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TERMINOLOGY FIELD OF STUDY OF THE PROBLEM OF LEISURE ACTIVITIES OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN INSTITUTIONS OF EXTRACURRICULAR EDUCATION

Article Abstract. The article examines the problem of formation of the terminology field of research of leisure activities of children with special educational needs in institutions of extracurricular education. The essence of the scientific discussion on the content and the same concepts of "free time" and "leisure" has been revealed. The views of the main foreign and domestic scientific schools on the concepts of "free time" and "leisure" are analyzed.

In ancient times philosophers counted leisure exceptionally by the privilege of the freely-born people, underlined his meaningfulness for education and development of rising generation. The classic "theory of leisure class" examines the question of class nature of leisure, differentiation of leisure as to the display of social inequality. The most productive time for the study of concept of leisure is considered the middle of XX century. These times were signified by creation of scientific schools in the different countries of the world on questions leisure: French, American, Canadian, British, German and other schools, that resulted in development of innovative conceptions of "society of leisure", "civilization of leisure", "serious leisure". For the domestic scientific school is characterized by the definition of free time as a component of social time, free from work and domestic affairs. Leisure is considered as a set of activities.

The difference between the term "leisure" and the term "free time" is shown. The article emphasizes the rational use of free time by children with special educational needs through the guidance of family members and teachers-organizers of the extracurricular educational system. The importance of social institutions' control of children's leisure activities in out-of-school time is emphasized.

The essence of the concept of "leisure activity" is considered. The definition of leisure activities of children with special educational needs as a threefold category is given. First, it is a process of educational influence, which includes a set of different activities that fill the leisure. Secondly, it is a serious activity of children, during which they acquire spiritual, creative, cultural, cognitive, developmental, physical, communicative, social competencies. Third, such activities must be filled with the rational content that extracurricular education institutions can provide.

Key words: free time; leisure; leisure activity; extracurricular education; control of children's leisure activity.

Statement of the problem in general. In the context of active reform of the education system of Ukraine, out-of-school education institutions solve a number of important social problems of society, in particular the employment of children in extracurricular activities. Out-of-school educational institutions provide the interests and needs of children in creative self-realization; contribute to the development of their physical, mental, moral, spiritual qualities; protect children from street troubles and anti-social manifestations; create favorable conditions for adaptation and socialization of children with special educational needs in the general educational space; decide on the organization of their free time and meaningful leisure.

Rationally organized leisure activities of children in their free time contribute to the formation of a positive culture of communication, which strengthens communication with parents, relatives and friends and so on. The use of free time for self-education, physical culture and sports, artistic and technical creativity, tourism, recreation and entertainment increases the effectiveness of perception of cultural values and identification of life priorities needed by the younger generation in later adult life. Thus, leisure activities become an effective means of social and cultural development of all children without exception, including children with special educational needs, provided their rationally organized free time, which emphasizes the need for scientific research of the unique field of children's leisure in out-of-school education.

Analysis of recent research and publications. A retrospective analysis of literature sources proves that the phenomenon of "free time" and "leisure" from different points of view, disciplines and theories is considered by a large number of scientists. The study of free time and leisure in a wide range is presented in Western European and North American science by such scientists as W. Allemann (Germany), D. Gabor (UK), J. Dumazedier (France), S. Esser (Germany), M. Kaplan (USA), S. Parker (USA), K. Roberts (UK), R.A. Stebbins (Canada), J. Friedman (France) and others. A significant contribution to the development of general problems of the time budget of different social groups, its structure, methodological and theoretical aspects of the study of leisure and leisure made by G.E. Zborovsky, E.V. Klopova, V.D. Patrusheva, V.N. Pimenova, G.A. Prudensky, O.M. Semashko, N.M. Tarasyuk, B.A. Tregubova, N.M. Tsymbalyuk and other scientists. Various aspects of the development of the younger generation in the field of leisure were studied by philosophers and educators-innovators of the past: Aristotle, Plato, D. Locke, Ya.A. Comenius, J.-J. Rousseau, K.D. Ushinsky, S.T. Shatsky, A.S. Makarenko, V.O. Sukhomlinsky and others. The first attempts to examine the free time and leisure of various categories of the population were made by Soviet scientists: V.I. Bolgov, Ya.V. Vidrevich, S.N. Ikonnikova, V.D. Patrushev, G.O. Prudensky, P.O. Sorokin, S.G. Strumylin, who laid the fundamental foundations of these concepts, gave them definitions and comparative characteristics. General problems of organization of leisure activities of children and youth became the subject of scientific research of R.N. Azarova, V.V. Balahtar, Yu.M. Zhdanovich, T.M. Kornienko, D.Yu. Malkova, H.O. Maksymovska, L.K. Petrova, N.M. Flegontova, N.V. Yaremenko and others. Pedagogical concepts of free time and leisure as a phenomenon of culture and education of children and youth in their works were presented by S.G. Harutyunyan, O.P. Boyko, I.M. Gutnik, V.I. Gladilina, M.B. Zatssepina, I.S. Con, F.S. Makhov, N.B. Putilovskaya, S.M. Sergienko, S.A. Shmakov and others.

