

РОЗДІЛ 3. СОЦІАЛЬНА ПЕДАГОГІКА

SOCIAL-PEDAGOGICAL WORK IN THE SPHERE OF LEISURE: THEORETICAL ASPECT

СОЦІАЛЬНО-ПЕДАГОГІЧНА РОБОТА У СФЕРІ ДОЗВІЛЛЯ: ТЕОРЕТИЧНИЙ АСПЕКТ

The article is devoted to the study of socio-pedagogical work in the field of leisure, which allows social workers not only to realize the importance of leisure in human life, but also to master specific knowledge, methods and technologies for organizing a meaningful, useful and emotionally rich leisure space. The concept of «leisure» is considered, which is defined as time free from work and study, which remains after solving various necessary cases. A theoretical analysis of the essence of socio-pedagogical work in the field of leisure is carried out, its main tasks, functions and significance in modern society are determined, and the potential of leisure activities as an important resource for socialization and personality development is outlined. In particular, the structure of leisure is analyzed, which includes: communication; sports and recreation activities, games and outdoor recreation; passive-reproductive and intellectual-cognitive activities; artistic, technical, natural science creativity; amateur activities of an applied nature and socially active activities. The following functions of leisure have been identified: socialization, information and education, creative development, communicative, recreational and hedonistic, value-orientation and educational. The main attention is focused on substantiating the importance of studying the academic discipline «Socio-pedagogical work in the field of leisure» for the formation of systemic knowledge and understanding of the basics of organizing work in the field of leisure in future social workers, designing and conducting various forms of organizing leisure, forming a fundamentally new approach to cultural and leisure activities. It is emphasized that during the study of the academic discipline «Socio-pedagogical work in the field of leisure» applicants master such soft skills as sociability, the ability to work in a team, skills in working with clients, the ability to solve problem situations, etc.

Key words: leisure, leisure structure, leisure activity, leisure organization, leisure structure, social worker, social and pedagogical work.

Стаття присвячена вивченню соціально-педагогічної роботи у сфері дозвілля, що дозволяє соціальним працівникам не тільки

усвідомити значення дозвілля в житті людини, а й оволодіти конкретними знаннями, методами та технологіями організації змістовного, корисного та емоційно насиченого дозвілльового простору. Розглянуто поняття «дозвілля», яке визначається як вільний від роботи та навчання час, що залишається після вирішення різного роду необхідних справ. Здійснено теоретичний аналіз сутності соціально-педагогічної роботи у сфері дозвілля, визначено її основні завдання, функції та значення в сучасному суспільстві, а також окреслено потенціал дозвілльової діяльності як важливого ресурсу соціалізації та розвитку особистості. Зокрема, проаналізовано структуру дозвілля, що включає в себе: спілкування; спортивно-оздоровчу діяльність, ігри та відпочинок на природі; пасивно-репродуктивну та інтелектуально-пізнавальну діяльність; художню, технічну, природничо-наукову творчість; аматорську діяльність прикладного характеру та суспільно активну діяльність. Визначено такі функції дозвілля, як: соціалізації, інформування та просвітництва, творчо розвивальну, комунікативну, рекреаційно-гедоністичну, ціннісно-орієнтаційну та виховну. Основна увага зосереджується на обґрунтуванні важливості вивчення навчальної дисципліни «Соціально-педагогічна робота у сфері дозвілля» для формування у майбутніх соціальних працівників системних знань і розуміння основ організації роботи у сфері дозвілля, проектування та проведення різних форм організації дозвілля, формування принципово нового підходу до культурно-дозвілльової діяльності. Наголошується, що під час вивчення навчальної дисципліни «Соціально-педагогічна робота у сфері дозвілля» здобувачі оволодівають такими навичками soft skills як комунікабельність, уміння працювати в команді, навички роботи з клієнтами, уміння вирішувати проблемні ситуації тощо.

Ключові слова: дозвілля, структура дозвілля, дозвілльова діяльність, організація дозвілля, структура дозвілля, соціальний працівник, соціально-педагогічна робота.

