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**THE ROLE OF UNIVERSITY IN  
ORGANIZING THE STUDENTS LEISURE**

Study of leisure activities of certain social groups is of particular interest, especially leisure activities of the most dynamic group – student youth. Students are the most promising part of the youth, due to the fact that the needs for self-development and self-improvement, as well as the opportunities and conditions for their development in this socio-demographic group are higher than those of other categories of youth. This article includes the sociological research of the leisure practices of student youth. The empirical research was built on quantitative methods (questionnaire) of collecting and processing empirical information. The survey gave an opportunity to answer the following research questions about types of leisure practices among students, self-organization of leisure by the student, the university and leisure interaction. The data are presented on the example of students of the Kazakh National University.

Aim of article is to determine the structure of the time budget and classification of the forms of student's leisure practices. The main research hypotheses are that leisure practices are evaluated as positive way to fill student's free time. As a result of the study, students were divided into several types by the perception of the concept of "leisure", preferences in choosing leisure practices, the social environment of the student during leisure and the student's attitude to university leisure (spending free time at the university) were taken into account.

Theoretical and practical importance is development of scientific and theoretical recommendations for the study of leisure practices of student youth. The materials of this study can be used in the process of organizing a student's leisure by the university or other organizations.

**Key words:** leisure, leisure practices, youth, students, free time.

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**Студенттердің бос уақытын ұйымдастырудағы университеттің рөлі**

Белгілі бір әлеуметтік топтардың бос уақытын зерттеу ерекше қызығушылық тудырады, әсіресе ең белсенді әлеуметтік топтың, яғни студент жастардың бос уақытын өткізу мәселесі. Студенттер жастардың ең перспективалы бөлігі болып табылады, себебі бұл әлеуметтік-демографиялық топтың өзін-өзі дамыту мен өзін-өзі жетілдіруге, сондай-ақ оларды дамыту мүмкіндігіне қызығушылығы басқа санаттарға қарағанда жоғары. Бұл мақалада студенттік жастардың бос уақытын өткізудің әлеуметтанулық зерттеуі қарастырылған. Эмпирикалық зерттеулер ақпаратты жинау және өңдеудің сандық әдістеріне (сауалнамаға) негізделген. Зерттеу студенттер арасында бос уақыт тәжірибесі туралы, студенттің өзінің бос уақытын ұйымдастыруы, университет пен бос уақыттың өзара әрекеттесуі туралы сұрақтарға жауап беруге мүмкіндік берді. Бұл мәліметтер ҚазҰУ студенттерінің мысалында келтірілген.

Мақала бос уақыт құрылымын анықтау және студенттің бос уақытындағы тәжірибе нысандарын жіктеуге бағытталған. Негізгі ғылыми гипотезалар бос уақытты өткізу тәжірибелері студенттің бос уақытын толтырудың оң әдісі ретінде бағаланатындығына негізделген.

Зерттеу нәтижесі бойынша студенттер «бос уақыт» тұжырымдамасын түсіну, бос уақытты өткізу тәжірибесін таңдау және бос уақытты университетте өткізуге қарым-қатынасы ескерілді.

Теориялық және тәжірибелік маңыздылығы – студенттік жастардың бос уақыттағы тәжірибесін зерттеуге арналған ғылыми және теориялық ұсыныстар жасау. Зерттеу материалдары университеттің немесе басқа ұйымдардың студенттің бос уақытын ұйымдастыру процесінде пайдаланылуы мүмкін.

**Түйін сөздер:** демалыс, бос уақыт тәжірибелері, жастар, студенттер, бос уақыт.

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### **Роль университета в организации досуга студентов**

Особый интерес представляет изучение досуга определенных социальных групп, особенно досуг самой динамичной группы – студенческой молодежи. Студенты являются наиболее многообещающей частью молодежи из-за того, что потребности в саморазвитии и самосовершенствовании, а также возможности и условия для их развития в этой социально-демографической группе выше, чем потребности других категорий молодежи. Эта статья включает социологическое исследование практики досуга студенческой молодежи. Эмпирические исследования были построены на количественных методах (вопроснике) по сбору и обработке эмпирической информации. Опрос дал возможность ответить на следующие исследовательские вопросы о типах досуга среди студентов как проблемы самоорганизации досуга студентом и проведения досуга в университете. Данные представлены на примере студентов Казахского национального университета. Цель статьи – определить классификацию форм досуговых практик студентов. Основные исследовательские гипотезы заключаются в том, что практика досуга оценивается как положительный способ заполнения свободного времени студента. В результате исследования студенты были разделены на несколько типов: восприятие понятия «досуг», предпочтения в выборе методов досуга, социальная среда студента во время досуга и его отношение к досугу в университете (свободное время в университете). Теоретическое и практическое значение имеет разработка научных и теоретических рекомендаций по изучению досуговых практик студенческой молодежи. Материалы этого исследования могут быть использованы в процессе организации студенческого досуга университетом или другими организациями.

