

The Formation of Professional Readiness of a Social Teacher to Organization of Children's Leisure Time Activities

Victoriya V. Sadovaya

Kazan (Volga Region) Federal University, RUSSIA

Olga N. Khakhlova

Bashkir State Pedagogical University named after M. Akmulla, RUSSIA

Aleksandr A. Reznikov

Kharkov National Automobile and Highway University, UKRAINE

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Thematic justification of the study is conditioned by the fact that in contemporary system of higher professional pedagogical education we can see serious drawbacks in training the future teachers for the methods of organizing leisure time activities and interacting with children. Therefore, this article studies the problem of future social teachers being professionally ready to organize children's leisure activities. Personal-activity and individual-creativity approaches were the leading in our research. As a result we have revealed the essence and content of social teacher's professional activity, components of its professional readiness to organize the leisure activities of children and adolescents. We have shown technological and substantive aspects of professional training of future social workers such competence in the educational process of pedagogical high school. The material given here is of practical significance for specialists in the organization of children's leisure; for a system of higher education in organizing the special courses of future teachers training.

Keywords: leisure, leisure activities, social worker, professional readiness

INTRODUCTION

Problems of child's social life are the main object in the theory and practice of social pedagogy, as the purpose of social and educational activity is to support the social formation of the child improving his social environment (Gaisina, 2011). The thematic justification of the study is approved by the significant changes taking place in the education of modern younger generation, introducing into the socio-pedagogical practice new approaches reflecting the trends of Russian society development where we see the processes of social stratification, the marginalization of the population, juvenile crime growth, destruction of traditional moral guidelines, reducing the availability of cultural spheres, further education, leisure and sport.

Correspondence: Olga N. Khakhlova,
Bashkir State Pedagogical University named after M.Akmulla, October Revolution
Street, 3a, Ufa 450000, RUSSIA
E-mail: hahlova1979@mail.ru
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Deprived of the opportunity for a valuable leisure children often fall under the influence of criminogenic factors and are found in a group of social risk. Television and new "virtual reality" replace live communication, becoming significant form of children's entertainment. For today's teenagers the active leisure is not a valuable type of free time spending, they prefer passive or extreme, aggressive forms of leisure activity.

One of the options to help children and adolescents in these difficult circumstances, should be a suitable organization of their free time solving a wide range of educational, preventive and rehabilitation tasks aimed at enriching the spiritual aspect promoting self-education and development and helping to find ways out of difficult life problems (Isaeva, 2010; Sagitova, 2014).

Leisure activities, as a kind of social education tool determines the need for training a certain kind of specialists. These experts are the organizer of the children's cultural and leisure activities, the teacher-organizer and social worker. The main function of these specialists is the development and rise of children's spiritual interests and needs through the competent organization of leisure time, taking into account the specifics of various factors of socialization (Shulga, 2010). In a qualitative new social status of professional the dominant features are its professional competence and high qualification, especially in matters of promotion and organization of pupils' various forms of leisure activities what is in turn effective in the prevention of various negative phenomena in children and adolescents' environment.

The need for training of a social teacher to organize children's leisure activities depend on the cultural processes in society (the growth of the role and importance of free time as a space for child's self-realization and self-development; the new forms of activities, sometimes anti-social, decreased opportunities for realizing the potential of cultural and educational system in the area of free time, increasing of specific forms of leisure time by children out of the sphere of educational institutions' influence, commercialization of leisure infrastructure (Zhirnova & Absalyamova, 2013).

However, in social teachers' training for organizing children's leisure activities we can perceive a certain contradiction between the growth of the importance of social work educator in children's leisure and lack of attention its training in pedagogical high school; between existing personal and professional motivation of future social teachers on effective organization of children's leisure activities and the lack of appropriate knowledge and skills in this area, and the lack of opportunities to acquire personal practical experience in this area.

In Russian (Zborowski, 2006) and foreign (Dumazedier, 1967), (Parker, 1976) sociological, cultural (Streltsov, 1998) and educational (Volovik, 1998) sciences the researchers of leisure problem attribute it to the sphere of activity providing opportunities for the most complete manifestation of the individual human qualities ensuring the implementation of abilities, spiritual and moral individual development and, therefore, has a special significance for children and adolescents. In our study, we studied the phenomenon of children's leisure activities with their creative interaction with the environment free in selecting the type of occupation and the degree of activity in space-time environment conditioned by internal and external factors that generate behavior (Titov, 1996).

