

FEATURES OF FREE TIME PEDAGOGY IN THE CONDITIONS OF HEALTH PRESERVING STUDY OF STUDENTS

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Abstract. *Introduction:* The aim of this work was to develop and experimentally check the integrative pedagogical technology of organization of physical culture and health activities, which helps to optimize the process of forming a culture of free time of students. *Material and methods:* 168 people (students and graduates of higher educational institutions) participated in the research. The pedagogical experiment was conducted during 2016–2017 years. Methods were used: theoretical, empirical and methods of mathematical statistics. *Results.* It is proved that the pedagogy of forming the culture of free time of students should consider the hierarchy of interconnections between the three spheres of life: cognitive, emotional and motor. After the completion of the pedagogical experiment 86,8% of students of the experimental group and 34,4% of the control group appreciated that knowledge obtained during the studying would help them properly organize recreational activities during leisure. *Conclusions.* Modeling the process of health preserving students' study on the principles of free time pedagogy helped to form their readiness for using active forms of leisure. A positive dynamics in data of self-esteem of educational level in the issues of leisure organization by the students of the experimental group is observed. The high level of such education after the completion of the experiment was indicated by 73,1% of the interviewed students of the experimental group, compared with 29,3% – before the experiment. The statistical-probabilistic analysis (Student's Criterion, Chuprov's coefficient, factor analysis, etc.) of the data confirmed its representativeness and reliability, and pointed to the positive impact of the culture of free-time formation program of students.

Key words: pedagogy, culture, free time, health preserving study, students.

Завидівська Н., Завидівська О., Ханікіянц О. Особливості педагогіки вільного часу в умовах здоров'язбережувального навчання студентів.

Анотація. Мета даної роботи – розробити та експериментально перевірити інтегративну педагогічну технологію організації фізкультурно-оздоровчої діяльності, що сприяє оптимізації процесу формування культури вільного часу студентів. *Матеріали і методи.* У дослідженні взяли участь 168 осіб (студенти і випускники вищих навчальних закладів). Педагогічний експеримент тривав упродовж 2016–2017 років. Було використано методи: теоретичні, емпіричні та методи математичної статистики. *Результати.* Доведено, що педагогіка формування культури вільного часу студентів має враховувати ієрархію взаємозв'язків між трьома сферами життєдіяльності: пізнавальною, емоційною і руховою. Отримані за час навчання знання, як такі, що допоможуть належним чином організувати фізкультурно-оздоровчу діяльність на дозвіллі після завершення педагогічного експерименту, схвально оцінили 86,8% студентів експериментальної групи і 34,4% осіб контрольної групи. *Висновки.* Моделювання процесу здоров'язбережувального навчання студентів на засадах педагогіки вільного часу сприяло формуванню у них готовності до використання активних форм дозвілля. Спостерігалася позитивна динаміка у даних самооцінки студентами експериментальної групи рівня освіченості у питаннях організації дозвілля. На високий рівень такої освіченості після завершення експерименту вказали 73,1% опитаних студентів експериментальної групи порівняно із 29,3% – до експерименту. У студентів контрольної групи ці відмінності є незначними. Статистико-ймовірнісний аналіз (критерій Стьюдента, коефіцієнт Чупрова, факторний аналіз тощо) отриманих даних підтвердив їх репрезентативність та достовірність і вказав на позитивний вплив програми формування культури вільного часу студентів.

Ключові слова: педагогіка, культура, вільний час, здоров'язбережувальне навчання, студенти.

Introduction

It is generally acknowledged that leisure takes not less important place human life than learning and professional work [1–3]. Problems of working and free time in human life become particular important in the modern conditions of informatization and globalization social processes. Social phenomena make revolutionary changes in livelihoods, and non-traditional influences of the environment radically change people's lifestyle. Despite the current trends in increasing the amount of free time, there is no improvement in the situation with regard to its effective use. Free time is used with little usefulness for the own health. The culture of free time doesn't seem to be a category that needs special attention and education. However, today the category of free time is recognized as the basis of universal welfare. Historical analysis of the problem of free human time allows us to point out that from the side of society radically changed

views on the researching of free time. This is due to the influence of various objective and subjective factors. Among them – cultural, economic, social, etc. It should be noted that at the present stage of development of society, people's understanding of the role and importance of free time has radically changed. Most researchers [4–6] characterizing free time as part of the time, which is not depending on the performance of professional (work), family and community responsibilities. Scientists emphasize that free time relates to voluntarily chosen (by person) actions which are serve for recreation, entertainment and personal development [7; 8].