**Ключевые слова:** досуг, досуговые практики, молодежь, студенческая молодежь, свободное время.

### **Introduction**

The sphere of leisure is an area of intersection of individual and group interests, allowing an individual to become part of a community in order to meet physiological, spiritual and moral or another specific needs. The educational and cognitive side of recreational activities is also significant component of leisure time for young people (Voronin 2011: 286).

The development and future of the whole generation depends on the quality of content and the intensity of the various leisure activities during free time (Ivanov, Denshchikova 2009:43). Youth leisure can be considered is a means of developing skills for social interaction, it is a time of personal freedom as a young person, a way of self-expression and self-realization.

The problematic situation in modern society today is the ambiguity of methods that contribute to the development of young people's skills, abilities and competencies that are in demand in the future. The existing state of instability in society does not

allow students to determine the direction of future effective application of the gained knowledge (Shaw 1999:271). Most of the young people devote their time to the leisure activities at the student stage.

Student leisure is the most important direction in the educational work of the university, which must be is systematically planned (Surovenkova 2013:67). However, despite the large number of works devoted to the study of youth leisure, the leisure activities of this social group in a particular were not sufficiently disclosed.

### **Material and methods**

The purpose of the article is to classify student's leisure forms and thus to elaborate typology of students, based on the way of structuring leisure practices. Achieving this purpose implies the solution of the task as develop proposals for the modernization of the system of informing students about the forms and types of cultural and leisure activities.

Research methods of leisure study are divided (Russell 2005:414):

1) methods used during the discovery phase of problem formulation and research tasks (analysis, synthesis, deduction, induction);

2) methods of collecting primary sociological information (surveys of respondents, experts, observation, experiment, examination of documents, etc.);

3) methods of processing of primary sociological information (grouping, ranking, correlation, factor analysis);

4) methods of interpretation of the data (generalization, modeling, typology).

The research methodology was the theory of structuring leisure activities; philosophical and sociological theory of value; work of domestic and foreign sociologists, dealing with the problem of cultural and leisure activities of student youth (Jackson 1999:299).

The empirical research was built on quantitative methods (questionnaire) of collecting and processing empirical information. A sociological questionnaire in Kazakh and Russian languages was developed to determine the main features of the time budget and leisure practices among the bachelor students of KazNU from different faculties (1-4 years).

The main objectives of university work around leisure: protection and presentation of the rights and interests of students; assistance students in dealing with education, welfare and other issues affecting them; creation of conditions for the development of a sense of social responsibility of youth participation in solving urgent problems of the society; the organization of student social events, student conferences, round tables, exhibitions, reunions and the like; carrying out of work aimed at raising the spirit of patriotism, raising awareness of students and their demands to the level of their knowledge, education of careful attitude to state property, etc (Petrova 2011: 43).

### Literature review

The beginning of the study of free time was founded in the work of Veblen "Theory of a leisure class". The issue of society and time was considered attention by Durkheim, Weber, Marx, positioning labor as the basis of any culture. In the 20s – 30s of the 20th century, empirical studies of leisure activities began within various social studies (Cooper 1999:15). Landberg "City Leisure" (1934) and Lind "The Middle City in the process of transformation" (1937). After the Second World

War, the study of free time is spreading among philosophers, sociologists and psychologists, in the works of Kaplan "Leisure in America" (1960), Roberts "Leisure" (1970), Smith "Leisure and Society in Britain" (1973).

Their concepts are put forward by Friedman, Becker, and Riesman, who consider the sphere of leisure in relation to labor, its role in the formation of an individual, a family. At this time, the rapid development of mass communication is gaining momentum, and a new ground for research appears (Elkington 2012:256). As an independent sphere of sociology, the theory of leisure activities is formed in the works of Parker "Sociology of leisure" (1976), Dumazedier "Empirical Sociology of Leisure" (1974).

Parker identified the following basic approaches to leisure: a time free from working and meeting physiological needs. Dumazedier defined leisure as a form of the individual's activity outside the performance of one's professional duties.

