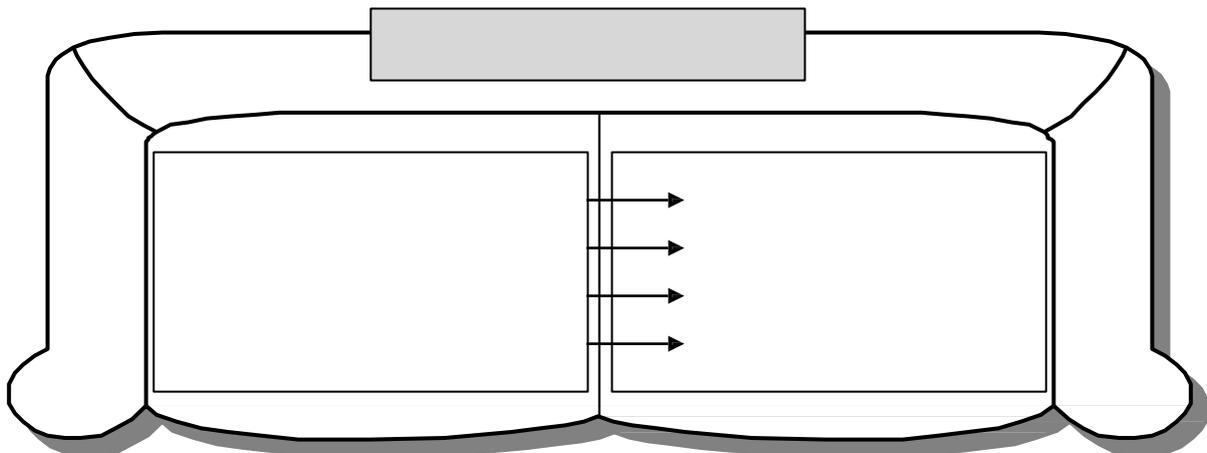
A change of the leisure time functions can be experienced. Earlier, it was marked by the needs of relaxation. Today, the work and orientation of social problems is more typical, and the incentive for the acquisition of cultural objects.

There is increasing demand for leisure time!

- There could be more, because of the reduced working hours, on the other hands further efforts are needed to ensure the standard of living.
- Despite all the efforts we can still experience growth in the students' burden.
- The spending of leisure time is not of high standards yet.

If we approach the role, functions and the effects of free time on children, a rich impact system can be delineated (see Figure 3).

Figure 3. The pedagogical approach of leisure time functions



Roles outlined in Figure 3. for multiply beneficial tools of leisure time and functions of the general features in addition to be added to the socially disadvantaged children and young people in this approach. In addition to prevention, preventive role in offsetting the disadvantages of the replacement of deficient conditions, is the "unattainable" provides an opportunity to support the achievement of balance in the fish live.

3. The factors effecting leisure time

If you are looking for the basic concepts of the factors affecting the free time you have to return to Figure 2. Indeed, the fact What children and young persons choose and how, how much time they devote leisure activities, is defined by the system of values. They will focus on the values, will respectively create a schedule and will spend free time as a mirror image of it (see Figure 4).

The relationship of the individual to culture education, that is if he is practicing cultural activities or not, it will greatly affect his social, economic situation. "This study shows that especially the educated town women belong to the group of people consciously participating in education, while those who spend the least of their free time for culture as are uneducated men living in villages."⁹

As mentioned above, age and marital status are factors influencing. In different life stages of the human life people participate in leisure activities in different time frames and different content. Generally speaking, the reduced life progresses, and after the completion of active work shows an increasing trend again.

The gender can have effect on our choice as well.

The less free time, the more it can be assumed that this does not change place, that the leisure life in the immediate environment (home, or yard) is filled.

The jobs range, the overload of work also tighten recreational space.

