

THE ROLE OF THE TEACHER IN THE ORGANIZATION OF LEISURE TIME IN BOARDING SCHOOL

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Abstract: *Although the phenomenon of leisure time is increasingly being explored today, domestic literature is deficient in the field of educational practice in boarding schools, especially when it comes to leisure time and leisure activities. This article presents the role of the teacher in organizing leisure time in boarding schools, in order to view leisure time as an important factor in the development of a psychophysically healthy personality. The pedagogical aspect of leisure time was considered theoretically, current content that is represented in the leisure time of young people and emphasis is placed on outdoor activities as a valid way to spend leisure time. Students spend most of their time in boarding school and that is why the role of the teacher in creation, organization and realization of leisure time is important, in order to avoid negative influences and leave young people with negative behaviors and phenomena.*

Keywords: *teacher; boarding school; leisure time.*

Introduction

In addition to preschools, primary and secondary schools, high school boarding schools are important educational institutions, which allows students to continue their education after primary education.

A boarding school teacher is a competent and professional person who helps and supports students as they grow up, advises, finds ways and solutions in guiding his students to the end of their education (Stilin, 2005). The primary task of boarding school teacher is to guide and directs students in a pedagogical way, give them guidance and support their healthy psychophysical development.

In order to make the stay of students in boarding schools interesting and well spent, it is necessary to pay considerable attention to leisure activities and leisure time. Leisure time in boarding schools is mostly based on sections that are realized during the school year. Boarding schools are different from each other, both in terms of capacity, material and technical equipment, professional staff, and the representation and variety of sections. Certainly, the most represented sections in boarding schools includes the aspect of sports, recreational and cultural-artistic activities. The ways of realization of the sections are extremely important in the educational work and use of leisure time. Students will recognize if the teacher is completing the section with quality, whether he enjoys working with section members, does he make suggestions to students, praise or realizes the section only

to fill that time in boarding school. Leisure time in boarding school should not be directed exclusively to sections, rather, it needs to be diverse and filled with other activities.

Boarding school houses students of different socio-economic status, culture, upbringing, interest and other individual characteristics. By original realization of leisure activities, teacher will interest the students to spend their leisure time in boarding school and not in another place. In this way, the possibility of passive and unproductive leisure time and the development of negative and delinquent behavior in young people is reduced. By bringing students together around interesting, innovative and close-knit activities, we contribute to their versatile development. With quality organized leisure time we positively influence, direct and prepare young people for their later use of leisure time.

In this article an attempt was made to present the relevant role of the teacher in organizing leisure time in boarding school, with the aim to view leisure time as an important factor in the development of a psychophysically healthy personality.

Pedagogical aspect of leisure time

Today, more and more attention and dedication is directed towards pedagogical study and clarification of the importance of leisure time. Leisure time is "A time of active rest, pleasure, positive development, socialization, humanization and creative confirmation of personality" (Previšić, 2000: 406). Leisure time is a space that a person organizes, realizes, creates in accordance with his wishes and interests in order to rest, have fun, enjoy and develop a healthy personality.

Students spend significantly more time in boarding school than at school, and for this reason it is of particular importance that students' leisure time in boarding school is well-designed and well organized.

Leisure time that has no educational content is reduced to idle, boredom and even negative phenomena. In this sense, the essence of the pedagogical action of education through leisure time lies at the heart (Budimir-Ninković, Popov, 2016). An old saying is well known "Boredom is the devil's playground", which vividly describes boredom but also warns of its harmful effects. Boredom is a space that young people can fill with various negative and harmful activities. "Much of asocial behavior is known to stem from boredom, from an individual's inability to creatively fulfill his or her leisure time." (Gočević, 2013: 90). Therefore, students in boarding school should be occupied with healthy activities and allow them to relax, have fun and gain knowledge about the proper use of leisure time.

Through leisure activities, students can express and satisfy their sports, technical, cultural, artistic, and scientific aspirations, because it is an expanded field for different initiatives and the ability to work independently (Krulj, Kačapor, Kulić, 2001). Leisure activities contribute to developing a sense of creativity, building a proper attitude towards work and educating a child from a young age to love, respect and appreciate work (Grandić, Letić, 2008). Free activities encourage the development of friendship, contribute to the promotion of cooperativeness, empathy, active listening, interaction and communication.

Actual contents in the leisure time of young people in pedagogical literature

There are numerous theoretical and empirical studies dealing with the leisure time of children and young people. Certainly, among the mentioned works are very rare works whose subject of research is leisure time and leisure activities in boarding school.

In his monograph *Home Pedagogy*, author Dragan Ješić devoted a significant part to the leisure time in the boarding school. The aforementioned author points out that, even though the use of leisure time is a matter for each individual, that does not mean that leisure should flow spontaneously and disorganized (Ješić, 2008).

In order to have a comprehensive view of the problem of youth leisure time, we will present the results of some relevant surveys, through which we will identify the most dominant and present youth leisure activities.

