

## THE CULTURAL AND FUNCTIONAL ROLE OF FREE ACTIVITIES

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### Abstract

The modern school is changing along with the challenge called scientific technological revolution, and the need for a different approach to the student is inevitable and necessary. Theory connects with practice, and the unity between them in the hands of professionals leads to real realization and a successful result. A well-organized planned educational activity is the foundation and basis for building the correct attitude of each child towards self-realization and the formation of a positive personality. A series of organizations, institutions, facilities, services, individuals will take care of the use, organization and fulfillment of free time. The subject of work in our paper is to carry out research that has one main hypothesis and several auxiliary hypotheses that will complement the main hypothesis. For this research, we identified three city and one village school from where we get the results of the research work that is based on a survey in the field of leisure activities and their cultural function in developing the knowledge and abilities of the determined target group.

*Keywords:* free time, activity, education, culture.

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### Introduction

Although free time is becoming a necessary need of modern society, a phenomenon that actually becomes the subject of pedagogy study both in a broader and a narrower context, however, we cannot ignore the fact that its roots as a social phenomenon can be found since ancient times. , that is, we can trace the development of thoughts and discussions about the meaning of free time since ancient Greece. Aristotle in the work "Politics" states that the ultimate goal of war is actually peace, and work is exactly free time. But it also notes that peace and prosperity are dangerous if a country doesn't know what to do with its free time. (Grandić, Letić: 2008) In the past, a large number of theorists around the world dealt with the problem of free time, such as: G. A. Prudenskiy, (1960) and Bianka Filipov (1960) in Russia, G. D. Butler (1959) and Alexander Reid Martin (1962) in the USA, Ralph Dahrendorf and Helmut Schelsky in Germany, Leopold Rosenmaur in Austria, Georg Friedman and Geoffrey Dumazedier in France, as well as a number of authors who worked from the time of the former SFRY, such as which are: Božović R., Nada Kachevenda-Radic, Blaženska Despod, Vladimir Janković and others. In a more modern society, young people face new challenges that mark their path to maturity. Education, knowledge and ability are key elements when it comes to gaining a more advanced position in society and building a successful career. During adolescence, young people experience serious crises of their identity, during which free time and free time activities can be used positively in order to prevent non-constructive and unorganized use of free time by young people. Several significant moments can be singled out that impose the need for a scientific justification for leisure research. First, the scientific justification is seen in the fact that the problem of free time is not yet a problem of constant and systematic pedagogical research. Second, free time as a branch of modern pedagogical science is not sufficiently treated from the aspect of all technical-technological and material conditions. Then, efforts should be made to educate and train students through free time activities. (Barakoska: 2005, 8-10) The need to research the problem of free time in general, and especially the need to research the free time of students, takes on a special meaning if it is viewed from the perspective of contemporary

problems in our society, which are defined as a society in transition. Therefore, this research problem is with the intention and purpose of reaching the child (the young world) and thus acting expediently and having some positive reflections in the part of fulfillment in the daily choice of life of every age. This need is indicated by some of the unacceptable actions and behaviors of young people in everyday life, i.e. is. young people represent a category that is most affected by the phenomena of social pathology. Because of this, they indulge in modern vices such as drugs, alcoholism, the influence of political parties, etc., and can turn into deviant and delinquent persons. A large number of young people connect with them similar, i.e. is. with those who have similar value systems, orientation, economic status and interests. (Marković: 1997) Instead of building themselves as successful people, they go down the path of destruction. Delinquency is more common where there are problems in family life, i.e. where children are less connected to the family because parents are "spent" daily on meeting material and consumer needs and do not find enough time for adequate socializing with their children. Parents are losing touch with the developmental needs of children who are becoming more vulnerable as they are exposed to provocative snobbery, kitsch, profiteering competitions and sectarian recruitment. (Budimir-Ninković: 2008)