In the study we share the scientific position V. A. Volovik who justified leisure activities organized as a pedagogical organized process (Volovik, 1998). As for author we consider leisure activities as a separate educational process, with a definite structure, content and principles. The teacher focuses not just on the organization of any leisure pastimes but on purposeful, systematic educational process of leisure activities organization and transferring it to a higher level of development. The author distinguishes the following levels of leisure-time activities:

consumption (passive, active, purposefully active, creative, externalization). In our study, we adhere to this position, as it meets the basic pedagogical idea of creating the conditions for children's self-improvement and self-development in free time by leisure facilities pedagogy.

MATERIALS AND METHODS

The methodological basis of the research made the leading ideas of the systematic, personality-activity; individual creativity approaches.

To achieve the objectives and provisions of the hypothetical test we used the following set of methods: monographic (analysis of philosophical, psychological, sociological, educational and socio-educational literature); theoretical (analysis and synthesis, abstraction and concretization, generalization, modeling); diagnostic (questionnaire, testing, self-esteem, peer review; ranking; conversation; generalization of independent characteristics); Empirical (direct, indirect, included pedagogical supervision); praksimetric or archival research (analysis of activity products); pedagogical experiment; statistical and mathematical processing of experimental data.

The base of experiment was SEI HPE "Bashkir State Pedagogical University, named after M.Akmully". 296 students of social sciences and humanities faculty studying the specialty "Social pedagogy", 150 social teachers of educational institutions of Ufa and regions of the Republic of Bashkortostan.

The study was conducted in four phases.

The first stage is the study and analysis of philosophical, sociological, psychological, educational, social and pedagogical literature on the problem; definition of theoretical and methodological foundations of the study; identification of effective pedagogical conditions for professional readiness formation of future social teachers to organize children's leisure activities.

The second phase is the development of criteria, indicators and levels of future social teachers professional readiness for organization of children's leisure activities; drawing up the program of the experiment; selection of control and experimental groups; carrying out of ascertaining experiment.

The third stage is the formative experiment, testing the effectiveness of pedagogical conditions of formation of future social teachers' professional readiness for the organization of leisure activities for children in the educational process of pedagogical high school; testing software and training materials.

The fourth stage is the compilation and systematization of the results of experimental work; statement of the main theoretical conclusions on research

RESULTS

The theoretical analysis of the problem and the results of our many years experimental work led to the conclusion that the formation of professional readiness of the future social teachers for the organization of children's leisure activities has its substantial features determined by the nature of the activity and requirements to the person performing it. At the same time we define the professional readiness of the teacher to the social organization of children's leisure activities as the complex structural formation of personality including the interconnected and interdependent components: motivational-axiological, cognitive, operational-activity, creative.

Motivational-axiological component of professional readiness for the organization of children's leisure activities include: emotional-axiological attitude to the child; positive attitude to the profession and the development of professional-significant qualities; positive attitude to the subject of educational and leisure

activities (artistic and creative orientation). The action of cognitive component is directed to enriching the future social teachers of psycho-pedagogical knowledge in general and specialized knowledge of the main features and characteristics of recreational interactions and various technologies in this field. At the basis of this component is theoretically trained social educator - organizer, what makes the foundation of his practice. Operational-activity component is determined by possession of children's leisure activity organization technologies, as well as the presence of formed at the desired level game-tehnichal skills. The action of creative component is expressed by original and creative use of teacher's cultural aesthetic and professional and pedagogical knowledge, the use of the entire arsenal of creative abilities.

In the process of training social workers on the basis of the Bashkir State Pedagogical University. M. Akmully we tested the following organizational and pedagogical conditions: reliance on the guiding principles and peculiarities of children's leisure activity organization; substantively related and practice-oriented special courses, introducing the active learning methods for developing the subject position of students and the accumulation of experience in dealing with vocational and creative tasks; involving the students into the teaching practices in a real professional situation, connected with the organization of children's leisure activities.

During the research we also tested the effectiveness of methods and technologies used in the experimental courses. We identified control and experimental groups. In the control group we used traditional forms and methods: lectures, seminars, analysis of the social and educational situations. In the experimental group there were the technology of the game simulation and training creative design, acquisition of own experience taking part in the organization of leisure activities for children and teenagers during pedagogical practices. Forming experiment was monitored through questionnaires, observation, analysis of creative works, the protection students' of the creative and social projects, oral and written survey on the developed tasks, testing, expert evaluation.

