

An Introduction to Resource Development in Leisure Education

Ziqi Gong¹

¹ Human Resources, Shaanxi Normal University, Xi'an, Shaanxi 710119, China

Correspondence: Ziqi Gong, Human Resources, Shaanxi Normal University, Xi'an, Shaanxi 710119, China.

doi:10.56397/JARE.2024.11.12

Abstract

"Leisure" refers to the time that the people can really freely dispose of in modern society; leisure education is the education that instructs people how to actively utilize leisure; the resources of leisure education mainly include natural resources and social resources. Reasonable development and utilization of these resources is not only to meet the needs of "leisure" people, but also the needs of leisure education.

Keywords: leisure, leisure education, resource development

1. Contexts

With the high development of productivity in modern society, people have more and more leisure time, how to spend leisure? What role should education play and other issues have aroused the attention of society as a whole, and the theoretical community has also made many useful discussions, but the study of how to implement leisure education has been long neglected.

The so-called "leisure", ancient and modern Chinese and foreign different interpretations, the Chinese mainly refers to "leisure, leisure time". "Idle" means 'nothing', 'idle' (Xia Zhengnong, 2000); 'leisure' means "idle", "nothing to do, waste of time", "leisure" (Xia Zhengnong, 2000), that is, nothing to do. The Chinese people are hard-working people, therefore, in China, "leisure" is derogatory, that "small people do not live in idleness for good",

"idle boredom", "Much trouble is made out of nothing", it is terrible to be idle and easy to become a loafer. Nowadays, in Shaanxi dialect, the street ruffians in the city are called "idlers". Therefore, it is impossible to talk about emphasizing leisure education, because it is meddling in "idle matters".

In the West, on the other hand, there has always been a great desire for "leisure", and its conceptualization has been much more rational. Plato divided "leisure" into four meanings: "leisure", "freedom from activity", "a state of self-control freedom" and "a state of leisure". In his case, he does not see the negative attitude that "leisure" inevitably leads to degradation. Instead, he associates "leisure" with human freedom. Plato's disciple Aristotle inherited and developed this idea, that people only in the leisure time can be said to be happy, and the appropriate use of leisure is the basis for a

lifetime of free people. He also pointed out that "it is clear that there should be such an education that parents should be trained in it, not because it is useful or necessary, but because it is free and high". (Feng Jianjun & Wan Yaping, 2000) This is leisure education. The word "school" in the West is derived from the Greek word *skholē*, which means "leisure" or "rest". Therefore, in its original meaning, the early school was for leisure, a "noble" education that created free men, not for production.

In fact, "leisure" is more of a concept of time. In order to expose the essence of capitalist production, Marx once divided the phenomenon of time into "working time (i.e., labor time)" and "free time," where "free time" is the "leisure time". Here "free time" is "leisure time". However, leisure time is not necessarily free and idle; they still have to sleep, eat, receive training, educate their children, do household chores, and so on. Nevertheless, he also believes that "discretionary time, that is, real wealth, this time is not absorbed by the direct production of labor, but is used for recreation and rest, thus opening up a wide world of free activity and development, wealth is the time that can be freely disposed of". The American sociologist Van Buren created the concept of "leisure time" in 1899, and he believed that leisure is the time of consumption without production, and it is the time for people to consume products and free activities in addition to labor. People spend their leisure time in production and consumption, social activities, recreation and rest, which is a process of physical and mental adjustment after engaging in labor and is connected with the reproduction of labor force and the compensation of necessary labor. (Xia Zhengnong, 2000)

It is necessary to distinguish that the same is leisure, but the meaning is not the same: capitalist society in the early "leisure" is a minority of "free people" leisure, is a minority of the privilege, its school is also adapted to the idle people "help leisure" institutions, while "leisure" after the maturity of capitalism is the working masses due to the increase in social productivity and "free time" relative increase. Its schools are also "leisure" institutions for the idle, while after capitalism has entered the mature stage, "leisure" is the relative increase in the "free time" of the laboring masses due to the increase in social productivity.

As early as the 1850s, the British educationist

Spencer predicted that by the time the forces of nature had been completely conquered for man's use, by the time the mode of production had been brought to a successful conclusion, by the time labor had been economized to the highest degree, by the time education had been properly arranged and could be prepared relatively quickly for the more important activities, and by the time there was a large increase in the amount of leisure time available for this purpose, then leisure education would occupy an important position. importance. (Spencer, 1962) His prediction was confirmed 100 years later, when around the 1950s, the two-day week was introduced in developed European countries such as the United States, Canada, and the United Kingdom. In the U.S. the 1970s also showed a transition from the two-day weekly rest system to the three-day weekly rest system. In the United States in the 1970s, there was also a transition from a two-day to a three-day week, with 700 companies practicing a three-day week for most or all of their workers, and at least 1,000 more planning to do so. 1974 saw 12 companies even designate a four-day week for some of the company's employees. (Strom, 1989) In the past, having "leisure" was a dream of working people. Nowadays, many people are troubled by excessive leisure, or feel guilty in their conscience, or even feel empty, bored, lonely, suicidal, or even criminal because of excessive "leisure," and leisure education for the general public has inevitably attracted people's attention.

