The Influence of Family and School in Shaping the Values of Children and Young People in the Theory of Free Time and Pedagogy

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Abstract

Aim. The aim of the paper was to point out that the hierarchy of values is considered the most reliable prognostic sign that expresses whether a person can behave in accordance with his environment. The author identifies the causes of the current crisis of value orientations, discusses the influence of family and school on the creation and transformation of values in the lives of young people.

Methods. Through analytical-synthetic and inductive methods, the author identifies the influence of consumer society and family on the creation of value systems of children and youth. It points to the pedagogy of free time and its connection to the theories and functions of free time.

Results. The author provides a summary of theoretical meanings, summaries and theories in the field of value orientation of children and youth, discovered factors that influence the development and formation of value orientation, discovered the share of family, peers and free time in the creation of a value ranking.

Conclusions. Any changes in society brought a wider spectrum of information, freedom of speech, opportunities for social mobility and education, but also deepening of social inequality, deterioration of interpersonal relations, moral relativism and value chaos. Current problems of society's development and their solution also affect the way of life of young people, the process of its quantitative changes, including attitudes to life and value orientation.

Keywords: value system, theory of pedagogy, theory of free time, school system, family

The Causes of the Crisis
in the Present Orientation of Values

According to Vladimír Brožík (1984) and Emília Kratochvílová (2010), the twentieth century brought a huge development of science, technology, information and communication technologies, but also weapons of mass destruction, biological weapons, genetic manipulation of food, cloning and other negative phenomena that are a manifestation and result of a crisis of values (Budayová, 2020).

One of the characteristics of consumer society is that it provides a kind of asylum. We have a sense of security from a chaotic world in which we have a sense of powerlessness. Owning objects gives us a sense of complete existence. However, since there is a constant production of new, more comfortable and more efficient products, this pursuit has no end (Kratochvílová, 2010).

Family Crisis

The demographic behaviour of the population in our country in the early 1990s recorded dramatic changes. The reproductive capacity has fallen far below the limit of maintaining a simple rotation of the population, the divorce rate is relatively high, the marriage rate has also decreased significantly, and the number and share of children born out of wedlock is increasing from year to year (Štefaňak, 2009). Oldřich Matoušek (1997) states, similarly to several other experts, that in contemporary Western civilisation, even in our country, the internal supports in the stability of family relationships are weakening, due not only to the corresponding weakening of the acceptance of family values in public opinion, and the influence of mass media and cultural interaction within the process of globalisation but also due to lifestyle changes.

Dana Kimličková (2010) states that the family crisis is closely related to the marriage crisis, and can be observed at the following levels:

- on a spiritual level, because the family is questioned mainly by those who promote the complete self-realization of the individual. Today, the sanctity, permanence and inviolability of marriage is considered a survival of society, and new forms of coexistence are being promoted, which are in deep conflict with the natural family;
- on a political level, it manifests itself in the economic and other disadvantages of families with children, especially in large families. A child is not adequately understood by society as a gift, as a new quality of life, but as a commodity whose benefit or burden is estimated according to the rules of the market economy, or is also understood as a luxury that comes only when certain priorities are satisfied;
- on a social level, related to the stability of the family, both external and internal. It is manifested not only in the increased divorce rate of

families, but also in the increase in the number of one-parent families, and mainly in unmarried unions. The high divorce rate is related to premarital sexuality, especially premarital promiscuity and also to extramarital relationships.

In Table 1, we used a basic index to express the number of divorces in the Slovak Republic, which points to the "development of the number over time." It shows the change in value from one point in time to the next point in time. A reference value that can refer to a given year (base year), usually set at 100. In our case, we set the base year 2000 (100) and, based on calculations, we determine the development of the divorce rate in the individual following years 2000-2022.