UDC 37.035:379.8]:303.01](045)
DOI <https://doi.org/10.32782/2663-6085/2025/83.1.36>

Baldyniuk O.D.,
PhD in Pedagogy,
Associate Professor at the Department
of Social Pedagogy and Social Work
Pavlo Tychyna Uman State Pedagogical
University

Problem statement. In the modern world, leisure has ceased to be just a time for rest and entertainment. It has become a powerful resource for socialization, self-realization and spiritual development of the individual. It is in free time that values are most often formed, creativity is manifested, and human potential is revealed. Therefore, socio-pedagogical work in the field of leisure is gaining exceptional importance today – both in the education system and in ensuring the psychological well-being of

the population. Studying the subject «Socio-pedagogical work in the field of leisure» allows future social workers not only to realize the importance of leisure in human life, but also to master specific knowledge, methods and technologies for organizing a meaningful, useful and emotionally rich leisure space. After all, leisure is not only rest, but also a powerful tool for education, development, prevention of deviations and support for socially vulnerable segments of the population.

Analysis of recent research and publications.

Scientific research by foreign and domestic scientists indicates the relevance of leisure research among the population. In particular, research on cultural and leisure activities is presented by such famous foreign authors as J. Dumazedier, J. Kelly, S. Parker, J. Friedman, J. Shivers. Leisure as a component of free time is considered by domestic scientists V. Bilokon, A. Volovyk, V. Volovyk, I. Petrova, S. Kharchenko and others. The role of leisure activities in the process of socialization of children with disabilities and the disclosure of their creative potential is found in the studies of N. Ostanina. The features of the implementation of socio-pedagogical activities in the field of youth leisure are highlighted in the works of I. Beletska, G. Oliynyk, I. Petrova, N. Sushik. The use of animation as an innovative technology for organizing leisure time for student youth is presented in the works of T. Skoryk and A. Verbytska. The issue of the peculiarities of organizing leisure activities for the elderly is presented in the works of O. Malyshko, I. Petrova, B. Pangelova and N. Pangelova, etc.

The purpose of the article – to carry out a theoretical analysis of the essence of socio-pedagogical work in the field of leisure, to determine its main tasks, functions and significance in modern society, and to outline the potential of leisure activities as an important resource for socialization and personal development.

Presentation of the main material. In the modern scientific and practical sphere, the term «leisure» is usually used in three main meanings: 1) as part of free time; 2) as a type of non-working (free) activity with various variations; 3) as a state or psychological experience that a person experiences at a particular moment [3].

Let us consider how scientists consider «leisure» in their works. Foreign scientists believe that leisure comes from the Latin word «licere», which means «to be allowed», the French word «loisir» («free time») and the English word «leisure» («freedom of choice of actions») [1, p. 215]. Ukrainian researcher V. Volovyk interprets leisure as «the time that remains for a person after the implementation of all types of activities dictated by external expediency» [3].

V. Kremin considers the term «leisure» as «time free from work and study, remaining after solving various necessary tasks» [4]. The structure of leisure includes: «communication; sports and recreation activities, games and outdoor recreation; passive-reproductive or entertainment activities (walks, watching TV, listening to music); intellectual and cognitive activities of an active nature (reading, classes in clubs, attending electives); artistic, technical, natural science creativity; amateur activities of an applied nature (sewing, knitting, photography); socially active activities (volunteer activities within the framework of public movements, associations, organizations, charitable activities, mutual assistance)» [11, p. 7].

Leisure performs the following functions:

- «socialization;
- information and education;
- creative development;
- communicative;
- recreational and hedonistic;
- value-orientation;
- educational» [2, p. 56].

In this regard, socio-pedagogical work in the field of leisure is becoming an important area of activity for specialists who are called upon to promote the harmonious development of the individual, social integration and improvement of the quality of life.

The academic discipline «Social-pedagogical work in the field of leisure» is developed in accordance with the educational and professional program «Social Work» of the second (master's) level of higher education in the specialty 231 Social Work, field of knowledge 23 Social Work.

This elective component is offered to higher education students in the third semester of the second year. The course consists of 120 hours (4 ECTS credits). Of these, 20 hours are allocated to lectures and practical classes, and 80 hours are allocated to independent work and the completion of an individual educational and research task [6].