Table 1. The level of future social teachers' professional readiness for the children's leisure activity organization (%)

Component	Levels							
	Adaptive		Reproductive		Productive		Creative	
	EG	CG	EG	CG	EG	CG	EG	CG
Motivational-axiological	91,11	75,55	8,88	24,44	-	-	-	-
Cognitive	26,66	31,11	62,22	57,77	11,11	11,11	-	-
Operational -activity	93,33	84,44	6,66	15,55	-	-	-	-
Creative	84,44	91,11	15,55	8,88	-	-	-	-
Professional readiness for the children's leisure activity organization	77,77	66,6	22,22	33,33	-	-	-	-

To analyze the level of professional readiness of the studied species and the degree of its basic components' development, we used the following diagnostic methods: motivational axiological component (surveys, rankings, monitoring, peer review); cognitive component - a didactic test, documentation analysis (reports on teaching practice, opinions of experts), oral sprint-survey; the activity component - a method of pedagogical situation analysis, product analysis of students' activity,

expert evaluation (the opinion of teaching practice group leaders); creative component (creativity questionnaires, overseeing the implementation of creative tasks by students, expert review). Initial level of professional readiness of the future social teachers in the children's leisure activity organization was: an adaptive level - 35 (77.8%) of EG and 30 (66.7%) CG; Reproductive 10 (22.2%) of EG and 15 (33.3%) CG.

Table 1 shows the distribution of students of the control and experimental groups on the levels of the formation of professional readiness criteria.

In forming experiment the following courses as "Theory and Methods of leisure activities", "Theory and methods of activity of children's organizations", "Theory and methods of work of the teacher-organizer in additional education establishments", "Fundamentals of directing the children's programs" were piloted (Khakhlova, 2008). Their content and educational technology were aimed at broadening and deepening the knowledge on social and educational organization of children's leisure activities; development of professional skills of organization of such activities; the creation of certain students' value orientations.

One of the main stages of preparation of the future social teachers is the study of the theory and methodology of cultural and leisure activities. This phase of training involves the assimilation leisure pedagogy knowledge and principles, methods, types and forms of cultural and leisure activities. The training program reveals the essence and content of cultural and leisure activities and its social functions, basic principles. As a result of training the future professionals acquire knowledge and skills of mass leisure activity organization, learn the basic techniques to attract the audience's attention to the organized cultural and leisure activities, the nature and content of teaching.

The next step is to master the basics of scriptwriting and directing techniques of cultural and leisure activities. During the course students acquire knowledge of drama basics; knowledge of game functions; script writing skills of cultural and recreational programs; technology creating a children's game programs; the method of organizing and conducting children's game programs; the method of organizing and conducting games with children of different ages. The content of training at this stage involves the use of various forms of training. In addition to the traditional training process there are practical exercises to build author projects of playground programs and their implementation in the institutions of additional education of children, as well as psychological and game training for the development of professionally significant qualities of the organizer of the children's cultural and leisure activities.

During the training of future children's leisure activity organizers it is necessary to assimilate the knowledge about children's and youth movements development, the formation of children's organizations and associations, the main goals, objectives and principles of the club work.

The training program for professionals of this area would be incomplete without the course involving the study of the history and development of the national system of children's additional education. In the studying this unit students acquire knowledge about the history of the formation of non-school institutions in Russia, goals, objectives and principles of activity of these institutions, especially the content, forms and methods of work of additional education teachers. It is necessary to develop the following skills: making perspective plan for children's associations and the plan-abstract of classes in the institutions of further education; plan for cultural and recreational activities in the children's community; use of collective creative activity technology; diagnose of microgroups in children's community.

After a formative experiment we carried out re-diagnosis, which showed a positive trend in the levels of students' readiness - the future social teachers in the organization of children's leisure activities.

This second level diagnostic of professional readiness of students to the organization of children's leisure activities showed a positive trend. At the adaptive level this readiness is formed on 12 (26.7%) CG and 1 (2.2%) of EG students; on reproductive level- 15 (33.3)% CG and 9 (20.0%), EG; on reproductive and creative levels - 11 (24.4%) CG and 17 (37.8%), EG; on creative level 7 (15.6%) CG and 18 (40.0%) of EG. Distribution of students of the CG and EG before and after the experimental work according to the level of professional readiness for the organization of children's leisure activities is shown in Fig.1