Table 1
Basic index - development of the divorce rate in the Slovak Republic for the period 2000-2022

Year	Number – n	n BaZ	Year	Number – n	n BaZ
2000	12027	100	2012	11650	96,9
2001	12443	103,5	2013	10946	91
2002	13752	114,3	2014	11232	93,4
2003	13606	113,1	2015	10320	85,8
2004	13857	115,2	2016	9800	81,5
2005	14346	119,3	2017	10199	84,8
2006	14007	116,5	2018	10064	83,7
2007	13896	115,5	2019	10005	83,2
2008	13412	111,5	2020	12328	102,5
2009	13415	111,5	2021	8131	67,6
2010	12731	105,9	2022	8066	67
2011	11767	97,8			

Source. Own research, Štatistický úrad, 2023. Obyvateľstvo a migrácia [Population and migration]. https://slovak.statistics.sk

When comparing the set years 2000-2020, we can express the development of the number of people, which points to an upward trend from 2000 to 2005. Based on statistical indicators, we can claim that the increase in the divorce rate during this period was directly proportional, while from 2006, the number of people began to gradually decrease and in In 2011, the reference value fell below the base index of 2000. Since 2011, we can only note the decreasing nature of the divorce rate, while the difference between the years determined by us is 3961 divorces less than in the base year 2000.

Some experts talk about the crisis of the family, others about the pluralization and liberalisation of family forms and take different evaluative

positions on this development. At the same time, it seems that they often indirectly or directly promote the so-called alternative lifestyles, sexual relations outside of marriage and socialization of children outside the complete family, with the claim that the current development is irreversible and is in line with civilizational progress (Matulník, 2003).

Moral Crisis

Global society brings with it changes in the context of views on life. They change and new ideas, moral ideals, moral values, ways of behaviour are created based on the worldview.

Gabriela Jonášková (2003; Judák, Akimjak et al., 2022) draw attention to the fact that people are unable to agree on what to consider as evil and what as good. In this situation, in an effort to protect human life, there is no other way out than recognizing human life itself as an absolute value and rejecting violence in general, because the primary cause of the crisis of respect for values is the failure of respect for life as an irreplaceable value. Zuzana Budayová (2021) stated that we live in two moral contexts: the pre--television context, which she called the context of conscience, because of its uniformity and unreliable mechanisms for distinguishing good and evil; and the non-television context, in which marriage, family, education and other traditional values are suddenly understood otherwise as a whole. The problem of justifying violence is therefore connected with the question of free will, moral action, with a specific characteristic of the quality of a person's will — good or bad.

Consumerism

Consumption as such can be understood in two ways. On the one hand, it relieves a person of the feeling of anxiety, because that which a person owns cannot be taken away from them, but on the other hand, it demands that a person should consume — and consume ever more, because the previous consumption almost loses its satisfaction. A consumer society can therefore be called a society whose main value, which is governed by the majority of its members, is the consumption of any goods (Hubinková, 2008; Roubalová et al., 2022).

Social needs and instincts in a consumer society are often manipulated (using advertising, determining lifestyle) by a conscious or unconscious desire to excel over others, to satisfy one's wishes without respect for others, and sometimes at their expense. Consumers are influenced by their perception, attitudes, motivation, emotions, and physical and social environments (Lešková et al., 2022). Important for influencing a person is not only their family, but also co-workers, reference group, cultural differences and traditions.

The consumer society is aptly characterized by Helena Kubátková (2010; Cergetova et al., 2021), which is based on Heidegger's study of falling into the world. Among the manifestations of such a society he mentions:

- succumbing to the compulsive pursuit of everything new;
- succumbing to compulsiveness, which thus becomes the basic mood of a person;
- succumbing to curiosity, which results in a superficial understanding of the world;
- succumbing to the public interpretation of the world, the result of which is superficial entertainment and superficial talk that serves only as entertainment;
- falling for things and indulging in them.

Human nature is rooted in qualities that help the development of psychic powers, and which are one of the alternatives to life orientation. These are creative activities — love, reason, etc. These are quite different qualities from, say, the passions associated with the lust for power and so on. Even these relatively simple human qualities are capable of leading a person to a feeling of satisfaction and happiness. Unfortunately, these equivalents are currently highly criticized, primarily due to the displacement of traditional values such as truth, love, goodness, etc. In the foreground is egoism, which is fully supported in man by consumerism. A consuming person wants to have as much as possible, ignoring the damage this approach causes to themselves and their neighbours, and last but not least to nature (Kohák, 2006; Kondrla, 2021.

