

## MODERN PROBLEMS OF UPBRINGING AND ORGANIZATION OF RECREATION FOR CHILDREN AND YOUNG PEOPLE

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The article discloses some problems of upbringing in recreational activities of children and young people based on innovative trends, forms and methods of work that contribute to their inclusion into the proclaimed humanitarian ideals and values both declaratively and objectively. Special attention is given to SpArtan games that are conditioned by the necessity to solve important modern socio-cultural and pedagogical problems that contribute to recreation and leisure, as well as spiritual and physical invigoration, humanitarian upbringing, comprehensive personal development in children and young people.

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**Keywords:** upbringing, recreation, children, young people

Complicated social and demographic situation, state of health, low level of physical fitness, increase in crime and drug abuse, devaluation of spiritual and moral values in the conditions of modern Russia make the problem of physical, psychological and spiritual health of young people extremely important. Development of ideals, cultural examples and role models that can motivate to achieve, be successful in one's life and professional career not by any means, but rather by means of moral, cultural, scientific, intellectual, and physical perfection is especially important.

Over the recent years attention of the scientists has been attracted by the problems of recreation for the youth. This is mostly connected with the scale of changes this sphere of life is characterized by. It has become possible to talk about the growing role of recreation for children and young people, and as a consequence, about the increase of its influence on the process of socialization of the young generation.

The process of upbringing as well as the sphere of recreation, leisure and free time that includes individual or organized forms of activity (leisure, entertainment, socialization with other people, self-development, etc.) that a person carries out according to his/her personal will after having fulfilled his/her professional and social duties are of significant importance for personal participation in social experience, creation of ideals and cultural values.

Recreation can positively affect all spheres of human activity and contains significant educational potential. The nature of this sphere of human activity's influence on the personality and relationships with other people is essentially dependant on the type of things a person does during his/her free time.

Recreation marked by relatively low culture of its employment (spontaneity of its course, consumer attitude, prestigiously-conformist motivation, etc.) can prevent from the expected recovery of energy, spiritual, cultural, and physical development, reviviscence of

creativity, and, moreover, turn into the criminogenic social factor.

Analysis of forms of recreation preferred by young people shows that «over the recent years in Russia not much attention has been paid to educational aspects of recreation, which leads to spreading of spontaneity of spending free time... Due to the structure of recreational activity, productive and substantial forms of recreation are gradually disappearing. They are replaced with the types of activity oriented towards joint spending of free time, conformism, behavioral ostentation, and aggressiveness» [3, C. 97–98].

Infantile attitudes, pleasure, spending nice time and entertaining oneself have become young people's priorities. These priorities very often contradict the norms of morality, esthetics, and culture of truly human communication. Passive recreation that negatively influences physical fitness of a person is becoming more widespread, mostly because of television and computer games. Preference to certain types of activity that involve either purely physical, or creative (technical, etc.) ability become prevalent. Therefore, people tend to be drawn to a certain specialization. Naturally, it discourages realization of the humanitarian ideal of the comprehensive personal development in the sphere of recreation.

The important question one has to ask is how to provide young people's recreation with humanitarian focus, i.e. to fill it with activities and organize it in the way that it provides not only interesting and entertaining leisure time, but also contributes to physical, mental, spiritual and moral perfection, harmonious versatile development.

This does not mean that certain ideals, cultural standards, or models of behavior should be enforced. We mean providing conditions where children and young people realize the attractiveness of socially significant ideals and forms of behavior for themselves, have an opportunity to «try them on», evaluate them and if they want to, they can take active measures

to adopt them further on based on self-realization and self-development [5].

Researchers of modern problems of upbringing and organization of recreation for young people tend to link it to reconsideration of major goal forming elements, re-evaluation of values, search for new prominent features of the youth policy. Nevertheless, we are faced with the crucial problem of the necessity of the new content, as well as new forms and methods of work with the youth. First of all, we are talking about getting young people interested, making them active partners of social and pedagogical activity, subjects of development of their personal individuality. The program and means that young people recognize and that spark their interest can serve as an impulse that motivates young people to cooperate in terms of this problem's solution.

Effect and social importance of this type of social and pedagogical activity concerned with upbringing and organization of recreation of young students greatly depends on the type of ideals, cultural standards, and models of behavior that are utilized, as well as the forms, methods and means that are used.

In the modern situation of the Russian society it is not enough to recognize the importance and general characteristics of the new humanitarian system of upbringing and organization of recreation for children and young people. The problem of determination of new concrete forms, means and methods of this system's development come to the forefront. Certain steps have been made in this direction. Some of the humanitarian systems of upbringing have become widely popular, they were embodied in the works of renowned Russian innovative educators as V.A. Sykhomlinskiy, Sh.A. Amonashvili, E.N. Ilyin, V.F. Shatalov, M.P. Shchitinin, etc.

Alongside with this, contradiction between the declared humanitarian ideals (standards, models of behavior) and real orientation towards them arises.