This description of the current situation in the world is also confirmed by the members of the new Club of Rome, which in its report and the dilemmas of modern humanity point to the "problem complex" that plagues people of all nations: unemployment, the removal of young people from their homes, rejection of traditional values and other monetary and economic disturbances. (Plenković: 2000, 1-11) The German sociologist Ralph Dahrendorf in his very interesting analysis of free time concludes that it is a condition for personal freedom, a relationship for its self-development. According to him, free time becomes an important factor for the individual as it removes the coercion that is present in the production process during work and enables the development of the individual. From here it follows that developing abilities and perfecting human qualities is the basic task of life. To become "more perfect" is the goal of achievement learning through independent work on "themselves" themselves. In order to fulfill that, you should first "get to know" yourself, and only then should you start with "self-creation". Aristotle (Woodfin, Groves, Paic-Jurinic: 2003) said: "the most difficult victory is to defeat oneself." This is not about education, but about self-education. A significant name in the field of sociology is Geoffrey Dumazedier, who interprets free time as a set of activities to which a person fully surrenders, regardless of whether he is resting or recreating after freeing himself from his professional, family and social obligations. (Dumazedier: 1962) He does highlight the three important functions of leisure time: rest, leisure and personality development, but here the question arises of the classification of the basic functions from the point of view of personality development. The third function can cause free discipline in the person due to the complete development of the person in personal and social style. The great Greek philosophers Plato and Aristotle (Connors, Ede, Lunsford: 1984) did not disparage play, nor did they consider it a useless activity. Plato points out that young people, through playing and musical education, become true citizens of the state, who start what the previous generations destroyed. In that way, Plato will highlight the need for young people to play, jump, as well as the uniqueness of expressing their feelings driven by pleasure. Aristotle tried to connect play and work and to point out the need to understand the opposites between work and fun, while fun for free citizens is the basis for everything, and is needed for the development of noble educational activities. The large selection of leisure activities and their contents enable young people to acquire values and traits that will be useful in their lives. In the new technology, education and research become necessary to lead things on scientific knowledge. Man cannot produce, earn and create without knowledge of things. After all, Ronald Barth quite justifiably labeled the generations from the sixties onwards as thinking generations.

Educating young people has always been a challenge, so it is important to educate young people who will successfully cope with the rapid progress and development of modern life. To influence the person who is developing, it is necessary before he approaches thoroughly and very prepared in all segments of the educational process. For the successful development of the student, the implementation and organization of free student activities in primary school is of great importance. As a factor that affects the development of the personality, but also as a place and form where each individual will freely access and realize himself, will be part of the group and will join by free choice based on his interests. He will say very little about free student activities so that he can change something. The previous discussions on this topic are aimed at the marginalization of this problem as part of the free activities of the students, and very often it is also directed as a factor of burdening the students.

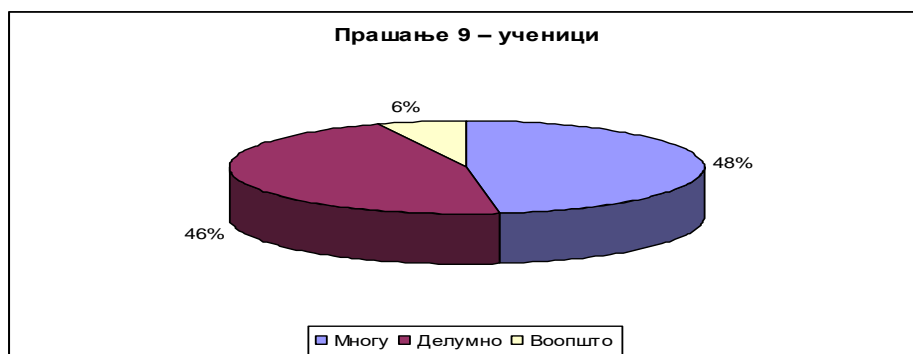
### **Methodology and concepts**

A descriptive-analytical method is used in the research, which includes analysis of the current situation, comparison and generalization. A technique used in the research is surveying with an assessment scale. According to these techniques, a survey sheet with an assessment scale in relation to free activities for teachers and students was prepared. The main hypothesis is the assumption that there are different interests for the involvement of students and teachers in the work of free activities. In this research, there is one main hypothesis and ten auxiliary hypotheses, which does not mean that their importance is less, but that they complement the main hypothesis. Three city and one rural school were selected for this research: OU "Bratstvo - Mideni" - Tetovo, OU "Kiril i Metodij" - Tetovo, OU "Liria - Tetovo", and OU "Kosta Racin" - Brvenica. The survey covers the seventh and eighth grades. All teachers are from subject teaching. Primary school students aged 12 to 15 and teachers are included in this research. In the research, two questionnaires were conducted, one for the students and one for the teachers. On the territory of the municipalities of Tetovo and Brvenica, 184 students and 64 teachers were examined, or a total of 248 respondents.

### **Results of the research work**

Question 9 - To what extent do you think that free activities are a function of developing your knowledge and abilities?