The negative impact of a person's "consumption" is visible in all dimensions of their life (spiritual, religious, moral, emotional, personal, and social). It seems to be forgotten that the most important thing is the person. The entire formation of human life is actually about how to overcome a person's egocentrism, how to "get out" of oneself, and the important attitude of admitting one's own shortcomings, mistakes, and failures. This stage in the formation process cannot be skipped. If we were to omit it, we would arrive at a false result, or more precisely, no result (Budayová & Ludvigh Cintulová, 2021). Contemporary society in its essence supports consumer behaviour, to which Zuzana Hubinková (2008) draws attention, because from the point of view of some social rules, alternative approaches to life, which are more benevolent to other values than the traditional ones. For example, an individual who is not sufficiently fashionably dressed and equipped with typical products of the contemporary world (for example, a laptop, a mobile phone) has much less chance to succeed not only in private relationships and in the labour market, but also compared to a person who is socially conformist. Any deviation from social conformity leads to possible prejudice, because the ownership of some products is today considered a social necessity.

Hubinková (2008) adds that it is not easy to change the lifestyle to another type of life alternative, because the current socio-cultural trend does not force the general population to investigate things in depth, but instead to perceive them superficially. People are also becoming less and less creative and more comfortable because in many cases they can achieve the greatest effect with the least effort.

The Phenomenon of Globalization

Globalization is a typical characteristic of today's world. Some welcome it as an opportunity, as a process of spreading the achievements of science and technology, opening markets and eliminating borders. Others condemn it as a tool for enriching the rich and impoverishing the poor. The beginning of the 21st century found humanity in the unhappy state of globalization and global crises involving family, school, upbringing and education, and society. War and political conflicts have become part of our world, our history, our nation (Judák, Petrikovičová et al., 2022; Lukáčová et al., 2022). There are countries where children dying from hunger and the consequences of war. Social differences are deepening even in our nation, and their accompanying phenomenon is many socio-pathological phenomena in children and young people (Kratochvílová, 2010).

Globalization brings with it both positives and negatives. It strengthens the connection between nations and cultures, but with globalisation people may also remain isolated and alone, and loneliness affects their personal decisions in matters of values and morals. It is typical for the global society to increase work performance, the result of which is the pursuit of profit and tax and ecological crises, as well as the transformation of the culture into a consumer culture (Kravárová, 2010).

According to several authors, globalization is here to stay — it can neither be ignored nor stopped, but it must be properly guided and implemented, given a human face, and it is necessary to introduce an ethic of solidarity with people into it. In analogy with Cardinal Antonelli, I would like to say that even today David can conquer Goliath. Just as it was a tragedy in history to place power, class, race, and nation above the principle of human equality in dignity, so the globalization process must not subordinate man to the economic and political system, but on the contrary, the system should serve man. Václav Mezřický (2003) claims that globalization, at first glance, expresses the simple fact that the world is a network of mutual dependencies and influences in the field of culture, as well as in values and technology. It is a process that affects the whole range of social processes and phenomena affecting intimacy in interpersonal relationships. Globalization can be seen primarily as growing interdependence.

Media Influence

The media thus have a very significant share in deepening the difficulties, anxieties and depressive states of young people. Broadly speaking, they present unrealistic visions of life to young people, and reduce their own creativity. They provide global guidelines for light-hearted liberal treatment of even the greatest of gifts — the gift of life. Freedom without borders encourages arbitrary attitudes in young people, leading to their risky behaviour and gambling with life. Aggressiveness in the media encourages aggressive behaviour among young people. In predisposed individuals, this can also result in self-destructive, self-harm and suicidal behaviour (Budayová, Pavliková et al., 2022; Kováčová, 2022).

In recent decades, the influence of new information and communication technologies, which have become a medium for rapid transmission not only of information, but also of lifestyles and attitudes, values and culture, has been growing significantly. No one doubts the importance of the media for relations in society and in the world. Freedom of the media and the overall freedom of society are closely related (Tvrdoň, Lojan et al., 2022).

