

OUT-OF-SCHOOL LEISURE TIME OF PUPILS AGED 12-13 YEARS AND ITS NATURE IN THE SOCIAL REALITY

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Abstract. The scientific article provides information on the study of opinions of pupils of 12-13 years old about their out-of-school, cognitive-entertaining leisure and its nature in the surrounding social reality. At the same time, pupils identified the main, both positive and negative aspects of their various leisure time, leading to various consequences of moral or physical nature. Moreover, the negative consequences of physical nature from unsuccessful interpersonal relations with peers in "get-togethers" and entertainments, in pedestrian-vehicle movements and in natural anomalies were more indicated. Pupils-respondents confirmed the fact about the possible reduction of negative consequences of out-of-school leisure by means of a better motor preparation.

Actuality. A very important educational and upbringing factor for the pupils is their out-of-school leisure time, in which they apply knowledge acquired at school and form stable skills and abilities of personal and socially useful life [1, 2, 3, 4].

At the same time, it should be noted that at present stage we live in a complicated social environment that makes special intellectual and physical requirements to us [1, 2, 6, 7, 8]. Thus, political instability in society (demonstrations and rallies, intensity and speed of movement), economic "stresses", climatic instability of nature (floods, snow cover and ice, etc.), everyday features of existence require from young people a special "quickness", an active analytical thinking "from necessary to sufficient", and also special co-ordination-motor skills which we call "applied", which give the chance to be safe in unpredictable situations. Such analytical positioning and possession of applied motor skills, to a certain extent, can protect young people from ill-considered actions and make the right decision in non-standard motor situations. We believe that this thesis applies fully to pupils aged 12-13 years who, due to their age development, are often spontaneously active in social activities and, as a rule, take not always a deliberate and a convenient solution for them, including motor nature, especially in unpredictable situations [1, 5, 7, 9].

Thus, the solution to this problem is, in our opinion, relevant and important for young generation in modern conditions of society.

Organization of sociological research.

We organized a survey of pupils aged 12-13 years old, Chisinau (n-115 people) on the base of a questionnaire which included 16 specialized and understandable questions for respondents with a variety of answers. The expressed opinions of pupils-respondents allowed us to have an idea of social, recreational, cognitive and entertaining activity of modern youth and its nature.

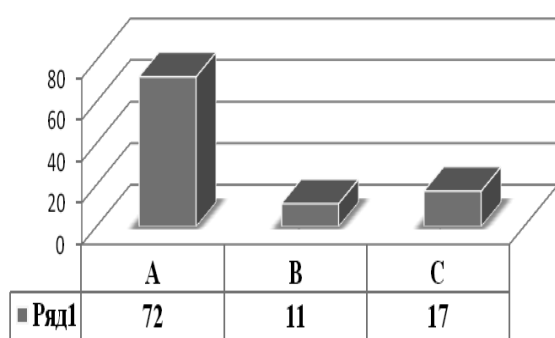
Results of the research.

By means of questions in the questionnaire we tried to determine the nature of pupils' out-of-school leisure activities in various accessible entertainment institutions, as well as the features of transport and pedestrian traffic in the city and the impact of abnormal natural phenomena on their safety. At the same time, we asked a number of auxiliary questions which indirectly allowed us to study the out-of-school leisure time of pupils.

So Figure 1 presents the results of a survey of pupils on the question: "How important is your daily out-of-school leisure time for you?" As it can be seen from the presented Figure 1, up to 72% of the opinions of pupils (letter A) confirm the importance of personal leisure time for active communication with peers living in their neighborhood. At the same time, such communication is of a very diverse nature: from simple conversations to various entertainments, including motor games.

We share the views of these pupils that they need additional (out-of-school) communication with peers and especially entertaining-motor activities, which compensate, to a certain extent, school hypodynamia and contribute to the ex-

pansion of adolescent interests in society.



Note: **A** - leisure is important for me because I need it to communicate with peers;

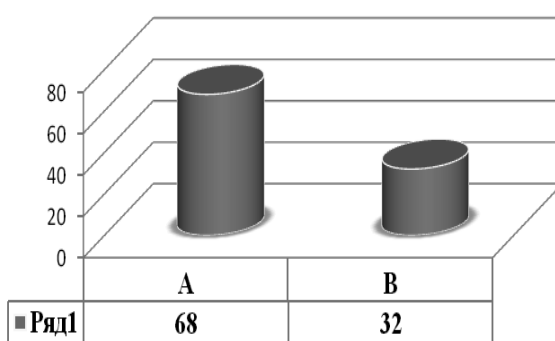
B - I like to rest alone;

C - I do not plan my leisure time because of my house chores.