Another point of view was held by DeGrasia, who perceived the idea of leisure as an unattainable ideal, and Marcuse, who considered leisure as one of the activities, and idealized free time (Dilley 2010:125). Also, research in this area was conducted by the psychologist Kelly, who created the theory of personality construct, Kendo, who researched leisure and popular culture, Bourdieu with the theory of influence on the choice of the activity of acquired predispositions, Stebbins, who determines the optimal form of leisure, Shivers, considering leisure as a human need and an opportunity for self-realization (Klyusko 2016: 170).

### Results and discussion

The research of student's youth leisure is very important, as it allows assessing the preferences of students, their behavior, tastes, and position. As well as to draw conclusions about steps needed to be done to improve and optimize students' leisure time within university and outside (Kelly 1999:53). Paying attention to students' leisure needs is necessary to organize the leisure, to make the conditions for the feasibility of its normal forms. In the research, students were asked to explore students' expectations from the University as a place of leisure time and requirements for the organization of leisure at the University (Dudkina, Kovalev 2012: 38).

The social infrastructure of the University, where students often spend their free time can be seen in the Figure 1:

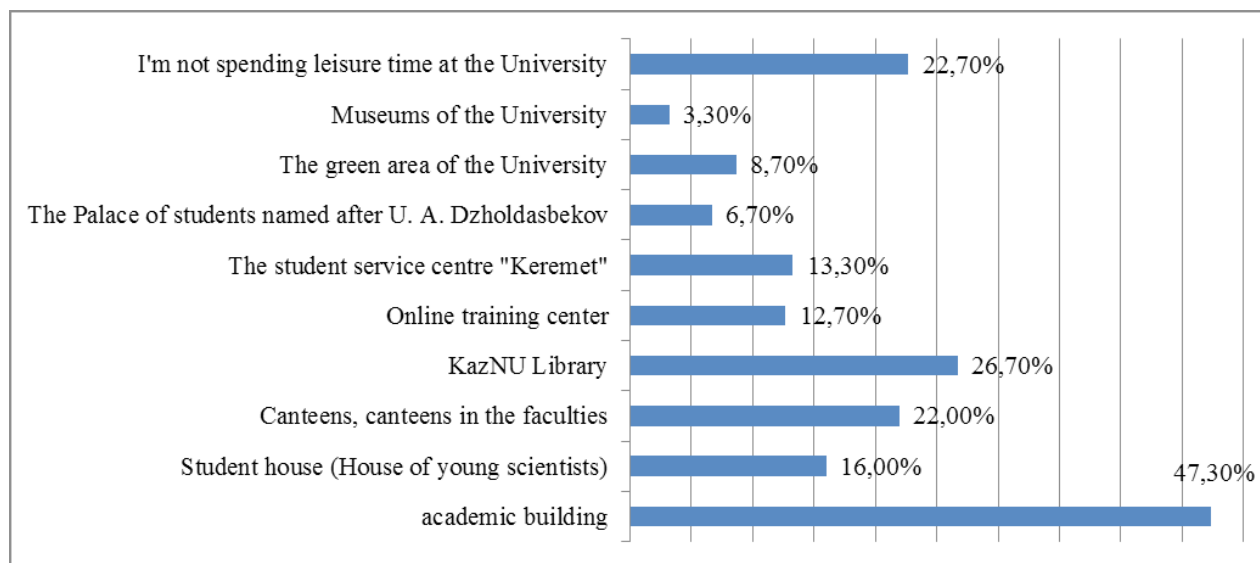


Figure 1 – Objects of social infrastructure of the University

Majority of their free time students spend in academic buildings; libraries, University libraries (faculty); canteens. Also, there are places in the University as a student house (house of young scientists), online training center, sports complex, student service centre “Keremet”, campus.

Extremely rare in their free time students can be found in the Palace of students, the museums of the University. At the same time, it should be noted that a quarter of respondents spend their leisure time at the University.

In the analysis of the responses to the following specified question “Please, rate the opportunities for spending your free time in Your University on a 5-point scale (where 1-very bad, 5-excellent)” the highest rates observed in the evaluation of “good”. At the same time, the equal part of respondent could not answer the question (table 1).

Table 1 – Assessment of possibilities of spending free time in the University

very bad	bad	d/a	good	excellent
4,7%	8,7%	34,0%	39,3%	13,3%

It is important to note that students expect activity in the organization of leisure from the University, they clearly imagine that they would like to have at home University in their free time. In the research the questionnaire students were asked to give their suggestions for improvement of the

social infrastructure, especially of places to spend free time students at their University: *Increase the number of student groups and clubs for different activities. Unfortunately, in the University it is not always possible to find a club on your interest (17); To reduce the number of specified IWS (independent work of student) or to optimize their number. Since it is not always possible to prepare a 5-6 works for midterm (15); To improve the sports complex of the University. More seats for sporting events, open and free access to gym, pool, football field (131); When scheduling, take into account the opinion of students. It is sometimes difficult to combine courses and classes, as each day of the week, as we finish at different times (65).; Conduct courses or lectures on time management. I have a lot of free time but I spend it for nothing (23).*

The University would solve such issues, such as lack of money, lack of access to many of the city’s leisure facilities for young people through the organization of leisure of students. The timing issue could be resolved, as the leisure base organized by the University would save, the limited time that students can spend for leisure by reducing time spent on search and the road to the place of leisure.