2. Leisure Education and Its Essence

The so-called "leisure education", which refers to the education of people in the valuable use of leisure time, emerged in the United States and other Western countries in the 1920s. It focuses on developing the ability to make value judgments about leisure behaviors, to select and evaluate leisure activities, to determine the purposes and standards of leisure behaviors, and to recognize the importance of the rational use of leisure time. It aims to improve and enrich learners in terms of knowledge, skills, beliefs, attitudes and behaviors.

Spencer listed leisure education as one of the contents of personal fulfillment, i.e., "various activities to satisfy hobbies and feelings in the leisure time of life" (Spencer, 1962), and accordingly, education should be "prepared for the appreciation of nature, literature, and art in all its forms" (Spencer, 1962), and it has

occupied a place in education in the U.S. since the 1920s (see the table below). Since the 1920s, leisure education has been a part of education in the United States (see table below). To January 1965, many countries in the world in Prague held an international conference on

contemporary adult education and leisure issues, marking the leisure education has become an important topic with lifelong education, education for all, human capital theory and other appropriate.

Table 1. The Purpose of Leisure Education in American Secondary Education, 1919-1937 (Lin Ben, 1989)

| Particular year | Name of educational organization | Title of document | Leisure objective statement | Leisure education order (order of leisure education/total number of targeted projects) | Note |
|-----------------|--|---|---|--|--|
| 1918 | National Education Association Committee on Secondary Education Rehabilitation | Basic Principles of Secondary Education | Education for the effective use of leisure time: the individual should be enabled to derive physical and mental rest and pleasure from his or her leisure time, and to develop his or her personality by enriching his or her spiritual life. | 6/7 | Below vocational training (4) civic training (5), above moral characterization |
| 1924 | North Central Association of Colleges and Secondary Schools | | Utilizing leisure time in the right way | 2/4 | Higher than vocational training (3) Civic training (4) |
| 1933 | National Education Association Committee on Economic Goals | | Participation in the development of a progressive culture through arts, technology and knowledge | 3/10 | Not purely a leisure goal, belonging to another educational goal 5 categories |
| 1937 | U.S. Youth Commission of the American Council on Education | Goals of the National Youth Education Program | Leisure time: to be able to use leisure time beneficially | 4/7 | Second to vocational training |

What is the essence of modern leisure education? The essence of leisure is freedom, that is, the free time in which people are free to move about in order to satisfy the desires of free

men. Therefore, its characteristics can be summarized as follows:

First, the function of leisure education. It mainly

has the function of satisfying the need for comprehensive human development, or the need for personal well-being, rather than the socio-political and economic needs. Its function on social politics and economy is indirect.

Second, the purpose of leisure education. The first is to enable individuals to recognize the value and significance of leisure and to make value judgments, choices and evaluations of leisure behaviours, and to determine the goals and standards of leisure behaviours and other perspectives and abilities; and the second is to spend time in leisure, such as senior citizens' colleges and amateur interest training courses for adults, that is, the purpose of leisure education itself is to spend time in leisure.

Thirdly, the way in which leisure is taught. It is not an acceptance of knowledge and skills about leisure, but a free activity of the individual.

Fourthly, leisure education should continue throughout one's life, from the time of childhood onwards, leading children to learn to utilize their leisure and to derive pleasure and development from leisure activities.

The great physicist Albert Einstein, after studying the physical phenomenon of human "practice" and "leisure", made the astonishing discovery that "the difference between human beings lies in their leisure time". In our country, from students to adults, leisure education has not yet entered the stage of substantive implementation, but they have more and more leisure time: since May 1, 1995, our country has implemented the five-day work week, and there are also three major long vacation days, namely, May Day, National Day, Spring Festival, and three-month winter vacation for students, so how to help students and adults make full use of all kinds of leisure education resources to spend leisure time in a meaningful way. Therefore, how to help students and adults make full use of various leisure education resources to spend their leisure time meaningfully. This is an issue to which we should pay sufficient attention.

3. Resources and Development of Leisure Education

The term "resources" refers to the material, financial, human and other material elements possessed by a country or a certain region. They can be divided into natural resources (including sunlight, air, water, land, forests, grasslands, animals, mineral deposits, etc.) and social resources (human resources, information

resources and material wealth created by labor). (Xia Zhengnong, 2000) It is very complicated to speak of the extension of resources alone. Moreover, some "resources" are not very meaningful to leisure education. The categorization of "leisure resources" can only be clarified in the context of the content and process of leisure education.

With regard to the content of leisure education, since leisure tends to make people have a rich spiritual life in their leisure time, its content tends to cultivate the individual's multifaceted interests and profound humanistic spirit, which accordingly manifests itself in the form of a lively and cheerful personality as well as interests and hobbies in literature, the arts, the appreciation of nature, and sports. In short, the content of leisure education is, on the one hand, the cultivation of the individual's multifaceted interests and, on the other hand, basic education in the humanistic spirit.