The Influence of the Family in Raising Children and Young People

Socialization takes place in a specific social environment, where two basic groups in a person's life play an important role: family and school. And it is the family that is the basic social groupm where the child enters into social relationships and within which they become a social entity. It should also be noted that the family fulfils a primary function in a child's life, and the following three characteristics are particularly important for the process of socialization and correct value orientation:

- the cohesion of the family and its overall atmosphere is mainly determined by the relations between the spouses, and from the child's point of view, between them and their parents. A positive atmosphere, and sincere and balanced relationships determine the nature and style of life of the whole family, which affects children's development and supports an adequate orientation of values in them;
- applied educational techniques by parents — in general, two extreme educational techniques can be encountered here: autocratic and liberal. The autocratic style of upbringing is characterized by dominance on the part of the parent through their decision-making on all matters concerning the child, and not allowing any deviation from their own principles. In contrast, the liberal technique involves complete tolerance and freedom for the child. The form of punishment for violating the required standards and deviating from them is also related to this. From an educational point of view, the agreement of both parents is required, because in most cases it happens that there is a double-track, where often the father is too auto-

cratic, and the mother tries to solve the situation with the opposite educational style;

- the place of the child in the family and its position in the hierarchy of children - this is mainly an objective fact, which is dictated by the order of arrival of children in the family, where each child is born in different social conditions, which also exerts different influences on the child. The first-born child is in a different situation to the second-born, so new relationships and bonds are created in the family with the birth of each child (Tvrdoň, Akimjak et al., 2022).

The family, as the primary social group, can influence its children in two systems — the functional one, where the child's orientation is focused on good moral foundations, and the child feels the security and leadership of the parents, but also the dysfunctional system, in which the family as a whole fails and the child or adolescent has no desire and joy in life, has no one to talk to, and no one pays attention to them. It often happens that a young person especially tries to escape from such a family. The environment in such families is cold, and parents ignore the presence of their children. Parents act as passive educators, and the bonds between child and parent are disoriented and evasive (Kobylarek, 2021; Matoušek & Kroftová, 2003). According to Pope John Paul II the family is an educational community in the sense that it should help a person to be aware of their vocation to serve others in love and strive for justice and responsibility for others (Cf. FC ll). Love detached from the feeling of responsibility for a person is self--denial, and it is usually and always egoism. The more sense of responsibility for a person, the more true love is (Tkáčová et al., 2021; Wojtyla, 2003).

The current world and modern society is also associated with another negative social phenomena, which is unemployment. The consequences mainly concern their families (usually parents with their children) and wider family relationships. Research has confirmed that the unemployment of a family member first affects the family most often in the form of a worsened economic situation, followed by the consequences and changes in the social field (Plávková, 2009).

As a result of these factors, frequent divorces occur, which greatly affects the development of a child or young person. Surveys have proven that especially young people react sensitively to the absence of one of the parents, as a result of which children and young people are neglected, interactive communication is lost and the family becomes a dysfunctional family. Adolescents and parents should confide in each other about their problems, experiences and thoughts in order to achieve a deeper mutual understanding. This is necessary if we want the family to be a unit where each individual should feel good and trust others, even if there are certain natural limits, a very sensitive boundary line that each family must determine. Respect for privacy is important for family harmony, as is the feeling that the adolescent can rely on their parents in critical moments (Brusius, 1993; Radková et al., 2022).

The Influence of the School in the Education of Children and Young People

For children between the ages of 6 and 15, next to the family the school is the second most important environment, with the opportunity for success and failure in the social, intellectual, emotional or personal spheres. Even school cannot be separated from the whole context of life. The child's appearance, their health, family relationships, extracurricular interests, and cooperation with the teacher — all these affect the benefit and motivation. Many so-called school problems have their cause very far away from the school, and on the other hand many personal and family problems originate in the school environment (Štúr, 1998).