The goal of «Social and pedagogical work in the field of leisure» is to form in future social workers systemic knowledge and understanding of the basics of organizing work in the field of leisure, designing and conducting various forms of organizing leisure, and forming a fundamentally new approach to cultural and leisure activities.

The objective of the course is to familiarize students with such concepts as «leisure», «cultural and leisure activities»; to characterize the structure and functions of free time; to provide students with special knowledge of the theory of leisure practice, skills and abilities in the field of organizing leisure activities.

During the study of the academic discipline «Socio-pedagogical work in the field of leisure» the following competencies are formed:

- the ability to carry out socio-pedagogical patronage in the conditions of an educational institution, to promote the socialization of children and youth;
- the ability to analyze complex problems in the field of leisure activities, the main regulatory legal acts that regulate socio-pedagogical work in the field of leisure; to choose and apply tools for organizing cultural and leisure activities of the population in society.

An important place is given to the formation of soft skills:

- the ability to work in a team;
- the ability to solve problem situations;
- sociability;
- skills in working with clients.

During the study of this discipline, applicants must achieve the following learning outcomes:

- carry out social education of children and youth in conditions of different levels of the social environment;

- analyze complex problems in the field of leisure activities, the main regulatory legal acts that regulate socio-pedagogical work in the field of leisure; select and apply tools for organizing cultural and leisure activities of the population in society.

The first topic «Leisure as a branch of scientific knowledge» aims to familiarize higher education students with the purpose and main tasks of the academic discipline «Socio-pedagogical work in the field of leisure».

While studying this topic, students analyze the subject and tasks of leisure as an objective social necessity; the essence of free time and its structure; consider the specifics of leisure activities; determine the functions, principles and levels of leisure.

It is important to study the topic in which students become familiar with the main stages of the development of leisure as a socio-cultural phenomenon. In particular, they study the content of leisure during the primitive period, in the era of Antiquity and in the Middle Ages; carry out a comparative characteristic of domestic leisure and socio-cultural and national traditions of leisure of the peoples of the world in order to identify common features and differences in the formation of cultural and leisure practices.

In modern society, which is in conditions of dynamic changes and social challenges, the role of a social worker has significantly increased. One of the important areas of his activity is the organization of cultural and leisure activities aimed at the socialization of the individual, support of emotional well-being and the formation of a healthy social environment. Within the framework of studying the topic «Activities of a social worker as an organizer of cultural and leisure activities», higher education students consider issues related to the selectivity of the leisure organization program; principles of organizing leisure activities; functions of a social worker as an organizer of leisure.

Cultural and leisure activities are not just entertainment or recreation. They are a space for communication, self-expression, and acquiring new knowledge and skills. A social worker acts here not only as an organizer, but also as a mediator between the needs of the individual and the possibilities of the socio-cultural environment. He analyzes the interests of different population groups (children, youth, people with disabilities, the elderly) and creates conditions for their active participation in cultural life.

An important place is given to the consideration of regulatory and legal acts that regulate the socio-pedagogical work of a specialist in the field of leisure. Regulatory and legal acts regulate the issues of accessibility of cultural and leisure services

for various categories of the population, protection of the rights of children, youth, persons with disabilities, as well as ensuring social integration and prevention of antisocial behavior.

The basic documents that create the basis for such work include the Constitution of Ukraine, the Laws of Ukraine «On Social Services» [9], «On Childhood Protection» [8], «On Social Work with Children and Youth» [10], and the «Code of Ethics for Social Work Specialists (Social Workers and Social Educators) of Ukraine» [7].

Special attention should be paid to international regulatory and legal documents ratified by Ukraine, in particular the UN Convention on the Rights of the Child [5], which provide general principles that professionals should adhere to in their practice.

Within the content module «Designing and organizing various forms of leisure with different age groups», students study the needs, interests, attitudes, and motives of leisure activities of different age categories. In particular, they consider the types, forms, principles, and methods of leisure for children and adolescents; the organization of leisure activities at school. An important place is given to understanding the conditions for the formation and development of a club association.