Fig. 1. The answers of students to the question: "How important is your daily out-of-school leisure time?" (%)

Among the interviewed pupils (letter **B** - 11%) there were also such persons (single persons) who often practice the relatively closed nature of out-of-school communication and are content with certain developmental activities alone.

It is also interesting that 17% of pupils from among the respondents (letter **B**) do not plan their leisure time according to their own interests due to their household chores and the fulfillment of instructions from parents. These pupils explained that the lack of their own leisure time is determined mainly by the organizing nature of their parents' activity.



Note: **A** - every day I spend almost all my free time on computer games;

B - up to two hours, with the permission of the parents.

Fig. 2. Distribution of opinions of pupils on the question: "How much time do you spend on your computer?" (%)

Figure 2 presents the results of the expressed opinions of pupils on the question: "How much time do you spend on your computer?"

From Figure 2 it follows that the predominant number of pupils (letter **A** - 68%) practically every day spend all their free time on computer games. At the same time, the other part of the pupils-respondents (letter **B** - 32%) noted that their leisure time is limited and controlled by the parents. In its turn, it is necessary to note the fact that, unfortunately, most of the surveyed students are uncontrollable in working on computers, which, in our opinion, is fraught with negative consequences for their health.

On the other hand, it is alarming that the overwhelming majority of pupils (letter **B** - up to 85% of respondents) are not concerned with household chores and it is natural that their leisure time is purely entertaining.

Figure 4 shows the pupils' opinions on the question: "How do you get to school in the morning and from school back home? What kind of transport do you use and how long does it take you?"

To the question: "Do you have daily household chores and which are they?" (Figure 3), the pupils-respondents answered as follows.

As the diagram levels in Figure 3 show, a very small number of pupils (letter **A** - up to 15%) have household duties such as feasible apartment cleaning, taking the garbage out, shopping in the store, etc.

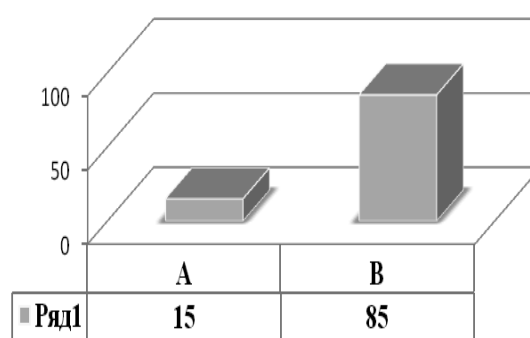
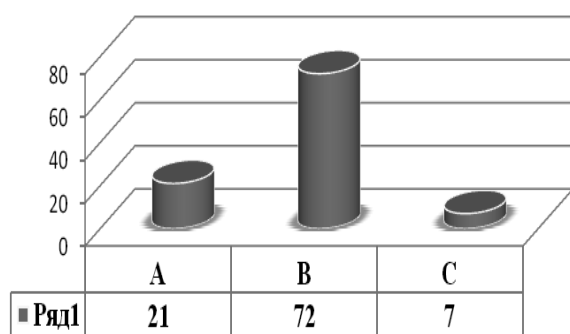


Fig. 3. Indicators of opinions of pupils on the question: "Do you have daily household chores and which ones?" (%)

Figure 4 shows that only 21% of students go to school on foot (letter **A**) and get to it within 10-15 minutes. At the same time, a much larger number of pupils (letter **B** - up to 72%) have to

get to school by different types of morning overcrowded transport for half an hour or more and are often late. And only privileged 7% of pupils (letter C) have the opportunity to get to school comfortably, as parents bring them by their personal transport. At the same time, we believe that the majority of pupils move to school in the city (possibly in the village) in conditions of increased danger and discomfort in overloaded public transport.



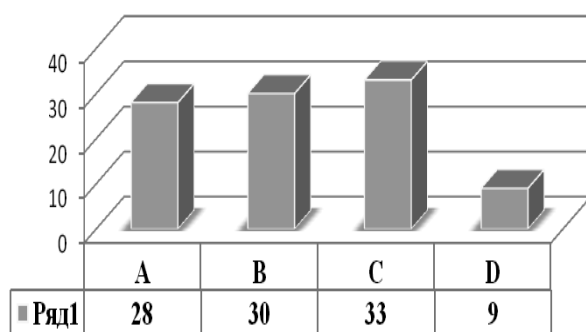
Note: **A** - on foot (10-15 min.), as the school is close;
B - by a trolleybus, minibus or bus within half an hour;

C - parents bring to school by car

Fig. 4. Distribution of opinions of pupils-respondents on the question: "How do you get to school in the morning and from school back home? What kind of transport do you use and how long does it take you?"