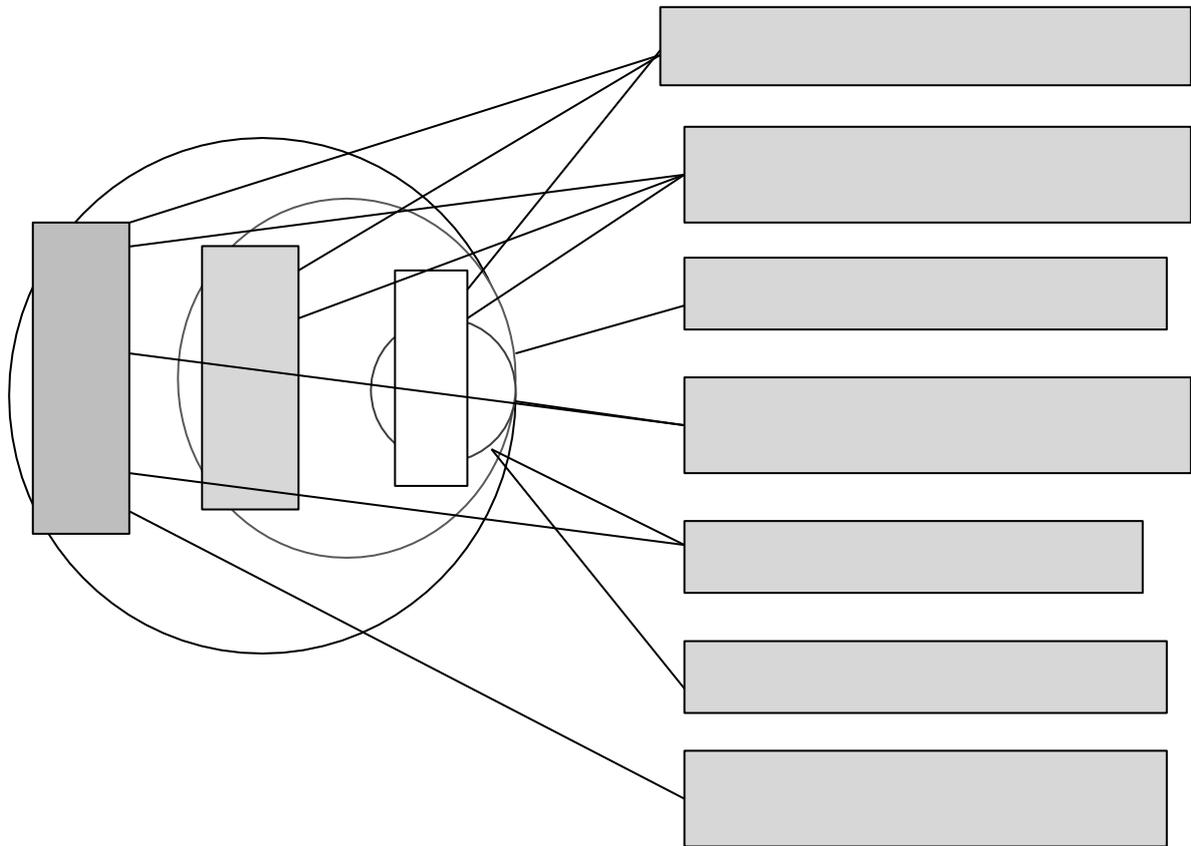
The housing (rural, urban, suburban, downtown, greenbelt, housing) decisively affect the choice of spending free time.

Influencing factors to the daily, weekly rest time or just selected at the time of annual leave whether options. Arrangements may be the same activities, but for example it can be the vacation, where we might think of the longer duration and greater distances as well.

It is important, how time and space are available during your leisure activities, if there is a way to approach the activities (distance, level of financial investment).

The distribution of labor in the family, the obligations (especially domestic work) can provide a more even distribution of free time for family members. This is an indispensable condition for the joint family leisure time, but as model role for the parents as well.

Figure 4. Factors effecting leisure time



4. The opportunities, activities and scenes of leisure time orientation

According to research, in the modernized society the rate of leisure time barely changed, while the scope and the time spent on each activity changed enormously. Free time represents today four and a half hours per day for the adults on average. As the Statistical Review stated "most of which - in 2000, 58% in 2010, 57% - we spend in front of the screen. Screen-related activities since the mid-1990s, essentially push every other recreational activity into the background. In 2009/2010 on the tested days, 87.4 % of 15-74 year olds were sitting in front of the television or computer. The proportion of television viewers in that age group increases proportionally, and for the 60-74 year olds it is almost 95%, and they spend the longest time by watching TV, a daily average of 208 minutes. Both the average time spent on reading and the rate of readers declined over the past decade. In the case of the 15-74 year olds, 26% of them who read at all, the time spent on it is slightly longer than before. In sports, walking – just like before – in the relevant age group attended less than 16 %, but what's even worse – the time spent on this is greatly reduced.¹⁰