In the conditions of health preserving study, pedagogical technologies and techniques are intended to promote the upbringing of students' skills in self-organization of free time, and thereby, to improve the quality of life. However, today, in higher education, we are not engaged in the formation of a culture of free time.

And this is despite the fact that the results of our research and own pedagogical experience show that adults, considering their employment, choose the recreational focus of physical culture and recreation activities, but they don't quite know and possess the appropriate skills. In our understanding, free time pedagogy is a process of teaching students of culture leisure spending; it's kind of modeling of health preserving activity. In view of this, the pedagogy of free time is intended to create a peculiar niche for the full implementation of the relevant educational technology in the content of health preserving students' study. Despite the fact that scientific literature has developed rich scientific material on leisure-time issues, research on pedagogical innovations in the formation of a culture of free time in the system of health preserving students' study is still relevant.

The aim of this work is to substantiate the necessity of using conceptual ideas of free time pedagogy (teaching students of culture leisure spending) in the content of health preserving study of students. To achieve the aim we have solved the following *tasks*: to reveal the essence and motivational structure of free time pedagogy of students as a recreational activity, which is carried out voluntarily, without external pressure and coercion; to highlight the integrative pedagogical technology of organization of physical culture and recreation activity, which helps to optimize the process of forming the culture of free time of students.

Material and methods

Participants. The participants of the research were 168 people (students and graduates of higher educational institutions). *Organization of research.* The pedagogical experiment was conducted during 2016-2017 years Lviv institute of SHEI "Banking University" and Lviv State University of Physical Culture server as an experimental basis at this stage of experiment. *Methods.* Analysis, systematization, comparison of different views on the problem; generalization of philosophical, general psychological, pedagogical and special literature; content-analysis of the content of curricula, manuals, textbooks in order to identify innovative approaches, peculiarities of pedagogical technologies that are using today during health preserving study of students for formation their culture of free time; observing the activity of students and graduates of higher educational institutions, the process of physical education and recreation actions in the extra-time; conversations; questionnaire; poll; pedagogical experiment.

A qualitative and quantitative analysis of the results of the research was carried out for assessing the reliability of the results. The processing of the results was carried out using the software complex SPSS Version 13. Accuracy software system is $\pm 3\%$. Student's Criterion and Chuprov's coefficient were used to confirm the representativeness, reliability of the data received.

Results

Nowadays, the increasing the number of students' free time is significantly ahead the pedagogical processes of forming the necessary skills for effective using of this time. Summarizing the views of scientists [2; 9-12], we can state that the essence of the pedagogy of free time, in our opinion, is based on three factors: free time is the time which left for the student after completing all educational, family and community responsibilities; students choose independently the content and forms of actions during free time; actions, that are implemented during leisure time, aimed at recreation, entertainment, activation of human psychophysical activity.

Various theories of free time, based on the indicators of sociology and economics, have a very close connection with certain areas of philosophy, sociology, economics, pedagogy, psychology, etc. Despite this, it should be noted that the culture of student's free time largely depends on their understanding and using of current trends in the theory and methodology of physical culture. It should be noted that students' activity is not limited by educational activities and recreation (entertainment). There are a number of varieties of psychophysical activity that it isn't possible to place within the specified limits of categories of work and entertainment. In the scientific literature, all these specific types of human activity are called "third state" [13; 14]. These kinds of activities include: creative activity of the person, perception of art, religious rituals (ex. prayer), etc. In professional literature, free human time is seen as a positive phenomenon, physiological, economic, commercial, undesirable [9]. As a positive phenomenon, free time gaining in a certain sense a political or even ideological color. The desire to reduce or increase the length of working hours has led to social and economic changes in the developed countries in the West. The way of spending free time has always depended on existing fashion trends. For example, as noted [2; 14; 15] in certain among the people was accepted that a person from "higher levels of society" engaged in horse-riding, playing tennis or golf. Fashion sometimes is an actual factor contributing to increase in the recreational activity of society. An example of this is the variability of fashion for recreational activity in the USA: in the 70-80s of the last century, the most popular form of recreation was "jagging" (running with moderate intensity for improving the cardiorespiratory endurance). In the early 1990's, it replaced fashion on various aerobics systems (step aerobics, aqua aerobics etc.). And at the turn of the millennia were fashion systems of athletic gymnastics. It should be noted that mass media have a significant influence on the formation the fashion on the types of recreational activity of society, and, through their mediation, powerful firms offering a variety of recreational products: equipment, inventory, sportswear, etc.