Exact results of an empirical research (Stepanović, 2011) called "Youth and Fun: Is There Any Place for Concern?" Involving 2426 high school students shows that young people spend most of their leisure time hanging out, watching TV, and using a mobile phone. Similar results were obtained by authors from Poland, who state that more than 42% of children under 14 spend 3 hours daily on a computer or watching television (Drygas, Kwaśniewska, Kaleta, Ruskowska-Majzel, 2008). So, young people usually use their leisure time to have fun and relax.

The starting point of the research of the author Mijatović, in which 100 participants of the fourth grade of secondary school participated, was: How do young people spend their leisure time and what are the offers for spending it? Dominant leisure activities are watching television, going to social networks and relaxing. The least attended activities are playing sports, hanging out with friends and volunteering (Mijatović, 2014).

152 respondents participated in the survey titled 'Ways of Leisure Time for High School Students in Kosovska Mitrovica'. The analyzed results of the mentioned research show that the majority of high school students spend their leisure time with mass media, ie with electronic media, watching television and listening to music. When asked which high school students spend their leisure time with, the most commonly answered is with society. A third of the high school students surveyed reported that they spend their leisure time with their family. Girls were more likely than boys to spend their leisure time with family. Socializing with a boyfriend or girlfriend and spending leisure time alone are the least represented activities (Cvetković, Radović, 2012).

The article entitled "Youth Leisure Time Activities" highlights the importance of leisure time and shows how young people most often spend their leisure time. The sample of this research included 392 students. The results show that the most common leisure activities for young people are as follows:

entertaining with music, browsing the internet, engaging in a computer and watching television for a long time (Gočević, 2013).

Although the number of interviewed respondents varies among the aforementioned articles, we can observe that the results of the above empirical studies are very similar. Watching television, listening to music, vacationing, having fun on the internet and at a computer are the activities that are present in all the aforementioned research. Young people mostly spend their leisure time through fun, relaxation and rest. The presented research results lead us to conclude that it is necessary for young people to provide quality and creative leisure time space.

Boarding school is a suitable institution that can guide and educate young people through a variety of leisure activities. It is significant that boarding school teachers focus on the problem of leisure time for young people, because it is they who work with this population. Therefore, it is necessary to enrich the pedagogical literature with relevant articles dedicated to this field - leisure time in boarding schools, as the students' boarding schools are a unique link in the system of education.

Teacher as an organizer of leisure activities in boarding school

When it comes to organizing leisure time in boarding school, the role of a teacher is not simple at all. The teacher is confronted with different profiles of students, their desires, opportunities and interests. The task of the teacher is to recognize the strengths of the students and to nurture, direct and perfect them. Leisure time is a valid opportunity to nurture and enhance students' strengths through numerous leisure time activities.

As a small number of teaching staff are familiar with the issues of leisure time, the following measures must be taken: expand the programs of the pedagogical group of subjects in the teacher and pedagogical faculties with the material of pedagogical problems of leisure time; during their studies, to introduce students to the practical management of leisure activities; organize more frequent vocational training for all pedagogical staff involved in the organization of leisure time; to acquaint children and young people with the benefits of proper use of leisure time (Tomić, Hasanović, 2007). Therefore, it is necessary to train teachers to organize and create leisure activities during their studies.

Leisure time is like a music orchestra. If he is led and directed by a good conductor, he plays well and vice versa. If there is no conductor, then the orchestra is uncoordinated, disorganized and non-symphonic (Plenković, 1997).

In order to organize the leisure time in boarding school successfully and quality, it is necessary that teacher take into account the following recommendations:

Involve your students in your leisure time organization. The teacher, together with the students, can make daily, weekly or monthly plans for leisure activities. In this way, students will feel like they are relevant factors, because together with the educator they organize one segment of life in boarding school -

leisure time. Involvement of students in organizing leisure time promotes the exchange of ideas, opinions and attitudes on the teacher-student relationship.

Respect the individual characteristics of the student. The goal of leisure activities is to encourage students to create, acquire and adopt knowledge and skills according to their individual interests and abilities (Šiljković, Rajić, Bertić, 2007). The activities the teacher plans to implement must be coordinated and adapted to the individual abilities of the student. By respecting individual characteristics, teachers enable students to cultivate and nurture their personal identities and their strengths.

Allow each student to experience success. Knowing their students, the teacher will know what their interests are, their strengths, and what they are exceptional at. In this way, the teacher will be able to reward, praise and highlight each student, as they will recognize the area in which they are successful.

Use a method of encouragement in working with students. The educator through leisure activities can apply various means of encouragement, such as approval, reward, verbal praise. Analyzed research results indicate that teachers rarely use praise when working with students (Baranović, 2006). Student encouragement involves affirmative statements and activities by which the teacher expresses an understanding and acceptance of the students' behavior and is defined by the following indicators: respect for the quality of interaction and communication between educators and students, respect for individual differences, respect for the feelings and opinions of students, as well as helping the student and paying attention to the student (Lalić-Vučetić, 2007). In this way, we encourage students to have positive attitudes and emotions towards a particular activity.