The structures and types of leisure time activities in the above mentioned research (in the 15-74 age group):

- Social leisure (conversation, visiting people, consuming alcohol, the pub, ballroom entertainment /dancing, card playing etc./ and other family activities)
- Religious practice, organizational activities
- Visiting cultural and sporting events
- Reading
- Radio, tape recorder, listening to discs
- Watching television, video, Internet
- Other pastimes (handmade, pet care, etc.).
- Walking, sport, gymnastics (window watching, hiking, swimming, hiking, fishing)
- Other activities carried out freely (idleness, meditation, emotional activities, entertainment in general, listening to live music)
- Unknown, cannot be classified

György Fukász also dealt with the grouping of the activities, which is usually at the end of a week of free time can be bound. The author developed the following scheme:

- Mass media activities (watching TV, listening to the radio, reading newspapers)
- The family occupation
- Healthy lifestyle, exercise (gardening, walking, hiking, active sports)
- Cultural activities (book reading, cinema, theater, exhibition visit)
- Recreational activities (dance, visiting people, participation in organized sports, cards, chess)
- Hobby-type activities (handicrafts, hand-made)
- Making money activities (extra work, construction, domestic work)
- Social activity (social work)
- Self-education
- Passive recreation¹¹

4.1. The institutions of leisure time activities

The content of free time, typical activities vary from institution to institution.

Kindergarten: game-oriented leisure time, many optional activities

School: tourism, culture, entertainment, recreation, relaxation during the performance of academic tasks (day care programs and activities), additional academic extracurricular activities for development, immersion, game for their own fun

Student hostel: individual, group tours and programs (education, entertainment, preservation of traditions, games, hobbies, etc.).

For the socially disadvantaged families and children in need of social support and care require special attention in this area, since the service itself can be difficult to achieve, or even unavailable. Within the family, and leisure activities outside seminars, in many cases, the motivation to form very often recognize the value of the sample, a pleasant experience to deliver the essential contribution of social pedagogy.

The Child Protection Act, according to a new supplement (44/A §) is considered in the framework of the program, playground, playhouse, clubhouse occupation, alternative day care,

a) to strengthen the parent and child relationship, supporting the child's socialization and leisure, and other preventive services,

b) day supervision of stragglers or otherwise provided to vulnerable children in school, sports or any other profession. This legal background will increase recreational opportunities of disadvantaged children and young people.

The following parts will outline the institutional system of recreational activities (see Table 1), which makes it transparent to the operating room, which also explains the social pedagogic activities for children and youth for the positive development of leisure activities.

If the organization of leisure time (different spaces and activities, cooperation, shaping motivation) approach the institutional side, you have to think at least two larger units. The scope of the one directly affecting the child, the family and the other involving programs and activities.

Table 1. The institutions of leisure time activities

EDUCATIONAL	OUT OF THE INSTITUTION	FAMILY
- preschool	museums, exhibition halls, self-motivated circles, clubs, courses, art school, cultural center, cinema, theater, library, botanical garden, zoo, circus, open-air museum, amusement park, forming housing, national park, a sports center, Tropicarium, spa	<ul style="list-style-type: none"> • independent from institution • cooperation with the institution <pre> graph TD A[as supporter program] --> B[the family together] C[common program] --> D[the program of the child] E[the family together] --> F[the program of the child] </pre>
- school		
- student hostel		
- student home		
SPECIAL CARE OF CHILD WELL-BEING AND CHILD PROTECTION		
- child well-being		
- service		
- children's home		
- family home		

Possibilities of shared family leisure time activities

Initiated by the institution shared family leisure activities' goal is building relationships (relationship with the family, institution relationship, with other families and with their children), value stream, sample, examples of applicable methods, spending of leisure time with fun.

The influence of what factors must be reckoned with?

- Family leisure culture (the interpretation of free time, hence the time, content, values, customs and traditions of the family business).
- Family composition (intact or broken families, parents age, number and age differences, sex of the child).
- Given the child's age, who want to offer families the program.
- Socio-cultural situation of the families.
- And the institution of the family relationship.

- The possibility to activate parents, openness and willingness to cooperate.
- Children in a community educator or student-parent relationship.
- The concept of family child care, parenting style.