Considerable attention is paid to the specifics of leisure work with adults and the elderly. Thus, during lectures and practical classes, higher education students identify common and distinctive aspects of organizing leisure for adults and the elderly; they become familiar with types of leisure activities for adults (sports, hobbies, cultural events, travel) and for the elderly (literary circles, crafts, music, theater and film screenings, physical activity such as yoga, Pilates, walks, etc.).

According to the results of studying the discipline «Socio-pedagogical work in the field of leisure», future specialists in the social sphere must be able to identify the interests and needs of the population in various types of cultural and leisure activities, taking into account their specifics, age, gender, and education; involve children, adolescents, and adults in active cultural and leisure activities; model situations that contribute to the organization of socio-pedagogical complexes in an open social environment.

Studying this discipline contributes to the formation of professional competence of a specialist who must be able to create conditions for positive socialization of the individual, organize collective forms of leisure, and promote the development of the creative potential of citizens. Such training becomes especially relevant in conditions of war, crisis, and social isolation, when people need not only material, but also emotional, cultural, and spiritual support.

By applying various forms of work (theme evenings, creative workshops, festivals, interactive games, social events), the social worker will

contribute to the development of communication skills, strengthening interpersonal relationships and forming positive self-esteem in participants. He also performs a preventive function, helping to avoid social isolation, deviant behavior and emotional burnout.

Conclusions and further prospects in this direction. Thus, we can conclude that the discipline «Socio-pedagogical work in the field of leisure» is important in the structure of professional activity of social sphere specialists. It forms the ability to see a person not only as an object of assistance, but as a full-fledged participant in social life, capable of self-realization and interaction with others through the prism of meaningful leisure. And the actual activity of a social worker as an organizer of cultural and leisure activities requires a high level of professionalism, creative approach and empathy – qualities that form trust, support and social cohesion.

REFERENCES:

1. Балдинюк О. Д. Готовність майбутніх соціальних працівників до соціальної роботи у сфері дозвілля з молоддю. *Збірник наукових праць. Серія «Педагогічні науки»*. Випуск LXXX. Том 1. 2017. С. 214-218.
2. Вдович С., Бабій І. Можливості дозвілля в естетичному вихованні студентської молоді. *Суспільство та національні інтереси*. 2024. № 6. С. 52-61.
3. Воловик А., Воловик В. Педагогіка дозвілля: підручник /А. Воловик, В. Воловик. Харків : [б.в.], 1999. 332 с.
4. Енциклопедія освіти / Академія пед. наук України; головний редактор. В. Г. Кремін. К. : Юрінком Інтер, 2008. 1040 с.
5. Конвенція про права дитини від 16.11.2023. URL: https://zakon.rada.gov.ua/laws/show/995_021#Text
6. Освітньо-професійна програма «Соціальна робота» другого (магістерського) рівня вищої освіти за спеціальністю 231 Соціальна робота, 2024 URL: <https://fspo.udpu.edu.ua/wp-content/uploads/2025/04/ОПП-Соціальна-робота-2024.pdf>
7. Про затвердження Етичного кодексу спеціалістів із соціальної роботи України : наказ Міністерства України у справах молоді та спорту від 09.09.20051965. URL: <https://zakon.rada.gov.ua/rada/show/v1965643-05#Text>
8. Про охорону дитинства: Закон України. Відомості Верховної Ради України (ВВР), 2001, № 30, ст. 142. URL: <https://zakon.rada.gov.ua/laws/show/2402-14#Text>
9. Про соціальні послуги: Закон України. Відомості Верховної Ради (ВВР), 2019, № 18, ст. 73. URL: <https://zakon.rada.gov.ua/laws/show/2671-19#Text>
10. Про соціальну роботу з сім'ями, дітьми та молоддю: Закон України. Відомості Верховної Ради України (ВВР), 2001, № 42, ст. 213. URL: <https://zakon.rada.gov.ua/laws/show/2558-14#Text>
11. Соціальна робота у сфері дозвілля: навчальний посібник / Укладач О. Д. Балдинюк. Умань: ВПЦ «Візаві», 2017. 142 с.