As a physiological phenomenon, free time is a prerequisite for regenerating forces and preparing the body for the next stages of labour activity. As uneconomical & commercial phenomenon, free time is an important branch of the economy of highly developed countries. Because more and more people are involved in the active forms of recreation, and to provide a higher demand for recreational services every day, there are created numerous companies and clubs that employ thousands of recreation professionals. An excessive amount of free time is called an undesirable phenomenon in the case when that time is carried out in an inadequate way. In the main, the increase in the parameters of free time is understood as a positive phenomenon, since it concerns some of the most important indicators of the quality of human life. Most often distinguish two reasons for increasing the free human time: reducing the time of work; proliferation of time saving technologies. It is noted that the ratio of time of work and free time significantly depends on the level of socio-economic development of society. Excessive free time in youth life can create harmful preconditions for inadequate behaviour. Also, in certain situations an excess of free time for people of retirement age can create uncomfortable psychological conditions of life [16].

Scientists [6; 11; 12; 14; 17] distinguish several measurements of free human time: objective, which defined in hours and minutes; subjective, the value of which is evaluated by a particular person most often in the categories: "a lot of time" – "not enough time"; relative, the parameters of which are determined in the ratio of the free time of a specific person to the free time of other people. The space of free human time is filled with various actions, which are also conditioned by the diverse needs, interests, psychosomatic features of people. Recreational activities in their free time may have the educational, integration, recreational, cultural, compensatory, educational nature etc. It should be noted that the extremely difficult task in the content of pedagogical techniques and technologies is the differentiation of physical culture and recreational activity during the free human time to determine the main functions: recreation, entertainment or self-improvement. Thus, physical exercises, in one case, are the main means of physical culture and sport activity, the process of which is a kind of compulsory labour of students, and in the another case – is a form of recreational activity, during which the same physical exercise is the main means of voluntary, recreational actions.

As scientists [4; 10; 13; 16] point out, it is extremely important that recreational activity bears some values in several senses. First of all, in the cultural sense as a social value. Secondly, we are talking about a social sense as an activity with established institutions and structures among various groups of society. The third is the individual-

psychological sense – as the values received by a person as a result of recreational activity, which are the guideline of a healthy lifestyle. The most important concept in the process of health preserving study of students is the structure of motivation, which is their potential readiness for recreational activity. The term "motivation" outlines a set of factors that cause (force) a person to a certain activity and determine the direction and intensity of recreational activity. To teach students to recognize their own motivational factors is today one of the most important tasks in the content of the pedagogical health preserving technology of study. According to the one of concepts, motivational processes – the processes that organize, direct and stimulate human activity to achieve a specific goal. That is, as motive we can called every human experience that stimulates its active activity. Consequently, the motive is the internal state of a person characterized by a sense of dissatisfaction and willingness to realize a certain activity. The specified state is called "motivational tension" [7; 9; 14].

The content of motivational structure includes a number of desires and motives, which indicate the discrepancy between the actual state and expectations of a person. The existence of a motivational structure is an indispensable condition for the emergence of motivational tension, which is an effective readiness for the implementation of the necessary activity. Different behaviour of student youth in their free time is due, on the one hand, to genetic factors, and on the other hand – social factors, acquired in the course of human life [15; 18]. The first group of factors includes, for example, typological characteristics of the nervous system (temperament, level of inhibition and excitation of the nervous processes, etc.), the need for physical activity, entertainment, rest. The role of genetic factors is limited to the regulation of behavioural recreational activities through the establishment of their energy value and the duration of recreational activity in time. It can be said that the activity of students in their free time is stimulated by genetic predispositions, and under the influence of acquired factors, it gains certain implementation forms.