Development of co-operation will be more successful if you consciously try to explore your options and know the steps to lead and tasks

The possibilities of identifying the steps and tasks:

- The knowledge of children's needs, proposals, leisure structure, habits
- Parents' needs, learning proposals.
- Orientation for the possible accepting of proposals (what joint activities reluctant to become involved, when and what kind of organization).
- Joint planning with children, conviction and motivation of the children.
- Orientation for parents' participation, their co-operation and their tasks undertaken.
- Parents' and children's involvement in the preparations (program development, job sharing, contributing to conditions, etc.).
- Implementation of the program.
- Restoration of the environment.
- The processing of experiences.

Different age groups have different activities and frames, you need to think of locations required. Let's look for a possible list now, which formed naturally with the surrounding environment, and which can be extended.

To the families of preschool age children:

- First of all spending free time together including games and strife.
- Excursions, weekend meeting, where there are children's programs, making games separately from the parents, arts and crafts, learning songs, etc., and this is a joint program of the children and parents as well.
- Bacon frying and playmaking.

- Parents-children tournament.
- Family sports quiz.
- Tale- and game play in the afternoon, the involvement of parents in puppetry, dramatization.
- Bike tour of the family (6-7 year-olds).
- Joint travel to a nearby town, sightseeing, common playground game, shared food preparation.
- Children's picnic, children birthday and/or name day party. Games for children, recreational activities for parents.

For pupils of the lower grades and their families:

- A selection from the above (although the condition for school activities is not as good as in kindergarten).
- Sightseeing (which may have been too far) linked to view the institutions. according to their interest, visiting parents work location (e.g. production facilities, agricultural activities etc.).
- Family intellectual contest (can be series of tasks to fulfill to qualify for home and public-final).
- Families game championship (Activity, game with exchange of roles, etc.).
- Camping.

For the families with children above 12:

- We explored the possibilities of assessed needs.
- Rather, organizational tasks involve, respectively. support grant.
- Value exchange, consultation with parents of children useful, valuable spending of leisure time, analysis of problems and counseling.

4.2.1. Institutional leisure time activities

In her book on the methodological issues of leisure time organization, Balázsi Zoltánné, summarizes the institutional, mainly educational opportunities.¹²

She highlights the game as part of the educational technologies. She is writing about player occupation groups (p. 208.). Great emphasis is placed on the books on occupation (reading descriptions, book review, book conferences). It covers the music, literature and fine arts activities. Provides guidance on complex employment (p. 213). She also provides assistance to

the musical occupations, storytelling, manual occupations and slide projection.

The game afternoons, study group sessions, events and the application of different club form is also included in the methodological issues. We cannot stay out of the free and bound group sessions (Children's Day, playhouse, children's holiday workshops, p. Readership (p. 217) etc.) the presentation either.

4.2.2. Leisure time activities in the foster home

"The free sessions are divided into in three forms. There are some professions that are binding on all members of the group, these bound-themed professions. The second group consists of the study groups and the courses, and the third in an informal themed leisure."- so is the structure of leisure time the presented by Strausz Györgyné for foster homes workers, and other employed in the field of child and youth protection.¹³

Bound theme predominates in freely chosen activities and thus they have the opportunity to choose games, sports, culture and work sessions.

The free activities can be organized in individual and group forms. The activities in the manual movement activities, creative activities, work-type activities, cultural activities, play activities, recreational activities and other activities related to a healthy lifestyle are included in these activities.

4.2.3. Leisure time in day care

The regeneration, recreation and relaxation are crucial for favorable conditions to the day care center for children. Éva Scherman recognizes this very well.¹⁴ Direct, short-term objective set aside for children's organization, to identify the regeneration of a long-term goal is the wide variety of leisure technology awareness and interest in at least one activity to deepen. As a condition she marked the experience and popularity of eligibility.

The activities that can be carried out in the open, requiring a lot of movement activity (walking, running, jumping, climbing, throw, catch, throw) play a key role. All this offers the best framework for individual and team play (competitive games, relay races, personal rivalries). Examples of other activities include arts and crafts activities (gift making, weaving etc.), cultural activities (story-listening, reading) and play.

The terms of these activities created by the teachers and also initiated by them. The child is free to choose.

The leisure time activities usually take place after lunch as well be beyond the end of the learning period, which need to have as much time as possible and possibly it should be related to outdoor activities.

4.2.4. Leisure time in the student's hostel

Tamás Simon writes the following about the students' leisure activity "The literacy, awareness, equal opportunities of pupils in student's hostels should be organized in leisure time, with optional programs to increase them"¹⁵ (K 5.1/5 p.)