Educational system employs specially trained workers who perform pedagogical work as their profession. They are teachers and educators who, as workers in a specialized social institution with a socializing function, have a special place in relation to the state, and to the norms, values and value orientation of pupils, as they prepare children and young people for life (Ondrejkovič, 1997).

In school, the foundations of value priorities, conformity, but also deviation are laid, assumptions of success and failure are created, primary and secondary deviation, labeling occurs. Here, for the first time, situation-specific tactics for circumventing norms are created. A specific feature of the school as an institution is the so-called a secret curriculum, through which the school contributes to the preparation of a compliant citizen, its content is everything that students acquire in the process of school communication, but which cannot be found formulated in any curriculum or educational goals (Ondrejkovič, 1997). In today's world full of widespread globalization, important topics in the education of children and young people are being re-evaluated (Oláh & Roháč, 2011). Every effort for any procedure should be crowned with success, which, however, must be supported by teachers and students (Chválová & Stranovská, 2019; Martin et al., 2019).

The importance of values comes to the fore. Therefore, we believe that it is very crucial to determine and precisely categorize what values are involved, so that there is a consensus not only in the academic environment, but also among the general lay public, because a person is dependent on education, and that is not only at a young age, but throughout their life. The primary and historically developing areas of our culture are beginning to emerge:

- the social side of personality: family, profession, tolerance, citizenship, culture;
- the psychological side of personality: education, character;
- charisma, trustworthiness, prosociality, empathy;
- the biological side of personality: health, environmentalism (Gogová et al., 2004).

According to the areas mentioned above, we can clearly see the close connection between values and the socio-cultural environment. The authors further point out the need to also take into account the emotional aspect of cognitive processes, because it is this that will later decide whether a certain situation will be a negative or positive value.

The author Alena Gogová and her team (2004; Petrovič & Maturkanič, 2022) recommend a pedagogic direction that will enable in the process of pedagogic education to teach values, namely:

- present desirable models of behaviour to those being educated. The period of childhood is an ideal age, where the child is emotionally tied to the immediate surroundings, of which they are not critical. In the period around the age of ten, when the child begins to be critical of people, by basing his education on the models recognized by the child, and thus actually through their accepted model of behaviour, the educator can also emphasize the preferences of desirable values according to them and the desirable behaviour derived from them;
- the educator should see the meaning of behaving in accordance with certain values in everyday life. It is appropriate when the person being educated through dialogue realizes that different people attribute different meanings to the same values;
- the third, often overlooked, recommendation is the strengthening of the behaviour of the student. If the desired behaviour is positively reinforced, it helps the child to build a positive self-image as well as let them live the positive experience of feedback from the environment. Miron Zelina is one of the authors who deals with this issue in Slovakia;
- the last recommendation attaches importance to practical application. Only the activity that we perform becomes adopted and accepted by us, or not accepted, based on the meaning it has for us, which actually improves our value system.

In pedagogy, as it significantly deals with the educational process, it is also necessary to deal with the creation of the value consciousness of children and young people from the point of view of the creation of a value system. An example of such an approach can be the study by Stanislava Kučerová (1996) "education with values and towards values".

The school, with the significant support of the children's parents, should act on young people in a targeted but non-authoritative style so that even in today's consumer environment full of commerce, advertising, globalization and mixed values, it leads its students in the direction of our Slavic identity and Christian values. We believe that children and young people must have a clear prediction of the correct values tolerated in our latitudes so that they can take the correct attitude in all their life situations, and thus fully avoid deviant behaviour which is neither tolerated by the school or parents, nor by society itself (Ludvigh Cintulová, Budayová & Rottermund, 2022).

Growth and development (maturation) are inextricably linked. Howe-

ver, they are not always in complete balance and do not occur simultaneously. In some periods there is more significant growth, in others the improvement of functions. When the process of functional maturation ends, a person is an adult, fully functional. This means that growth and development changes have reached their goal (Budayová, Svoboda et al., 2022).