The important place in the practice of health preserving students' study is given to the problem of grouping the influence factors on the formation of their culture of free time. The factors of biological origin include: state of health, level of physical fitness, type of somatic structure (constitution of the body). Their influence on the parameters of recreational activity of students is indisputable. The second and third groups include factors of socio-demographic nature (gender, age, level of education, profession, etc.) and economic & commercial factors (material condition, amount of free time, accessibility of recreational objects). The fourth group includes factors of

the psychic nature, which determine the directions, content and forms of recreational activity of students. During the research it was established that psychological factors have an impact on the way of free time spending. For example, different psychological types of people choose different forms of spending free time. The type of temperament, the level of mental development, the needs and interests of a person also make influence on the recreational activity and the choice of its forms [17; 19].

Summarizing this stage of research, we set ourselves the task: identifying the content components and unifying the concepts of free time pedagogy. It turned out, that the basic conceptual provisions have noospheric nature, considered the basic general scientific approaches, tangent specially defined principles and provide appropriate organizational and pedagogical conditions of health preserving study of students. The essence of the concept of free time pedagogy in the content of health

preserving study determines the content of pedagogical influences. In other words – it is the formation of the motives, beliefs and needs of students to systematic physical culture and recreational activities during the leisure. Such a concept of free-time pedagogy in the content of health preserving students' study, firstly, harmoniously develops the emotional sphere of life; secondly, it satisfies various needs for maintaining the functional balance of the organism; thirdly, it opens new space for personal development, formation of new forms of self-realization; fourth, students, as active participants of recreational forms, stimulate the process of self-improvement.

On the basis of such conceptual ideas, we highlighted the most important organizational aspects of health preserving study and created an integrative pedagogical technology of formation a culture of free time of students (Fig. 1).

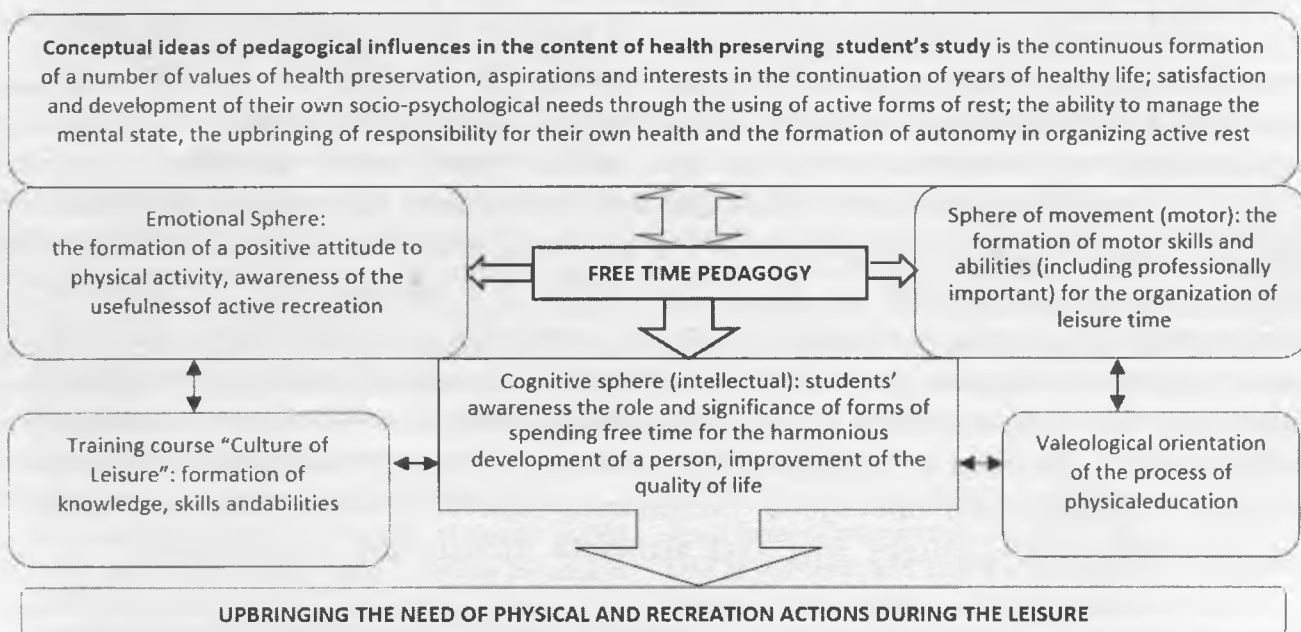


Figure 1 Pedagogical technology of formation a culture of free time in the conditions of health preserving study of students

An active pedagogical factor was the training course "Culture of Leisure". The implementation of this course took place within the hours allocated by the curricula for the physical education of student youth. Extremely important was the valeological orientation of the process of physical education, that is, health preserving concept in terms of choosing organizational aspects, forms, methods and means.