In particular, modern social practice at the mundane level in many professional spheres of activity, including the system of upbringing and organization of recreation, is characterized by the lack of real orientation towards the harmonious development of the physical and the spiritual in a human being, opposition between «the external person» and «the internal person». According to I.M. Bykhovskaya, this opposition comes into two forms. On the one hand, we observe «devaluation of values, cultural meaning of embodiment, social status and prestige of personal physical image; lack of real mass orientation towards culturalization (stems from the word «culture», not from the word «cult») of one's embodied, kinetic

functions; the approved «somatic negativism» which manifests itself in various spheres and forms – starting from indifference to one's physical health (until the day comes when it is lost!), distrust of one's embodied experience, «voice of one's body» that not many people can hear and understand, and ending with puritan views of any types of «nude» art, which is not always «pornography» and can represent what Baudelaire called celebration of «grandeur of nudity» [1].

On the other hand, there is a form of opposition between the external and the internal, which is «a sort of somatization of a human and absolutization of one's «muscular» and «bust-and-buttock» merits [2, C. 11, 12].

There is a contradiction between the declared humanitarian ideals and the existing forms and methods of work with the youth that are offered and used for popularization of these ideals. Oftentimes these forms and methods do not encourage harmonious perfection. They encourage either intellectual or physical perfection; either creative or sportive skills, etc. It causes monodirectional (one-way) development and often produces negative influence on the personality and social relations.

Most programs of upbringing and organization of recreation for young people are oriented towards utilization of game competition. As a rule, this type of organization is used in modern sport, for example, and has a negative influence on the personality and social relations, as it develops the desire to win at any cost, even at the cost of one's health and moral principles; it promoted monodirectional personal development; limits creative abilities, gives rise to manifestations of nationalism; leads to development of such negative personal qualities as selfishness, aggressiveness, envy, etc.; makes social integration of disabled people difficult, as it isolates them from people who do not have such disabilities, etc. [4, 5].

Therefore, at present it is important to look for and implement such innovative trends, forms, and methods of work, that both declaratively and objectively contribute to its inclusion into the proclaimed humanitarian ideals and values into the practice of upbringing and organization of recreation for children and young adults.

One of the options for the solution of this problem is offered in the present work. Namely, it is organization and holding of the Spartan Games, which help to develop orientation towards the personal ideal for the youth, which was described and justified by V.I. Stolyarov in 1990 in the new humanitarian project called SpArt [4, 5, 6].

The essence of the project is to the develop and implement into practice innovative forms

and methods of humanitarian upbringing, invigoration and organization of recreation for various population groups, that presuppose humanization (increase of spiritual and moral orientation) of sport, its integration with art.

These forms and methods are designed to help finding solutions to a number of socio-cultural and pedagogical problems. The main problems are:

- upbringing of a viable personality oriented towards self-development, revealing, development and manifestation of one's creative abilities;

- sound and proportionate development of external (physical), mental and spiritual (moral and esthetic) qualities, i.e. harmonious development;

- upbringing of a versatile (universally-developed) personality that manifests its creative abilities in various fields;

- patriotic upbringing, exposure to national culture alongside with nurturing of tolerance: respect to values of other cultures, ideologies, and beliefs;

- organization of active creative recreation and socialization with various groups of population;

- drug abuse prevention, as well as prevention of other aspects of deviant behavior in children and young people;

- social rehabilitation and integration of the disabled [5, 6].

In the course of long-term practical realization of the «SpArt» project we utilized a complex of innovative SpArtian forms and methods. At present they are used in the system of upbringing, invigoration and organization of recreation of various groups of population in 20 regions of Russia. The most active and versatile work is carried out in such regions (apart from Moscow) as the Republic of Bashkortostan, Krasnodar and Krasnoyarsk Krai, Kemerovo, Kursk, Nizhny Novgorod, Saratov, Smolensk, Tomsk, Tyumen, and Ulyanovsk regions, the Republic of Sakha (Yakutia) [5].

The system of upbringing and organization of recreation for children and young people based on the deployment of the SpArtan games and other SpArtan forms and methods is currently important not only for Russia. A number of factors determine its international importance. First of all, this system reflects the

growing tendency of the XXI century civilization not only to proclaim and declare the ideas, ideals, and values of humanism, but also to find ways of their practical realization.

Secondly, SpArtan forms and methods (among them SpArtan Games are of a great importance) are a complex scientifically justified program for realization of goals, ideals, values of humanism in the process of upbringing and organization of recreation for children and youth. Secondly, SpArtan forms and methods are connected with the growing concern of scientists and practical specialists about the low level of physical activity in children and young people in devaluation of moral and other internal values in modern sport (especially in high performance sport). They are meant to assist in the process of raising the level of attractiveness of physical education and sport for children and young people, humanization of sport, activation of sporting and humanitarian upbringing of the young generations that has been going on in the course of the recent decades in a number of the world countries.

Thirdly, SpArtan forms and methods form the scientifically justified methodology of solution for the timely and debatable problem of integration of physical education with other forms and types of pedagogical activity, strengthening of the connection between sport and art in the system of upbringing and organization of recreation for children and young people.

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