The biggest difference between the process of leisure education and the process of developing productive life skills is that more emphasis is placed on the student's self-directed interest and skill development. The educator — it can be the teacher or the student himself. Teachers focus mainly on the transfer of knowledge, while students focus more on self-training. Means of education — a variety of natural, social and electronically transmitted means and information. Educated — all members of society. Places of education — family, society, school and distance education networks, etc.

Combined with the above analysis, we can integrate and develop leisure education resources around the goal of leisure education by focusing on the main lines of the family, school, society and other teaching institutions, and integrating and developing natural resources and social resources around the goal of leisure education.

3.1 Leisure Education with the Family as the Main Provider of Education

The leisure educational resources in the family are manifested in the development of children's intelligence in early education, especially the synergistic development of the left and right brains, and the development of their human potential (resources), mainly through music and children's drawings, and so on. Secondly, the cultural quality and leisure activities of parents play an implicit role in children's development.

Thirdly, the humanistic factors in the physical environment of the family, such as the collection of books in the family, the aesthetic level of the environment, and so on, the family factors have a lifelong impact on the way a person engages in his or her leisure activities. If parents think that leisure activities such as raising flowers and planting grass are a waste of time, that watching sports is “crazy”, or that traveling is a way of having nothing to do, these ideas will gradually penetrate into the subconscious mind of the child and influence him or her throughout his or her life. Thus, family factors are spontaneous and difficult to control.

3.2 Leisure Education Resources in Schools

Almost 1/3 of a person's effective time is spent in school. With the advent of a lifelong education society, the role of school in a person's life will become more and more important. Undoubtedly, the way and level of conceptualization of a person's leisure education is basically carried out by the school. The resources of school leisure education mainly include: 1) Classroom teaching, in which the idea of aesthetic education is infiltrated and students' ability to evaluate and express beauty is cultivated; 2) Campus environment, including the physical environment of the campus (such as greenery, architectural style, etc.) and the cultural environment (teachers' and students' aesthetic interests, interpersonal relationships, democratic style, student associations, etc.); 3) Various kinds of extracurricular and extracurricular activities organized by the school as the center of education; 4) Campus LAN, campus radio and television, etc.

As the main channel of leisure education — school, in the development of leisure education resources should pay attention to the following points: First, we should permeate the concept of leisure education in the process of education and teaching, explore the humanistic factors contained in teaching materials, environment and other aspects, so as to make it integrated with the teaching of production, life knowledge, according to the “whole is greater than the sum of its parts” system theory idea of planning educational and teaching activities. Second, to stimulate students' enthusiasm. In carrying out extracurricular activities outside the school, the principles of independence and interest should be carried through as much as possible, so that students can experience the joy of leisure activities from an early age and develop a wide

range of interests. Thirdly, cultivate students' personalities. Leisure education should emphasize students' active participation, develop habits in participation, and cultivate students' initiative in participation. Therefore, the leisure education carried out in schools should be oriented to all. Fourth, develop leisure activities. Lighten the competitiveness, purpose, as long as the students are not harmful to the body and mind, any activity can be carried out, the activities as far as possible not to engage in competition, so that students in the absence of ideological pressure to carry out activities. Fifth, the development of students' own organization, self-education initiative. Students should be allowed to make their own choices, organize themselves and educate themselves as much as possible, with less interference from teachers. Sixth, develop the function of print media and modern information media. To guide students' extracurricular reading, so that they learn to read, learn to appreciate; set up a chat room on the campus network, with positive and healthy education to occupy the leisure education position. Seventh, centering on the school, integrating and developing educational resources in the family and society to serve the students.

3.3 Leisure Education Resources in the Social Environment

Modern society is a fully open society, with countries becoming more and more open to each other, and sectors becoming more and more open to each other. By the same token, because of its special function, leisure education is not only a function of schools, but also a kind of leisure education resource to a certain extent in all institutions of the society: for example, educational institutions mainly focusing on adult education and training, institutions mainly focusing on the education and training of the elderly, all kinds of tourism institutions, cultural institutions, sports institutions, community service institutions, websites, television stations, radio stations and so on are the possible choices for people to go to and to spend their leisure activities. Therefore, the development of the functions of these institutions is also essential to the mission of educating people about leisure.

All in all, “leisure” may mean “having nothing to do” for the society at large, or it may make up for the lack of choices by making up for the lack of choices, so that the individual can have a more comprehensive and richer development.

Of course, there are also people who have a lot of worries and even sufferings because they do not spend their leisure time. The difference of people depends on their spare time, and the difference of spare time depends on their leisure education. Therefore, the general public is becoming more and more “idle”, while some other people who have the responsibility to serve the general public’s leisure time (including educators) will be even busier, in order to help the “idle”, they have to work overtime to design, plan, organize, work 60 or 70 hours a week, with no holidays. The general trend is that manual workers are more idle and mental workers (including educators) are busier.

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