The essence of proposed pedagogical technology of forming the culture of students' free time is to change the priorities of health preserving study. The first block envisaged the formation of motives and beliefs on the

basis of obtaining theoretical knowledge. The content of the theoretical material was directed for the formation of students' ideas about the general patterns of changes in the human body in the process of work and recreation. At the same time, we considered issues aimed on studying the mechanisms of recovery and improvement of psychophysical state of person during free time. The second block served to form methodological skills of students. We are talking about mastering the methodical of constructing complexes of physical fitness, the basics of modern technologies for constructing recreational classes, methods of self-control on the functional state

of the organism. The third block was foreseen for the formation and improvement of skills for spending free time, that is, we used direct pedagogical influences to stimulate students to use active forms of recreation. The formation of interrelations between these three units was concentrated around health preserving issues. The process of forming a culture of free time took several stages – from knowledge through understanding the psycho-physiological processes and muscle sensations (learning through muscle), students appeared willingness to muscle effort and only on the basis of this, formed the methodical and practical skills, which determined their health preserving behaviour. Because, during the life human body is in continuous interaction with the surrounding socio-cultural environment. In this process, the individual activity of a person and the influence of the social environment play an important role. During such interaction the personality, its behaviour and health preserving activity are formed.

During the qualifying stage of the pedagogical experiment the practical experience of graduates of higher educational institutions regarding the using of active forms of rest during their free time was studied. The largest numbers of those who are not engaged in sports and recreation activities in their free time – 46 % are young people 20–30 years old. The largest numbers of those who prefer active recreation in their free time – 24.6 % – are people in the age over 50 years. Obviously, the lack of free time due to career development problems, confidence in own health don't encourage young people to have an active lifestyle. Generalized data indicate that the active rest is not inherent for 59.5 % of people.

If to compare the physical activity of people during the work and festive weeks, then a certain paradox is traced – during festive week, just when there is more free time, people are less physically active than during a typical (working) week. Obviously, our Ukrainian mentality and attitude to the holidays don't allow us to allocate time for physical culture and recreation activities, active recreation during these holidays. If during the typical working week, 24.1% of respondents don't undergo self-improvement in their free time, then during the holiday week their number is 48.9 %. Moreover, during the working days, the majority spend their free time sitting on PC (38.2 %) and watching TV (28.4 %), and during holidays, as it was admitted by 57 % of the respondents, they are simply sleeping.

If we are talking about the value orientations that encourage people to do physical exercises, then in general, dominated the public one – 46.2 %. This is explained by the fact that, as is known, society plays a

leading role in the overall structure of the social qualities of a person. Exactly in society a person integrates a variety of individual and social experiences in life position, including health preserving questions. At the second place – physical (28.8 %) and only in the third – spiritual (25 %) value orientations.

81.1 % of respondents believe in the preventive effect of physical exercises. Analysis of the results in the age context shows that don't believe in the preventive effect of physical exercises namely young people (15.8 %), among people at the age between 31–40 years old – 2.3 %, and to 41–50 years the number of such people decreases to 0.8 %. About the prevention of diseases, as well as about the usefulness of physical exercises, the majority of respondents found out from the Internet (53.7 %), at the second place – the media (20.2 %), the third – doctors (12.1 %), the fourth – textbooks (7.1 %), and from friends and parents – 6.9 %.

The majority of respondents considered their health level as average – 79.3 % of the people, 1.8 % of them considered their health level as very good, 14.4 % – as good, and 4.5 % of respondents surveyed identified it as bad. Data on people's complaints on their health condition indicate that leading place get factor such as lack of a sense of rest (58.2 %). It should be noted that 50 % of the respondents don't care about how to spend their leisure time. Among those, who consider their level of knowledge, abilities and skills sufficient to qualitatively organize their rest – 14.8 % of young people in the age between 20–30 years, 12.6 % – in the age between 31–40 years, 13.7 % – in the age between 41–50 years. In general, 41.1 % of the respondents consider their knowledge about forms of organization of active rest during their free time as sufficient, and 58.9 % of respondents recognized their level of knowledge, abilities and skills as insufficient.