The Pedagogy of Free Yime

In the process of education, innovative elements grow and strengthen, which also positively influence children's lives outside of class, and support and deepen the school's educational efforts. Apart from them, however, there are also influences that hinder or make it difficult to raise a new person. Therefore, children's free time should not be left to chance and spontaneity. Social, economic, political and pedagogic reasons lead us to expand and deepen society's care for children outside of school in various forms and to pay attention to using free time in a desirable way (Brinza, 1984; Skála, 1987).

Leisure activities carried out in different environments have different aspects of content, reach, value orientation and effects and help to create individuals, groups, the young generation, and the whole society. Very often they intertwine, intersect and mutually support each other, but sometimes they pass each other in their effect or, on the contrary, interfere with each other. Therefore, for all these reasons, the importance of educational appreciation of free time is constantly growing (Hofbauer, 2004).

The Theory and Functions of Leisure Time

Today's children are future adults. The further development of our society will depend on them. That is why we place high demands on children and young people. The scientific and technical revolution requires that they acquire new knowledge and discoveries already in school, and learn to use them for the common good. It is equally important to learn to live in a new way, to adopt a new way and style of life, which unconditionally includes the use of free time, because it means the possibility of further development of a person's creative powers and abilities. It means the possibility of rest and regeneration. It depends on society and on individuals how and for what they use their free time (Brinza, 1984).

The theory, therefore, does not have a uniform definition of free time. In the professional literature, we come across various approaches that highlight its individual aspects — philosophical, historical, economic, political, bio-physiological, sociological, psychological, pedagogical, medical, healthcare and others. Like education, free time is a multi-dimensional phenomenon and requires a complex approach in theory, as well as a complex solution in social practice. It is that part of human existence which, in a comprehensive understanding, inevitably belongs to the whole and has an

important role in shaping and forming a person's personality, as well as in the manner, style of life, i.e. in the overall quality of life in relation to self-realization — "to be" and not just to somehow survive (Kratochvílová, 2010; Tkácováet al., 2023).

Václav Bláha (1968) starts from the definition of free time as the space that remains available to the student for relatively free use after fulfilling the obligations arising from school attendance, and after performing other necessary or imposed work and activities that result from the need to realize biological and social existence. It divides children's free time into:

- the organized part, which is influenced by educators;
- the unorganized part, which includes children's activities on the streets, yards, etc.; where children play based immediately on the current ideas of individuals or a group of children;
- the partially organized part, which includes the individual activity of children (for example, private lessons of various focus, etc.) (Judak et al., 2022).

From the point of view of creating the right way of life, it is very important how children spend their free time, and who should adopt the basic values of society and find ways to apply them. The entire system of education and preparation for life should teach children to use free time in a qualitative way (Budayová, Pavliková et al., 2022).

Leisure Functions

We understand and define the functions of free time in terms of its meaning/meanings for the individual and society. Identifying the functions of free time is important for understanding the very essence of this phenomenon, its meaning and consequences, for taking them into account in social practice, and creating conditions for their application, realization in the life of an individual and society (Kratochvílová, 2010). Every teacher must be aware that without the sum of competences, skills and procedures they have mastered, they would not be able to lead students on the right path of education and at a sufficient educational level (Gadušová, Jakubovská et al., 2019).

The authors Marie Švigová (1967; Ludvigh Cintulová, Radková et al., 2022) are convinced that free time is becoming an economic problem, not only from the point of view of its creation, but also from the point of view of its use and feedback on the development of society as a whole. Some Western sociologists believe that all the negative phenomena that appear with free time will be overcome by pedagogy. Leisure pedagogy should create suitable models of leisure for different social groups, and deal with the process of choice. As leisure time suddenly becomes a social problem, society must also define the functions of leisure time:

- the primary function is the rest function. Each of us can and will choose a different nature of rest. It depends on the content of the work, the sum of physical and mental exertions and the needs and wishes of the individual and the opportunities that society provides us;
- the second function of free time is the function of entertainment. Forms of entertainment tend to be varied. They can have a collective or an individual form. Entertainment can also take the form of work. Entertainment should be a stimulus that strengthens and spices up the zest for life;
- the third function of free time is self-serving development of human powers. The development of human powers can have a separate educational form. A person very often rests when he reads, listens to music or performs some manual activity. All three functions of free time are very closely connected and cannot be strictly separated from each other (Ludvigh Cintulová, Budayová & Bredova, 2022; Švigová, 1967). Free time must be connected with the basic functions of the pedagogical and educational plan. Therefore, the pedagogue must know about the students' interests, and must be able to connect them with pedagogical and didactic rules (Gadušová, Hašková et al., 2019).