Youth leisure fixes, and largely found in a young man such habits and skills, which will then entirely determine his/her attitude to the free time (Surovenkova 2013:69). It is at this stage of human life individual style and leisure activities are produced, the first experience of organization of free time is collected, and becomes attached to the different activities.

A product of modern leisure practices of the individual should be primarily the health, development and positive social experiences in the process of leisure (Grushetskaya 2016:282). In addition, the rules of the organization of leisure activities and norms of leisure behavior need to be socialized from childhood.

As a result of the study, students were divided into several types by the perception of the concept of "leisure", preferences in choosing leisure practices, the social environment of the student during leisure and the student's attitude to university leisure (spending free time at the university) were taken into account (table 2).

**Table 2** – Typology of students according to their leisure behavior

Type of student	Leisure meaning	Type of leisure practices	University leisure
Home student	Leisure activity – is socializing with close family and friends	Home leisure (free time at home) Internet Leisure (spending free time in social networks, communities, websites, etc.)	don't prefer
Social active student	Leisure is the reward for work, for good academic performance. Leisure is a change of scenery and activities	Outdoor Leisure (hiking, camping, excursions, picnics, walks, etc.) Sports leisure (spending free time in fitness clubs, gyms, stadiums, swimming pool, etc.) Social leisure	prefer
Self-developing student	Leisure is the reward for work, for good academic performance Leisure is a way of meeting the need for learning something new	Developing leisure (spending free time in circles, sections, language centers, libraries, development centers, etc.)	prefer
Party-goer student	Leisure is a way to relax, cheer up, distraction	Entertaining leisure (cinemas, bars, cafes, restaurants, night clubs, etc.)	don't prefer
Employed student	Leisure is a change of scenery and activities	Internet leisure (spending free time in social networks, communities, websites, etc.) Entertaining leisure (cinemas, bars, cafes, restaurants, night clubs, etc.)	prefer
Sluggard student	Leisure is the time when man can do nothing	Destructive leisure	don't prefer

«Home student» type is typical a narrow and traditional circle of communication, they are focusing mainly on stable contacts with relatives, neighbors and acquaintances, in some cases – with colleagues in work (study), prefer simple and «home» forms of leisure (reading, television, radio, newspapers, work at home and just rest). Leisure meaning for this type associated with activity with close family and friends. Usually they don't prefer spending free time at university, because they connect university only with education. Among the respondents, this type is not widespread and has about 15 % of respondents.

“Socially active student” and “self-developing student” types are more positive and useful position for students (Stebbins 1999:67). They choose developing forms of communication and leisure (visiting sports clubs, museums, exhibitions, classes in circles, associations of interests, additional classes for self-education, etc.). Such a way of

life is impossible without social and recreational costs (material, physical and intellectual plan), which gives it activity and organization, thereby disciplining its followers. Leisure meaning for this type associated with way of meeting the need for learning something new and reward for work, for good academic performance.

“Social active student” likes to participate in social life at university, organize events, social and entertainment actions (Savchenko, 2014: 179). They are usually participants of students' organizations and clubs. Among the respondents, this type has about 25 % of respondents. At KazNU exist a several big student's organization, which are regulated and managed by students as *Public Association* “Trade Union of Students” “Sunkar”, *Students' Senate*, *Supreme Student Council*, *Public Fund* “Komek”, *Student Bureau of the Bologna process*.

“Self-developing student” type also participates in social life of university, but this type is more directed

to self-realization than spending time to social useful activities (Babesko 2013:136). They actively visit university events, which devoted to meeting with interesting persons, free master-classes, and additional lessons (Stebbins 2005:11). In choosing leisure activity firstly they ask themselves “Is this activity useful for myself?”. Among the respondents, this type has about 20% of respondents.

“Party-goer student” understands leisure as a way to relax, cheer up, distraction. Usually they like entertaining leisure (cinemas, bars, cafes, restaurants, night clubs, etc.). In addition, this type does not prefer leisure at university and think that university events are more traditional, not modern and boring. Among the respondents, this type has about 25% of respondents.