The facts above indicate that the students' knowledge, skills and abilities in using their physical means in their free time, which were getting during their studies in higher educational institutions, are insufficient and not using during livelihoods. Valuing and motivational installations on health preservation don't contribute to real practical using of the expanded motor regime by former graduates in everyday life, which indicates their insufficient level of persuasion in the neediness of independent physical culture and recreational activities in their free time.

The formative stage of the pedagogical experiment envisaged the testing of the developed technology for formation the culture of free time for students, which was created on the principles of free time pedagogy. An active pedagogical factor and the basis of the content of this technology was the training course "Culture of Leisure".

There has been a statistically significant improvement in the physical culture and recreational activity of students during free days. 86.8 % of students in the experimental group and 34.4 % of the control group were satisfied with the results obtained during the studying knowledge, as those that would help to properly organize physical culture and recreational activity at leisure after the completion of the pedagogical experiment.

Discovered that the culture of free time refers to the multifaceted phenomena and becomes especially important in the conditions of a higher educational establishment. It is revealed that there is an ambiguous attitude to the process of forming a culture of free time, many interpretations, many definition options give this notion different content and substance. Generalized that the leisure culture is one of the complex material and spiritual phenomena, systemic in its essence, so this category should be considered comprehensively. Confirmed that culture of free time is formed and perceived at the level of human consciousness, affects its behavior, and it is indicating the socio-psychological level of this concept. It is stated that the phenomenon of the culture of free time requires the study, awareness and acceptance of a certain position on a range of problems of free time pedagogy.

Discussion

Theoretical generalization and analysis of existing scientific researches [12; 16; 20] allowed to expand the information on the signs of youth's leisure time. Thus, the signs of the culture of free time are not only quantitative, but also qualitative parameters of its using, which include varieties of recreational activity, that is find support in the public consciousness and are necessary for the full-fledged life of a person. In the sociology [9], in the order to outline the processes of using of free time is defined the term "culture of free time". It describes the person's awareness of importance of effective rest for the restoration of the body, as well as the ability to choose adequate forms of recreational activities to improve own physical condition and health promotion. Thus, the usefulness and quality of human life are measured, on the one hand, by the achievements of a person in the professional sphere, on the other – the way and efficiency of leisure.

Scientists' [8; 11; 15] data about young people's behaviour during leisure may have passive or active character, more or less conscious data is confirmed. Depending on the formal and informative factors, leisure itself can be identified with the activity of receptive (observation, listening, review), creative (creativity), constructive (consumption, satisfaction of biological

and psychosocial needs), reproductive, entertainment, etc. Human activity always depends on the presence of certain conditions. First of all, there should be a stimulus that initiates human activity. Secondly, a person should be ready for a certain activity (specified activity should have a certain cost for the person). Thirdly, there must be external conditions that, in a subjective person's assessment, make the realization of chosen activity possible.

Our data supplements the information of J. Dumazedier [20] that the economic life of a person consists not only of labour (work), but also of leisure. Leisure, which economists have completely ignored, in some sense has become an important aspect for studying the mechanisms of improving productivity and quality of work, because leisure exists for work, and work exists for leisure. J. Dumazedier [20] determines leisure as certain actions that a person realizes on his/her own wish: recreation, entertainment, self-improvement, improvement of qualifications, participation in public life. However, these actions take place only after fulfilling professional and civic duties. In order to be able to create for yourself a system of activities that will be used during leisure, it is necessary to teach future graduate how to do this. The obtained data confirm the opinion of scientists [5; 14; 17] that the pedagogy of free time is based on the analysis of socio-cultural and biological factors. The interconnections of these factors in aggregate influence the processes of formation and realization of human needs. So, in a higher education institutions, the psychophysical activity of students depends largely on the organization of their leisure time.

According to the views of scientists [11; 12; 15], recreation in the field of leisure is always associated with the restoration of physical and spiritual forces after labour (work). That is, in most scientific theories leisure is considered as active creative activity, self-education, knowledge of cultural and spiritual values, physical and sport improvement, occupation of interests, communication between people, public activity, which is voluntarily realized in a free from the basic duties time.