It is necessary to promote to spend the free time usefully, which aims self-education and self-development.

Activities:

Film club, drama club, club for traditional activities, hobby circles, trivia quizzes, sports and sporting events, TV club, theater, cinema, museum visits. Club library: college tours and activities, the center of cultural life. The library, which is functioning in the form of a club requires space and funding (fun books, games, magazines, music and cabaret cassettes, video cassettes, computers).¹⁶

4.2.5. Leisure time in the play house

It is a preventive institution funded by the local authorities, which operates as a social organization based on the German example, an example is the Zabhegyező play house.¹⁷

The play house focuses on the child. For its operation social organizations, foundations, donors must be prevailed and the tender opportunities should be exploited.

The goal of the play house: transfer of approach, based on the principles of modern educational methods, promotion of practical activities that children acquire the demands for creativity, which learns to adapt to the new situation, complement, respectively, replacement of the family socialization activities.

The activities of the playhouse are organized by the principles of openness, playfulness and volunteering.

The services include a variety of contents, such as learning to facilitate the study groups, clubs linked activities, organizing summer camps, field trips, children's playroom informal activities, game rentals (JÁTÉKA) is included within the operation of a playhouse.

Crafts and DIY clubs (wine, florist, jewelry), tourist club, storytelling club, small scanning, sports clubs, ruckus study clubs, "look around" clubs, the "world foods" cooking club. Courses can be organized, for example for English, or remedial courses.

Occupations are mentioned in the historical play, the training of younglings (training of animators). On weekends, a major event can be included in the programs.

The playhouse is visited by several age groups: kindergarten and primary school children, tweens, teenagers large.

The parents can be divided into two groups regarding playing houses: Active parents who are interested in their help, who offer their qualifications; the passive isolationist parents who are inaccessible. Their children are unable to make use of the game house.

Positive *collaboration* can be formed with the school, which is providing assistance. In addition to the relationship with teachers it can improve the useful spending of leisure time, student motivation, and the selection of extra-curricular activities.

II. PEDAGOGICAL ISSUES OF THE ORGANIZATION OF LEISURE TIME

1. The aims and tasks of leisure time organization

The aim of **leisure time organization** is the foundation of life-long cultural education and to ensure the healthy harmony of the body. During the organization of free time the leisure time functions prevail, which will help to pass children and young people to the state of physical and mental refreshment, and the psychological and physical state of equilibrium. The recovery, maintenance, recreation, relaxation, learning, and the development are the aimed goals of leisure time organization.

In order to complete this list, the schedule should be educational, educational institutions, academic schedule should be designed so that a period of rest, recreation, exercise, sports opportunities are provided. This leads us to determine the tasks.

The **goal of leisure time organization** is to ensure the above mentioned the organizational, personnel and infrastructure objectives and software supply, program planning, organization and management of the programs.

The leisure time activities together with the learning activities constitute a single entity for the school educational system. It is necessary to secure the legitimacy of the educational program of recreational programs need. It is need to lay down the needs, expectations and objectives.

The conditions for successful operation: Open host medium, consistent and committed approach to pedagogy. The spirit of volunteerism and eligibility must win the children, and not be required. You can be more than one program, which can manage, spectators or players. The student council has authority in relation to recreational events.

The children have certain consumer habits, which the family, advertising and other environmental effects have emerged. They need to influence, transform, occasionally completely down and rebuilt.

Experience shows that the development of the leisure orientation, particular attention should be paid to the poor and middle learners. Purposive incentives, igénykeltésre, providing choice is required.

In each academic year the needs of the students have to be explored and analyzed, the expected composition of leisure communities.

The children should be actively involved in the planning of programs, the organizing and the preparation. This will affect the family leisure time as well.

Efforts should be made to cooperate with the parents responsible for the children's leisure

activities, understanding, in order to quality (self-education, self-education, self-education, self-realization of the personality, to promote the development).

Develop co-operation with the student self-government (they have their own events).

Through institutional leisure communities students can be convinced after completion of their studies to find and locate cultural leisure activities independently and to be activate in this field. The inter-institutional relationships serve that intention well.

2. The principles of leisure time organization

During the organization of leisure time there is a general rules and items to be followed, which facilitates compliance with the leisure functions. Some of the following general principles to be followed are pedagogical principles, while others are specifically related to recreational activities. Among those principles of widely used selected to receive a free special report on the time point of view.