Kratochvílová (2010) specifies the functions of free time into five categories:
- the health-hygienic function where the essence is compensation of the students' study load from teaching at school, from other duties related to school and family;
- the self-realization function, which creates conditions and opportunities for satisfying and developing needs and interests, according to one's own choice and choice, in which children and young people „find themselves";
- the formative-educational function, which represents the active purposeful creation of possibilities to influence the formation, education and development of the personality and its needs;
- the socialization (or social) function means creating conditions for broader peer and other social contacts and establishing social relationships;
- the preventive function is an effective protection against the consumerist way of life and spending free time, against negative social phenomena (brutality and violence, criminal activity).

As we have already stated, the meaning of free time is determined by the value it brings to society and to the individual. This value lies in the possibility of using free time for the free, socially determined development of individuals and thus the entire society. Time as such is only a space for individual development, and can be used in different ways. Free time is not so much time as an activity fulfilling three main functions: rest, entertainment and self-education. The mutual ratio of these three functions can,

of course, be quite different. If work is an unfree, alienated activity, then free time is primarily understood as freedom from work, and the highest emphasis will be placed on rest and fun.

Educational Facilities

Of the entire set of factors affecting children and young people, the educational system of the school, including the system of education outside the classroom, the conditions and possibilities of children's social life, is of particular importance, i.e. from. the use of children in facilities for education outside of school, in children's and youth organizations, as well as the level of equipment around the residence for spontaneous activity. The school's educational facilities are the children's club, the school's hobby centre, the leisure centre, the school's boarding school, the school's economy, and the professional practice centre (System of Schools and School Facilities, 2022).

The school children's club stabilized and became the most widespread school educational facility for primary school students, with an educational and social mission. Educators represent parents during their working duties. They help students in preparing for classes and in the active use of free time. The children's school club provides for children who fulfil compulsory school attendance at primary school, an undemanding interest activity according to the educational program of the school, aimed at preparing them for classes and satisfying and developing their interests outside of class and during school holidays (Ministerstvo školstva, vedy, výskumu a športu SR, 2022).

School educational facilities have a strong place in our school system. Statistical data on the number of pupils testify to the parents› interest in their help in raising children and to the children›s interest in their activities. It is widely known that these facilities fulfil an important mission in the education of children and young people (Kratochvílová, 2010; Ludvigh Cintulová, Budayová, et al., 2022). The school interest activity centre ensures recreational and interest activities for children in their free time according to the educational program of the school facility. As a rule, it is divided into interest units or sports units, depending on the age or interest of the children, while their number in the relevant interest unit or sports unit is no more than 22; the number of children with disabilities or children with developmental disorders in the relevant interest unit or sports unit is no more than 10 (Úrad priemyselného vlastníctva Slovenskej republiky, 2022).

In the current staffing of the school, there is a lack of a type of pedagogical worker — an educator, a free-time teacher who would take care of the field of education in free time, especially the organization of students› interest activities. The school interest activity centre is a new type of school educational facility. In the structure of the school, it actually represents an

educator with the content of the activity of a free time pedagogue (Kratochvílová, 2010).

The Leisure Centre provides educational, interest and recreational activities for children, parents and other persons up to the age of 30 in their free time, according to the educational program of the school. The leisure centre guides the development of the interests of children and other participants, creates the conditions for developing and perfecting their practical skills, participates in the formation of habits of useful use of their free time and provides competitions for primary and secondary school children according to their needs. The leisure centre can provide methodological and professional assistance in the field of working with children in their free time (Ministerstvo školstva, vedy, výskumu a športu SR, 2022).