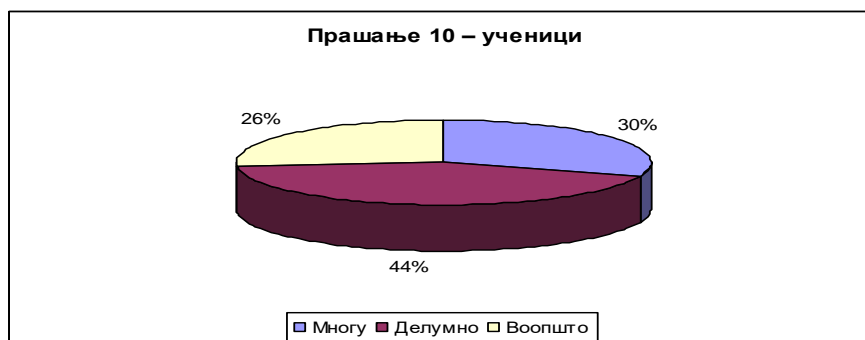
Question 9	Frequency (f)	Percentage %	Cumulative			
A lot	88	47.83	47.83			
Partially	85	46.20	94.02			
Not at all	11	5.98	100.00			
Total	184	100.00				
Variable	Observations	A. Environment	St.deviation	Min.	Max.	h <sup>2</sup> test
Question	184	1.581522	.6040717	1	3	62.033



X5- Students can sufficiently satisfy their desires and interests and develop their individual abilities and inclinations.

Question 10 - To what extent do you think that the work of teachers differs in the work of teaching and free activities?

Question 10	Frequency (f)	Percentage %	Cumulative			
A lot	55	30.22	30.22			
Partially	79	43.41	73.63			
Not at all	48	26.37	100.00			
Total	182	100.00				
Variable	Observations	A.Environment	St.deviation	Min.	Max.	h <sup>2</sup> test
Question	182	1.961538	.7533746	1	3	8.714



Students believe that there is a difference in the work of teachers and their attitude towards students in teaching and free activities.

The hypothesis can be examined through the 9th question for students (*To what extent do you think that leisure activities are in function of developing of your knowledge and abilities?*), and from the obtained results of the research we see that a large percentage of students, i.e. is. 48% answered with "a lot", that is, that they can satisfy their desires and interests and develop their individual abilities and inclinations, with which we could accept this hypothesis. We will examine the hypothesis with the 10th question for the students (*To what extent do you think that the work of teachers differs in the work in teaching and free activities?*), and from the results we see that the largest percentage of students declared "partially" (44% ) and "a lot" (30%), that is, that there is a difference between the work of teachers and their attitude towards them in teaching and in free activities, so we could not accept this hypothesis in its entirety. This assumption is accepted and indicates that there is a partial difference between the work of teachers and their attitude towards them in teaching and in free activities.

## Concluding observations

In the scientific community in the world, there has long been an interest in the study of free time in general, and especially in the study of free time from a pedagogical point of view. The actuality of the research problem is the primary basis of this topic and the main key is always the useful use of free activities of students and teachers in the sphere of primary education. Therefore, as a contradiction, the problems that appear as a consequence of inappropriate use of free activities are always present. A large number of deviant and delinquent behaviors appear due to boredom, the inability of the individual to creatively fulfill his free time, and as a result, frustration appears in that person in relation to his creative potential, after which the individual becomes destructive. The influence of the so-called functional education is of dominant importance when it comes to the education of young people for free time. We need to prepare the child, make him resistant and capable of self-selecting the negative educational influences that he has enough of and against which we cannot fight only with "lessons". The free activities of students at school under the guidance of experienced teachers can contribute to the formation of attitudes and behavior among young people that will ensure their safe development and socially acceptable behavior.

Certain researches have shown that teachers, through activities in their free time, can play a significant role in building and improving students' talents. When education and leisure activities are understood in their complementarity, that is, when their specific connections are accepted, then both create opportunities for choice. Both of them, through their action, encompass the person in the overall growth throughout life, include the experience of learning and living in the actualization of human potentials. The school still has the best place and hopes to develop students' skills for the wider world of leisure activities. That's why we can direct the suggestions in the redesign of the structure of the school programs, and allow initiative and cooperation on the part of the students. Teachers should support more freedom in the learning process and the feeling of satisfaction because of it, and only then will we consider that all of this can be a preparation for free activities in the full sense.

Pedagogical science treats free time as a significant factor for realizing the purpose of education, but at the same time as a factor for the upbringing and education of the person, that is, for cultural and valuable spending of free time. By engaging students in free time activities, it is possible to satisfy their interests, and at the same time, it positively affects the overall development of their personality and forms socially acceptable values that will further contribute to the development of every modern society.

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