- The principle of freedom of the initiative, the informality, the principle of volunteering.
- The principle of the alternative.
- The principle of ensuring self-sufficiency.
- The principle of self-expression and to encourage the provision. The principle of creative unfolding of desire.
- The personality development, the principle of enforcing the development effect.
- The principle activity of providing and triggering.
- The principle of simplicity experience.
- The principle of co-operation is not possible.
- The principle of providing a sense of achievement.
- Principle of age and individual characteristics into account.
- The principle of actuality.

3. The teachers in the leisure time

The institutions may employ specialized teacher to solve these tasks related to games and leisure time.

The job of the leisure time organizer

The leisure time organizer helps the job of the teachers of the school and the students related to leisure time organization and community development. Their tasks are in particular:

- "related to the educational program of the school extra-curricular activities and programs to be prepare, organize and promote activities related to environmental education (forest school, camp)
- the educational program is not related to recreational activities, organizing , communicating the recreation programs
- facilitate the learning community, student government programs
- facilitate the work of the parents' association (community)
- occupations within the framework of school traditions, organization of activities
- organization of a healthy lifestyle , and the prevention of addictions , as well as recovering addicts recreational activities related to the integration of students
- fundamental human values within the school acquainting the national, ethnic , minority traditions , cultural and ethnic diversity and acceptance acquainting assistance
- national and international relations of the school building, to facilitate co-operation with partner schools
- regarding the organization of the domestic and foreign study tours tender opportunities monitoring , assistance in the preparation of proposals
- the leisure organizer working with the child and youth protection identified, the work of local student helper
- the leisure time organizer helps the school in the field of further education, provides guidance, contribute and assist in organizing programs for taking a job, providing information on organized tours and programs for students
- the school shall ensure that the conditions necessary for the free time organizing work.

The teacher should be a catalyst, coordinator of the organizing leisure time, and what the children can be trusted, that they are resolved. Thus, the children should play a key role in the rulemaking as well.

*The management should not be direct intervention, only helping intentioned advice!*¹⁸

The personality of the teacher

In the shaping of the children's leisure culture the teacher plays a decisive role. Different layers of teachers deal with leisure planning, organization and conduct of the given age group (kindergarten teachers, teachers, *social pedagogue*, special education teacher).

What is determining is the *readiness and personality* of the teacher. The primary issues are the leisure occupations, theoretical and practical learning activities.

The personality of the teacher is the ticket in the general characteristics, respectively and especially they should be enthusiastic, responsive and flexible to meet the child's needs, know a lot of things, have a wide range of interest (exercises, sports, games, literature, arts, theater arts, visual arts, music, dance, arts and crafts activities, technical awareness and skills, IT preparedness) be patient, understanding and open.

Tasks:

- Promotion, creation of demands, selection services, the inclusion of children.
- Composition of student/learner communities to assess, design groups.
- Local Government (child) activation activities, development activities and support activities.
- The development of children/students homing ability.
- Exploring internal and external reserves.

The teacher should strive to ensure that the framework of leisure activities of the *leisure time functions* (relaxation (recreation, regeneration) entertainment and the development (education, learning)). To compensate for the efforts and needs in these, which cannot be satisfied during learning and work. Need to assert the principle of volunteering.

The teachers have to be aware that free time *appears as a need* for the child/learner (the need is a state to eliminate the feeling of lack). These necessities are biological, social, cultural, and lack of awareness and awareness component. This appears together with the application for diversity (freedom against the binds, relaxation against the effort,

rest against the work). The teacher should pay great attention to these ingredients, and they must make things move.

If you receive enough confirmation, after a while it becomes a habit (learned a necessity), that the child/student desires for the theater, concerts, travel.

In order to spend the health-conscious leisure time and culture the teachers seeks to develop a specific lifestyle and culture.

What do children (learners) like? ¹⁹

- If the program is interesting (a rare sight, showing known personality etc).
- Smart, special methods.
- Activity, a sense of achievement (self-testing).

What they do not like?

- Education autocracy (instead, the emphasis is placed on cooperation).
- If canceled.

This childish expression of opinions can drive the teacher to create leisure activities.

