

LEISURE TIME AND SALESIAN PEDAGOGY

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Abstract: *Our contribution deals with influence of leisure time on healthy and risky behaviour of adolescents. Leisure time activities play an important role in education, health and social fields. Way of using leisure time of children and adolescents is influenced by social environment. Significant role in using leisure time of children and adolescents is played by Salesian youth centres. Therefore we are here focused on Salesian educational style and analysis of the present position of Salesian youth centres.*

Key words: *leisure time activities, leisure time, adolescence, school, risky behaviour, Salesian pedagogy*

Introduction

Salesians of Don Bosco (hereinafter SDB) are a significant Roman Catholic religious order originally focused on work with the youth. In 20th century they extended their activities to missionary work, spiritual exercises and assistance in the parochial structure of dioceses. The order was founded by the Italian priest Giovanni Bosco in 1859.

Giovanni Bosco was born in a small village Becchi in northern Italy in 1815. He became a priest and his life motto was: „*Give me souls and take away the rest*“; this motto he used in the crest of the Salesian Society founded by him. Thereby Don Bosco wished to articulate the sense of his life and all his activities. During his work in Turin he was effectively helping young people that had come to the town to look for work and often they had no family background. He paid his attention to boys that lived without home, had no education, no proper work and nobody respected their human value. Don Bosco supported their versatile development. Step-by step he formed institutions for suitable activities and formulated basic principles of Salesian pedagogy.

He died in 1888, in 1929 was beatified and in 1934 canonized (Bosco, 1993).

The main education method used by Salesians in education of the youth is the so called preventive system based on assistance. The assistance is understood as the educational presence of an educator in the middle of a youth group. The educator is not engaged as „a pedagogical supervisor“, his task is to animate the group and to approach everybody openly, to assist in problems, to accept the group members with respect and patience. (Vracovský, 2002, Motto, 2005).

Giovanni Bosco refused repressive educational methods i.e. punishment or humiliating words in the presence of others. Conflicts he solved without participation of others, face to face.

His own preventive system consists of three items – kindness, reason and religion.

- *Kindness*: This attitude is necessary for Salesian activities. Young people must feel that anybody likes them and meets them with good intent. Kindness is the spirit of the preventive system. It is acting as “educational love“ that enables to form and develop relationships.
- *Reason*: By process of education, reason and reasonableness are applied mostly in a dialog of the educator and the educated. Love to the educated person and all activities of the educator are guided by the healthy reason. Reasonableness enables to motivate - in preventive form - to discipline, with keeping inner order and fulfilment of duties.
- *Religion*: Salesian educational activities originate from Christian image of the human and are motivated by faith. Education by Giovanni Bosco was religiously oriented. He understood his religious as development of a sense of God present in every person and as endeavour to Christian evangelization.

For Salesians, as well as for Giovanni Bosco, the basic goal of Salesian education is to live out life situations of young people together and support them in handling their life so that they will be “*virtuous citizen and good Christians*“.

**Preventive system
from view OF THE present psychology of personality**

DEVELOPMENT OF EMOTIONAL COMPONENT	→ KINDNESS
DEVELOPMENT OF COGNITIVE COMPONENT	→ REASON
DEVELOPMENT OF TRANSCENDENT COMPONENT	→ RELIGION

In Czech Republic Salesians work in 9 youth centres (Praha, Brno, Ostrava, Plzeň, Pardubice, České Budějovice, Teplice, Zlín) that have a character of individual works. Each of the centres has regular contacts with several hundred young people. The Salesian youth centres are established by Salesian province Prague as special-purpose institutions of Church for children and youth. Some of them were included into the network of schools and educational institutions, so they belong to the school educational system. In 2006 the centres were transformed to a school legal entity and their activities correspond to the School Act No. 561/2004 Sb. Salesian youth centres deal with

education of children and young people by means of their leisure time activities; our research work is executed within the project “Psychological and social characteristics of children, youth and families, development of the personality in the time of changes of modern society“ (MSM 0021622406).

Impact of education style on development of personality of adolescents. Self-interpretation

Not only the family but also other human communities, that live in mutual relations and a joint history, in common present days and with future expectation, can substantially influence opinions of individuals of themselves and attitude of others. Forming of the autoregulatory system of a personality is connected with self-attitude of the personality, i.e. the attitude of the personality to oneself and personal relations to the world. It is an evaluation aspect called self-evaluation; it contains values that were fully accepted by the personality.

Self-attitude as a structure of a complex of knowledge has both descriptive and evaluating dimensions. We understand it as a separate component of the personality for expressing a global picture of the personal “ego“ value.

Healthy family

If processes of individuation and empathy for others are well-balanced we speak about the so called *healthy families*. Parents significantly influence self-evaluation of their child. Self-evaluation and self-attitude of individual members of the family are important factors that influence interactive family connections. Even if the self-attitude and the corresponding self-valuation are determined also by personal characteristics, the interpersonal and social comparison is also very important. Important role is here played by the persons in daily life contacts that significantly influence an adolescent and also his/her notions of other people, as a result of a broad social experience.

Crisis of identity

In adolescence period, i.e. in time of identity crisis an individual has often inadequate and uncritical attitude and evaluation of oneself and others, which can be one of causes of existing conflicts with parents. The parents are, however, an important pillar of social support just in adolescence, with emphasizing the way of communication with adolescents. Parents’ authority is accepted by adolescents if it is connected with interest and respect for personal freedom. Nevertheless, intensity of emotional interaction between a parent and an adolescent is important. In comparison with the previous time of childhood, in adolescence time the style of education by parents is more differentiated. The adolescent perceives attitudes, actions and educational practice of his/her parents under influence of conscious and unconscious motivational agents. Girls perceive educational attitudes of their parents in a different way than boys do.

Conclusions

Salesian educational system by Giovanni Bosco is well visible also in contemporary psychological context. It was founded in 2nd half of 19th century and ushered in the ideas of the modern pedagogy, pedagogical psychology and psychotherapy, mainly humanistic (e.g. C. Rogers). It works with complex grasp of the personality in all its components and uses influence of the nearest social environment of the young human through his own personal development and also in modern way actively it creates the concept of educator's role in the education process.

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VOLNÝ ČAS A SALESIÁNSKÁ PEDAGOGIKA

Souhrn: V našem sdělení zjišťujeme, jaký vliv má volný čas na zdravé, event. rizikové chování adolescentů. Volný čas plní funkci výchovnou, zdravotní a sociální. Způsob využití volného času u dětí a dospívajících je ovlivněn sociálním prostředím.

Významnou úlohu ve využití volného času dětí a mládeže si kladou za úkol své činnosti salesiánská střediska mládeže. Proto se zaměřujeme především na salesiánský výchovný styl a analyzujeme současné postavení salesiánských středisek mládeže.

Klíčová slova: volnočasové aktivity, volný čas, adolescence, škola, rizikové chování, salesiánská pedagogika