To the question: "What are the most attractive entertaining venues of the city for you?" (Figure 5), pupils noted that in the first place they are attracted by their acute sensations and emotional attractions (letters C- 33%). The next downward indicator of opinions (letter B - 30%) refers to establishments of such categories as cafes, bakeries, pizzerias, roll trays with a variety of tonic drinks.

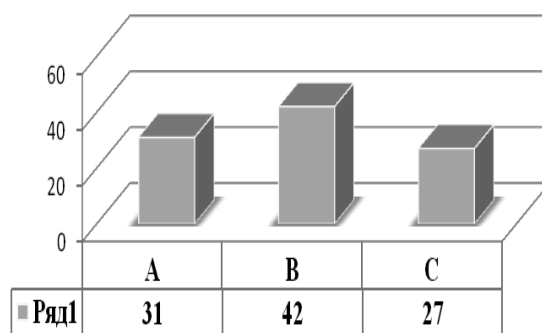
Further (letter A - 28%) pupils are interested in cinemas in which foreign action thrillers are shown, with parallel popcorn eating. Well, in the last place according to their interests (letter D - only 9% of opinions) are sports sections (hobby groups), which in our opinion are motor-developing to a certain extent for these pupils in case of parental support. At the same time, 91% of pupils do not have access to such sports activities, mainly because of their high cost and long-distance location.



Note: **A** - cinemas; **B** - cafes; **B** - attractions; **D** - sports sections (hobby group).

Fig. 5. The results of pupils' answers to the question: "What are the most attractive entertainment venues of the city for you?" (%)

Figure 6 shows the results of the opinions expressed by pupils on the question: "What natural anomalies did you have to feel outside the home and school?"



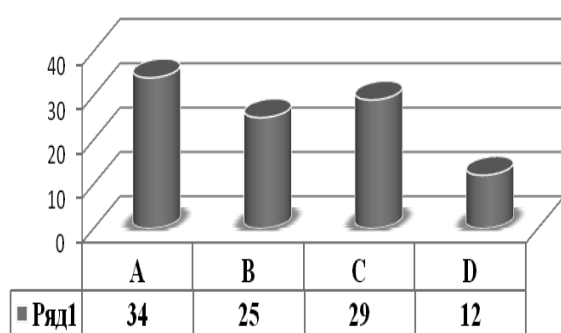
Note: **A** - thunderstorm showers; **B** - excessive heat;
C - heavy snowfalls.

Fig. 6. The responses of the pupils to the question: "What natural anomalies did you have to feel outside the home and school?" (%)

As shown in Figure 6, the greatest percentage of opinions (letter B - 42%) is due to a natural anomaly such as "excessive heat" that occurred in the spring-summer period of the past and this year and that in their opinion created a certain discomfort in the surrounding social reality for children and adolescents. A little fewer pupils noted (letter A - 31%), that more depressing for them were rainstorms associated with lightning and its rumbling, as well as rain streams that flooded communication and cleaning facilities and made traffic difficult. An even smaller num-

ber of respondents (letter **C** - 27%) noted that they felt uncomfortable with excessive snowfalls in the winter, when it was no place for skates and sledges, with problematic movement around the city.

To the question: "In which places did you feel discomfort or inconvenience for the previous year?" (Figure 7), pupils with their opinions designated all the types and places of their discomfort we proposed but the percentage results are still ambiguous.



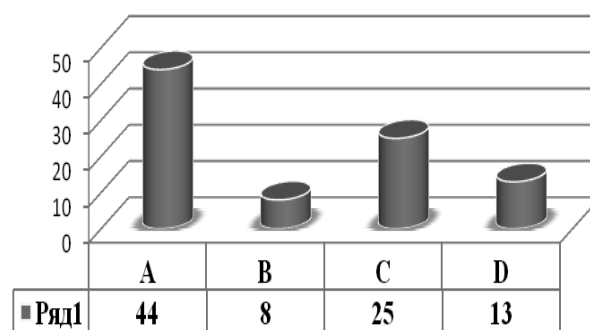
Note: **A** - in entertainment venues, in get-togethers with peers;
B - in transport;
C - on the streets, roads and pedestrian crossings;
D - during a thunderstorm, rain, hurricane, hail, ice, heavy snow.