The process of leisure time organization

Organization of leisure time activities is explained on the basis of possible scenarios for the organization of an event.²⁰

Planning phase

- targeting
- establishment of the basic human and technical conditions
- brainstorming
- finalization of program elements (responsible designation, the number expected to coordinate the program elements, materials list compilation, budgeting, preparation of action plan)
- decision

Organizational phase

- fund-raising
- the start of the financial arrangement
- necessary licenses and enter into contracts
- site visit

- advertising, propaganda
- direct preparation
- monitoring

Settlement phase

- the arrival of the leader to the program
- ready for launch
- the arrival of the participants in the program
- opening
- program management
- closing of the program
- technical closing

Activities after the program

- technical post-production
- evaluation
- documenting
- experience processing

Possible ways of processing experience

The work should not only be shared among co-workers, but also among the children. The involvement of children anticipates a successful program. The work of the participants lead and coordinated by the main organizers, while motivate, evaluate, verify and organize.

József Tóth provides useful help to organize the camp, he comprehensively summarizes the tasks involved:

Preparation:

- selection
- program proposal
- assigning of tasks
- increasing knowledge
- development of small camp friendly communities
- information to parents

- making the camp program known
- carrying out school medical examinations

Technical tasks:

- proposal writing, finding sponsors
- working together, saving, starting collection
- preparation of the camp budget
- improving the common field equipment, new acquisition
- campground reservations, obtaining the necessary permits
- organizing of the meals
- travel preparation (schedule, ticket booking, car reservation)
- meeting the parents: what your child should take to the camp.

Tasks at the end of the camp:

- breakdown of camp, pack up, home delivery, home organizing travel
- packing away the equipment for the professional assistance of the children (drying of the tents, dish washing)
- accounts (service provider, parents)
- borrowed equipment returned to the owner
- writing of the thank-you letters
- the camp to popularize in the local press, TV, radio
- the preparation of the camp exhibition to organize.²¹

II. THE LEISURE TIME AND THE CHILD, YOUNG PERSON

1. The leisure time as a mean of personal fulfillment

The pedagogical value of the recreational activities have such an extent and such a positive impact that we can help the development of the child in the most favorable form.

The sense of achievement has a socializing force. It activates and provides opportunities for self-expression and creative activity. They learn to cooperate, to manage, to take responsibility. They teach the possibility of choice, freedom of how one can live. It is the most effective prevention tool! Belonging to a community, excitement, adventure, may offer a sense of achievement. They will prevail if the recreational program gives low-cost, predictable, regular, and possible to plan.

According to Márta Madarász the effect of the leisure time activities:

A change in the child's social relationships. The cooperation between the child, the teachers and educators will change. Changes in the child's activity and creative ability. Developing self-confidence. Strive to achieve a sense of achievement. Shows interest toward learning, knowledge development support programs. With some help, then gradually autonomously recognizes the possibilities of spending leisure time in a cultured way. Expanding relationship with the wider environment, based on experience. Consider the meaningful activities important, the advantages of which they experience and exploit during both curricular and leisure time activities.²²

It has a multi-sided personality forming effect when a child/student is active, actively participates in the program to be compiled (brainstorming), in the design of the organization's operation system. They themselves, or in some cases their representatives can make the clusters truly operational, which were initiated by the teacher. Cooperation would be established with the children self-government (schools, student hostels), and by the participation of various officers and agents, the children/students will be more accessible for co-operation. During this process, as the age of the children increases, self-initiative and competence will increase, too. Children/students may also participate actively in the process of making their own lives more beautiful, and full of experiences.

Since children are glad if they can formulate ideas and they are given autonomy, co-operation can contribute make the rather repetitive routine more lively and full of excitement around them. Then a pause can follow so the realization of a good initiative can appear as a claim.

A joint program, a **community** can have a similarly beneficial effect on the cultural foundation and establishment of leisure time.

What can the community give to the children/students?

- The social community is the test for penetrance (social potency). It can test its persuasion ability
- Gives perspective.
- The cohesion, cohesive force to strengthen the sense of belonging together, solidarity.
- The special joy of shared experience.
- Listening to each other, the strengthening of a sense of empathy.
- Adaptation, a different appreciation, recognition.
- Sense of achievement.
- Challenges, compare their performance with others.

As you can see, leisure and recreational activities can be pedagogical tools in our hands, which is considered by most of the children positively, and the voluntary nature of it contributes indirectly to the harmonious development of children and young persons.

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