Be flexible. The teacher should not be rigidly focused on only one activity and one environment when implementing leisure activities. It is important to be flexible in creating, organizing and implementing leisure activities.

Be original and creative. The creative educator is a central factor in the creation of creative educational situations that will enable creative learning, and the mutual creative behavior of educators and students, e.g. their interaction, will influence development (Balažević, 2010). Leisure time is a space whose capacity teachers can use originally, creatively and innovatively to develop creative potential in students.

Provide a cozy atmosphere. It is well known that we choose to be part of those groups where we feel accepted and where our personality is respected, and to avoid those groups where we feel bad and unaccepted (Rot, 2003). If there is a rigidity of the teacher in realization of sections or other leisure activities, student misunderstanding and disrespect, lack of empathy, certainly contributes to the student's desire not to be part of that group. Every student should feel important, accepted, respected and comfortable in the group during the exercise.

“Young people represent a kind of “mirror” in which the outlines of all relevant institutions involved in shaping their identities can be recognized. Through the processes of identification, internalisation and assimilation, young people adopt basic attitudes and shape their behavior (Pehlić, 2014: 119). Therefore, the role of

teachers in boarding school is to have a positive effect on shaping the personal identity of students, and leisure activities in this can be of great educational importance.

Natural activities – a way to release your leisure time in boarding school

In order to ensure that leisure time in boarding school is not based exclusively on sections, organizing outdoor activities can be one of the valid ways of spending quality free time.

Many prominent pedagogues and psychologists have written about the importance of nature and its great influence on the healthy development of personality, such as Jan Amos Komensky, J. Friedrich Pestalozzi, Jean Jacques Rousseau, and others. In his works, "The Polish Classroom - A Hygiene and Pedagogical Institution" and "Physical Education", Adžić emphasizes the great importance of staying children and young people in the natural environment.

"Contemporary children / students tend to miss the whole view of many things in nature and society and are therefore deprived of their original understanding of things." (Kiš-Novak, 2006: 142). For this reason, teachers have a unique opportunity to enable students to reside in nature and emphasize its positive importance on the growth and development of a young personality.

Whenever weather permits, the opportunity for leisure activities in nature should be used. A teacher can evaluate whether it will be a park, a backyard or a nature walk. Whether a teacher opts for cultural, artistic or sports-recreational activities in the nature, he or she must not lose sight of the fact that they are leisure activities and should not be reduced to learning and working. These activities should, both in content and organization, encourage creativity and contribute to the development of independence in planning and cultural leisure activities (Nikolić, 2005).

It is necessary for the teacher to prepare in detail the activity that he or she plans to carry out with the students so that the students can relax, socialize, have fun and develop positively. The realization of activities in nature has a motivating effect on the work of students, because it takes place in a healthy and pleasant environment, surrounded by greenery and ornamental plants (Milanović, 2018). So, leisure time in boarding school can be organized in different ways. It is imperative that teachers more thoroughly devote themselves to leisure time in boarding school and make it meaningful, creative and diverse.

Nature activities have a pedagogical, psychological, social, therapeutic, health, hygienic importance and it is relevant that their boarding school teachers pay attention to them and influence them to develop healthy behaviors in students.

Conclusion

The article deals with the role of teachers in organizing and creating leisure time in boarding schools. The role of the teacher is very important in the organization and realization of leisure time and leisure activities in boarding school.

In order to be able to select the right activities and successfully create leisure time in boarding school, the teacher should involve the students in the organization of leisure time, respect the individual characteristics of the student, enable each student to succeed, uses a method of encouragement, to be flexible, creative, original and to provide a comfortable atmosphere for the realization of leisure activities.

The teacher, through his work and in part, should be a model for students to actively spend their leisure time, emphasizing the importance of leisure time for the development of a happy, successful and satisfied personality. Based on a variety of empirical research that has focused on the content and ways of spending young people's leisure time, we concluded that passive activities were most present and that the aspect of leisure time of young people requires more careful dedication by responsible social institutions.

Young people who are housed in boarding school are in a sensitive period - adolescence, which brings with it a series of changes, challenges and obstacles. If leisure time is not content and quality, students can explore and find fun in activities that are bad, dangerous and negatively targeted at their personal development.

In order to make leisure time better, nature activities are one of the valid ways to spend your free time. In nature, the teacher encourages the development of all components of the upbringing. A healthy and pleasant environment, in the open air, contributes to rest, relaxation and, above all, healthy psychophysical development of a young person.

The leisure time in the boarding school should be taken seriously by the educators and through pedagogical activities raise the students' awareness of the serious role of leisure time on their positive growth and development.

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