“Employed student” usually choose Internet leisure (spending free time in social networks, communities, websites, etc.) and entertaining leisure (cinemas, bars, cafes, restaurants, nightclubs, etc.) for relaxing after work and study day. They have not time for university events. They feel special from other students, because they have a work place and more duties. Among the respondents, this type has about 10% of respondents.

“Sluggard student” is less positive type among all types. Leisure for these students is the time when person can do nothing. They do not see the opportunities that can fill their free time with different interesting activities. Among the respondents, this type has about 5% of respondents.

For last three types of students, university must pay more attention, because they have risk to go for destructive forms of leisure – create an effective mechanism for informing students about programs and projects in the leisure sector of university, present motivation to participate in these activities (Rojek 1999: 81).

Often, students do not know what kind of leisure activities the University can offer them on a free basis, not to mention the regional and city programs implemented by the relevant institutions.

In modern social and cultural conditions leisure practice is not just a free time activity aimed at the preservation and restoration of the integrity of the individual, leisure is one of the essential elements of life having a deep and complex connection with the general problems of work, politics, economy, development of new information technologies, various kinds of innovations (Rojek 2005:13).

Leisure practices transform and change every day. In this case some types of leisure are appearing and some of them disappearing (Vagapova 2017: 164). According to research results, were

collected several innovative forms of leisure practices among student youth as “Biblionight” or “Night in Museum”, “Qwest games”, “Internet competitions”, “Electronic books, magazines”, “Blogging”, “Marathons (Yarkocross, Velokross, Veloprobeg)” (Ridinger, Funk, Jordan, Kaplanidou 2012:155), “Extreme sports”, “Master classes and seminars”.

When choosing types of leisure activities, students also prefer to use Internet resources: websites, blogs, Internet pages about possible leisure activities and thematic events. Respondents usually notice in leisure diaries that they visit following Internet pages (Shodim.kz, Afisha.kz, Jam.kz, AfishaDay.kz, *Afisha.nur.kz*, Almatylife.kz, Go.almaty, Online tickets buying services, Coupons and discounts buying services).

The choice of one or another innovative form of leisure is largely determined by the value priorities of student youth as the most dynamic, intellectual group of young people: the desire for self-determination, that is, the expression of personal and professional positions in socio-cultural situations.

The statement of an individual style of life through the assimilation of new social roles; inclusion in modern processes of transformation of many spheres of social and cultural life, first of all through new channels of socialization – the Internet and the media.

## Conclusion

According Dumazedier the “civilization of leisure” has already come, although it is at the beginning of its development. Arguments in favor of its existence are the rapid growth of the amount of free time for all sectors of society, the growth of the value of leisure and, in particular, it is growing autonomy. Leisure and work as values, according to Dumazedier, change places: leisure ceases to be a simple compensation of labor, becomes a necessity, and turns into an “independent variable”, into “the meaning of the evolution of developed industrial societies” (Dumazedier 1993:83).

In this case youth in society also changes their opinion about leisure concept. Youth leisure secures, and in many respects also founds in a young man such habits and skills, which then will completely determine his/her attitude to free time (Littlefield 2012: 465). It is at this stage of a person’s life that an individual style of leisure and recreation is developed, the first experience of organizing free time accumulates, and attachment to this or that occupation arises.

The product of leisure practices of a modern person should be primarily health, its development and positive social experience acquired in the process of leisure (Eremeeva 2017: 43). Moreover, the rules for organizing recreational activities and the norms of leisure behavior should be socialized from childhood. Leisure activities are designed to perform recreational, developing, entertaining, socially useful functions (Barton, Jackson 1999:17). Sufficient availability and rational use of leisure practices leads to improving education, cultural level, mastery of science, participation in social activities determine the real possibility of expanded reproduction of both the workforce and the spiritual forces of society.

Creating an effective mechanism for informing students about programs and projects in the leisure sector at university, presenting motivation to participate in these activities are main methods (Sharkovskaya 2014:100). Often, students do not

know what kind of leisure activities they can offer to the university on a free basis, not to mention the regional and city programs implemented by the relevant institutions.

In this case, it can be recommended to promote university events by internet resources: websites, blogs, Internet pages about possible leisure activities and thematic events or advance web page of university by doing advertisements more attractive and visual for students.

It is important to notice that web page of university directed mostly to reports about leisure events, rather than advertise and promote these events. The university has full important social infrastructure objects, but student don't use this opportunity. Thus it is necessary to popularize university leisure. It is useful not only for students but also for the university, as the leisure sphere is very profitable in economic aspect.

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