Our research expanded scientific information [13; 19] that free time pedagogy should determine leisure – not just as freedom, but as the time when activities are taking place, the basis of which is free choice. Self-organization of such psychophysical activity is not related to material incentives, but is based on mental satisfaction, gladness, improvement of personal qualities of youth. The mentioned concept of study forms of leisure activities in the system of free time pedagogy is multidimensional. This is an important cultural, social and economic

phenomenon covers cultural, biological, communicative, recreational, sports and other aspects, which allows considering leisure as a cognitive, transformative and value-oriented variety of human psychophysical activity.

The data obtained by us confirmed the information of scientists [14; 19], which emphasize the importance of influencing on parameters of daily time budget such factors as age, kind of professional activity etc. The greatest percentage of time for work (study) in the daily time budget falls for the age interval from 20 to 30 years, which significantly reduces the parameters of free time of young person. Because of lack of free time, the dominant forms of spending leisure for young people are passive types of recreation. In addition, the acknowledged fact is the statement that the number of recreational forms with using physical activity significantly decreases in winter – almost twice.

The information about the essence of physical culture and recreation activity of students in free time is expanded [7; 13; 19]. In our opinion, physical self-improvement should be considered as an object of designing work streamlining and mental management in the process. This activity, instead of introducing harmonious relations in the system “human – environment”, mostly gives the opposite effect and the imbalance in almost all aspects of human life. In this aspect, the role of recreational activity is considerably increasing, because it can become one of the most effective forms of restoration of such imbalance. The data of scientists [4; 14; 17] is generalized: realizing recreational activity, a person satisfies a number of important needs of everyday life.

We have confirmed information [8; 12] about free time pedagogy is an important element of pedagogy as a humanistic science about the fundamentals of education and upbringing of a person. General pedagogy studies the problems of education and upbringing in broadly sense, and the free time pedagogy – the problem of preparing people for adequate using of free time. In this aspect it can be described as a science that establishes and formulates the laws and principles of effective formation system of skills and abilities, knowledge, beliefs, motives and, in general, an active life position in the field of leisure. The content of health preserving study of students is proposed, which is based on specially defined conceptual principles of free time pedagogy.

Conclusions

At the centre of the conceptual foundations of free time pedagogy in higher educational institutions is a process that is accompanied by the constant aspirations of students to increasingly complicate, change and diversify the forms of leisure. In connection with this the

important component of free time pedagogy is a health preserving study. The ability to spend free time is an important factor of human’s culture. As it was noted, the culture of free time is a system of developed and tested by society the patterns of people’s behaviour during the leisure. Models of free time spending are forming by students under the influence of pedagogical technologies of health preservation, which are used in higher educational institutions. At each educational stage students develop some experience of leisure activities. In other words, it is observed kind of specialization, the expression of which is the choice of one or several favourite forms of recreational activity, which is devoted more free time.

On the principles of free time pedagogy we highlighted the most important organizational aspects of health preserving study and created an integrative pedagogical technology of formation the culture of leisure. An active pedagogical factor of this was the training course “Culture of Leisure”. Modeling the process of health preserving study of students on the principles of free time pedagogy helped to form their readiness to use active forms of leisure. There was a positive dynamics in the data of self-esteem the level of knowledge about leisure organization by the students of the experimental group. The high level of such knowledge after the completion of the experiment was indicated by 73.1 % of the interviewed students of the experimental group, compared with 29.3 % – before the experiment. Differences of students of control group are insignificant. The statistical-probabilistic analysis (Student’s criterion, Chuprov’s coefficient, factor analysis) of the obtained data confirmed their representativeness and reliability, indicating the positive impact of the program of forming the culture of free time of students.

In our opinion, in conditions of a higher education institution, free time pedagogy teaches students the organic unity of labour (work) and leisure time. The humanization of the process of recreational physical culture helps to solve this problem. The disappearance of coercion generates the fact that health preserving during free time becomes a creative, pleasant, essential essence and purpose of students’ liveliness.

The prospect of further research in the field of free time pedagogy we see due to the neediness of formation students’ ability to create their own health-oriented environment. The study of relevant technologies and techniques should be directed to the study of health self-management of students.

Conflict of interest. The authors state that there is no conflict of interest.

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