The school boarding school can provide accommodation and meals to children and pupils even during work days off and rest periods; and can provide accommodation and meals even during school holidays (Úrad priemyselného vlastníctva Slovenskej republiky, 2022). With its educational program of the school facility, the boarding school follows up on the school›s educational activities outside of school hours and closely cooperates with the family of the child or pupil. It creates conditions for satisfying the individual needs and interests of students through extracurricular activities. The founder of the boarding school is obliged to provide alternative accommodation for children or pupils if its operation has been interrupted for serious reasons. The boarding school is divided into educational groups according to the age of the pupils, while their number in the educational group is no more than 30; the number of pupils in educational groups for pupils with special educational needs is the same as in the classes in which they are educated (Ministerstvo školstva, vedy, výskumu a športu SR, 2022).

The school administration and the centre of professional practice carry out education according to the state educational programs of the relevant group of education branches, while cooperating with the secondary vocational school, which provides theoretical education for the students. School management and the centre of professional practice can fulfil tasks in ensuring production and economic activities, services and business activities in accordance with their specific mission (Úrad priemyselného vlastníctva Slovenskej republiky, 2022). The school administration and the professional practice centre can also provide practical teaching for other natural persons. They provide knowledge, practical skills, habits and acquisition of skills for the performance of the profession, building on the knowledge, skills and abilities acquired during education in secondary vocational school. They carry out education according to state educational programs with reference to § 6 par. 4 of the relevant group of education branches, while cooperating with the secondary vocational school, which provides theoretical education for students. They can perform tasks in ensuring production and economic activities, services and business activities in accordance with their specific

mission. School management and the centre of professional practice provides practical teaching according to § 43 to secondary vocational schools according to the contract (Ministerstvo školstva, vedy, výskumu a športu SR, 2022).

Civic associations of children and youth represent, in addition to schools and school facilities, an important element in creating offers for the active use of free time and the formation of a young person. Strengthening the participation of children and youth in joint decision-making is also strengthening their participation in social life, and young people can thus become active participants in social changes in their surroundings. The active participation of children and young people in children's organizations is the most effective form of education for democracy and active citizenship. By their activities, non-governmental (non-profit) civil associations significantly supplement and enrich the educational role of the family, and respectively the educational function of the school. Through informal education, they enable children and young people to develop their abilities and talents in a natural way, and at the same time prepare them for future life (Institute of Education Information and Forecasts, 2022).

Currently, in our country and in other European countries, the interest of children and youth in organized events is decreasing. Even today, it is true that the level of organized youth in Slovakia is very low. This fact also contributes to the growing criminality of youth, the emergence of alcohol and drug addiction. The problem is striking in cities and in the countryside. Groups of young people spend their free time sitting on benches, wandering aimlessly, as well as in pubs. All-round development concerns all aspects of the personality. It is about:

- physical development — knowledge of the body and its needs, cleanliness and hygiene, healthy lifestyle;
- intellectual development — expanding knowledge, processing information, creativity;
- social development — tolerance and respect for others, communication, cooperation;
- emotional development — recognizing and accepting emotions, expressing and controlling emotions;
- spiritual development — searching for a spiritual dimension, discovering spiritual heritage, expressing a relationship with the spiritual world, applying principles;
- development of character — creation of identity, positive approach to life, independence (Bursová, 2021; Kratochvílová, 2010).

Civic associations and organizations of children and young people represent an important form of their generational activity, and are of great importance in terms of socialization and individual personality. They operate on the basis of Act NR.SR No. 83/1990 on the Association of Citizens. In their programs, they declare a focus on various areas of leisure activities.

However, so far, even with a large number, they are not finding sufficiently attractive motivations and activity programs that would attract a wider range of interested parties and significantly influence their free time (Kratochvílová, 2010).

There is an urgent need for new forms of youth activation, their participation in the life of society with a sense of responsibility, e.g. in children's and young people's parliaments, in volunteering, in participation in real projects to solve specific problems in the environment where they live — in the village, school, company, etc. Substantial tasks should be fulfilled by a real and functioning policy of relations with children and young people (Kratochvílová, 2010; Ludvigh Cintulová et al., 2021).

Acknowledgment

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