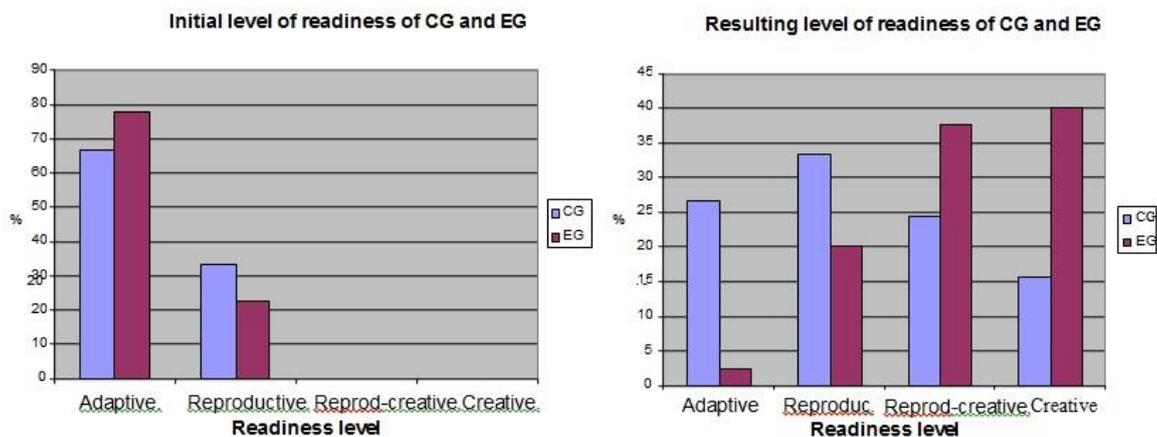


Figure 1. Dynamics of professional readiness level of the organization of children's leisure activities before and after the experimental work

Summing up all said above, we note that the professional training of students to the organization of children's leisure activities covers the whole range of professional functions, tasks and technological aspects of implementing the requirements for social teacher - organizer of leisure activities for children and adolescents.

DISCUSSIONS

As the phenomenon of social reality leisure was investigated in the works of G. E. Zborovski (2006), V. V. Popov (2004), J. Dumazedier (1967), S. Parker (1976). The process of socialization of the individual in free time is analyzed in the works of G. A. Evteyeva (1988), A. V. Mudrik (2004), O. S. Romanova (2004), B. A. Titov (1996). The writings of D. M. Genkin (1988), V. S. Rusanov (2004), A. D. Zharkov (2000) developed organizational and methodological issues of the management of cultural and educational work, and explore a wide range of issues of training for this sector. Training for teachers in the organization of children's leisure is shown in the researches of L. A. Zatuliveter (1998), I. Y. Isayeva (2010), S. V. Saltsevoy (2004), A. A. Yartsev (2004). Features of training of the social teachers in higher education were studied by V. G. Bocharova (1993), M. A. Galaguzova (2001), V. S. Maslennikova (1995), F. A. Mustaeva (2002), G. I. Gaysina (2015). Preparation of social teachers for leisure-time interaction with children and young people is covered in the writings of R. A. Litvak (2005), I. I. Shulga (2013).

Scientific studies there are widely presented the basics of learning cultural and leisure activities of workers of culture and art, but the system of vocational training of these professionals may not be borrowed for the whole of teacher training, since it does not take into account the intrinsic characteristics and specifics of educational work with children, and especially educational process in pedagogical college.

At the moment, there are no so many educational researches that reflect the main aspects of the social educator's working in the organization of children's leisure activities.

CONCLUSION

The article defined and justified the content of the professional activity of the social teacher for the organization of children's leisure activities including the following areas: introduction to the culture of leisure; prevention of negative phenomena in children and adolescents; creating conditions for the formation of a subject position in leisure activities; creation of a favorable social and educational environment and recreational atmosphere.

In his study, we clarified the concept of "professional readiness of the teacher to the social organization of children's leisure activities," defined the structure and revealed the contents of its main components - motivational-axiological, cognitive, creative, and the activity. In the context of the pilot training of the future social teachers of organization of children's leisure activities we see the development of all components of professional readiness, indicating the integrity and quality of formation of a given integral characteristics. In traditional teaching the relationship between the components are broken, the performance this type of readiness is developed nonuniformly, and despite the positive trend, it mainly promotes the formation of the cognitive component of readiness and in a lesser extent has a significant impact on the creative component, while the motivational-axiological and activity components are formed mainly on reproductive rate.

Materials and results of the study have practical significance for the system of professional social workers, teachers, organizers, teachers of additional education, the organizers of the children's movement to improve the professional knowledge and skills in the field of children's leisure.

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