Fig. 7. Pupils-respondents' answers to the question: "In which places did you feel discomfort or inconvenience for the previous year?" (%)

Thus, in the opinion of pupils, the greatest discomfort in the form of, to put it mildly, the clarification of personal relationships, up to the fights they felt in entertaining institutions and hangouts with peers (letter **A** - up to 34%). Somewhat to a lesser extent (letter **C** - up to 29%) they felt discomfort in the streets (the same clarification of the relationship), roads and pedestrian crossings in case of non-compliance with traffic safety rules. Approximately the same level of opinions about discomfort was voiced by pupils (letter **B** - up to 25%) on the used urban transport, which is generally not enough and the public transport is not adapted for children, there is an excessive compaction of the cabin by adult passengers and moreover, drivers do not strictly comply with the rules of transportation of passengers (sudden braking, stopping of vehicles at pedestrian crossings, untimely closing and opening of doors at

bus stops and other negative factors). The interviewed pupils also expressed their discomfort at natural anomalies (letter **D** - 12%), which listed both thunderstorms and showers and hurricane winds, icy conditions, excessive snowfalls and earthquakes.

Figure 8 presents the results of pupils' opinions on the question: "What kinds of traumas did you have last year?" As Figure 8 shows, the largest indicator of the opinions of pupils (letter **A** - 44%) falls on such types of traumas as "bruises" acquired in sports, clarifying relations in get-togethers, unforeseen falls in the streets (stumbling) and in case of unsuccessful exit from transport.



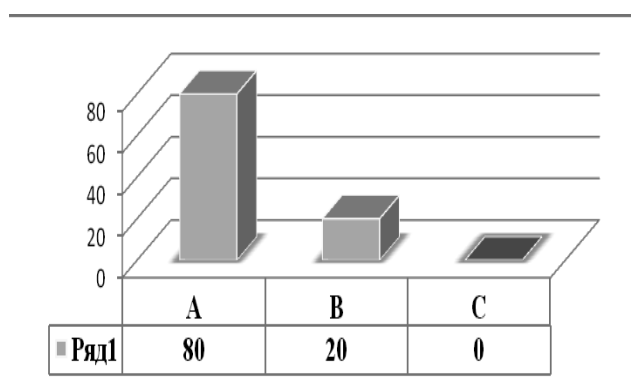
Note: **A** - bruises; **B** - fractures; **C** - dislocations; **D** - stretching.

Fig. 8. Respondents' answers to the question: "What kinds of injuries did you have last year?" (%)

At the same time, the fourth of the pupils surveyed (letter **C** - 25%) noted that, with not always successful motor manifestations, there were dislocations and subluxations of limb joints. Muscular and ligamentous stretches were also observed with relatively tight muscular-ligament contractions in the hands and ankles (letter **D** - 13%). And a very small part of pupils (letter **B** - up to 8%) noted the presence of closed fractures of the forearm and lower leg in extreme situations, on the roads, when riding a bicycle, skating and sledging, etc. We note the fact that almost all of the interviewed students had the listed types of traumas in the past year.

To the question: "Do you think your out-of-school leisure time is always safe?" (Figure 9), the largest number of points (letter **A** - 80%) pupils gave to the opinions that their out-of-school leisure is far from safe, because they very often had

troubles during the year.



Note: **A** - is unsafe, as very often there are troubles;
B - no, it is not safe, but troubles are relatively rare;
C - yes, leisure is safe.

Fig. 9. The results of pupils' answers to the question: "Do you think your out-of-school leisure time is always safe?" (%)

Another, much smaller part of pupils (letter **B** - up to 20%) also noted not safe leisure, but they have come across unpleasant problems relatively seldom during the year. Attention is drawn to the fact that not a single pupil from the respondents expressed an opinion (letter **C**) that out-of-school leisure can be safe.

Conclusions: Thus, interviewed pupils confirmed our opinion that their cognitive-enter-

taining leisure in the surrounding social reality is far from safe with possible moral and physical negative consequences.

In this regard, it is necessary to restructure the traditional organization of physical education of pupils, that is, based on the development of their basic physical qualities, to form specially applied "coordination abilities" that will contribute to their successful positioning in a complex modern society, from the point of view of the wide activity in their own leisure [59, 60, 62, 86, 166].

Such process of reforming physical education must begin with the family, kindergartens and primary school classes, and especially from the 5th grade (that is, from the age of 12), when their age-related psycho-functional development can contribute to the conscious formation of applied motor-coordinated higher-order skills, allowing them to be oriented and spatially aware of the necessary possibility of successful own motor realization in the surrounding reality.

The formation of applied motor abilities among pupils, combined with their steady intellectual development, will contribute, albeit not completely, but still, to the elimination (or reduction) of negative consequences when communicating with the surrounding reality in society.

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