For our research, it is important to define the terminological apparatus and have clearly formulated and coordinated concepts of leisure activities that reflect the specifics of the phenomenon of leisure in out-of-school education.

The aim of the research is to determine the terminological field of scientific research of leisure activities of children with special educational needs in out-of-school education institutions.

Presentation of the main research material. The study of special scientific sources proves that free time and leisure have been and remain an integral part of human life, in particular children who are in the active process of their development. Recently, among the child population, there are more children who need special attention, children with special educational needs, for whom spending free time and meaningful leisure is of great importance. This situation encourages scientists to study this issue and search for innovative concepts to meet the needs of children in extracurricular activities. In this context, the world scientific community pays considerable attention to the study of the phenomenon of "free time" and "leisure". It should be noted that these concepts have different meanings, so scientists do not have unanimous views. This is due to the fact that the concepts of "free time" and "leisure" have become the subject of interdisciplinary research in philosophy, sociology, culture, psychology, economics, pedagogy and more. Therefore, representatives of various sciences study the problem of "free time" and "leisure" within a specific scientific approach. Recently, however, there has been a tendency to combine the efforts of scientists from different scientific disciplines in the study of the essence of "free time" and "leisure". Thus, in the context of our study there is a need to consider in detail the conceptual approaches to the definitions of "free time", "leisure", "leisure activities".

Modern science claims that the first attempts to realize the essence of "free time" and "leisure" were made by Aristotle, Plato, Socrates, who highly valued leisure as an opportunity to improve man. Aristotle saw leisure not only in pleasure, bliss and happiness, but also in the development of the creative potential of the individual (Aristotel', 1983, p.630). For the security of the state, Plato insisted on regulating the leisure of young people, in order to improve their moral and physical qualities (Selevko, 2012, p.86). Socrates focused on the problems of social life and praised leisure as a precious possession (Frolov, 2004, p.292). Therefore, in the ancient world, leisure is characterized by happiness, the strength of the state system, the interaction of the individual with the outside world. Ancient philosophers considered leisure to be the exclusive privilege of free-born people, emphasizing its importance for the upbringing and development of the younger generation.

Despite the fact that the term "free time" and "leisure" has ancient roots, the definition of this concept was formed much later. In the foreign literature it is noted that the study of "free time" and "leisure" in a wide range is presented in the works of A. Shopengauer, K. Marx, T. Veblen and other scientists. A. Shopengauer considered

leisure as the crown of human existence, as in it man becomes the owner of his "I". In this case, the author calls for personal growth (Psikhoterapiya i filosofiya). K. Marx highly valued free time and considered it "the main wealth of society" necessary for the development of human individuality. He noted that "free time is both leisure and time for more sublime activities - of course, turns the one who owns it, in another subject ..." (Aleksandrov, Amvrosov, Anufriev, 1983). In the classic "Theory of the Idle Class" T. Veblen develops a historical and economic concept, which is idealistic in nature. The author argues that the division of society into "idle" and "working" classes will inevitably lead to antagonism between them (Veblen, 1984, p.16). Within the concept of rationality, T. Veblen is critical of the demonstration of his wealth, "idle" way of life and "wasteful consumption" of material goods, including the consumption of leisure (Veblen, 1984, p.18). Leisure, according to the scientist, was the privilege of the "elite", who held high positions and spent huge sums on spending their free time, and the "ordinary" are satisfied with small. This leads to an "enviable comparison" of the latter, which is unfavorable for the individual. Such a person will feel chronic dissatisfaction and constantly strive to achieve a prestigious "monetary standard of living" (Veblen, 1984, p.17). Accordingly, in the foreground of such a person comes to work, not free time, which is the most favorable time for human development.

Returning to the study of the conceptual apparatus of these terms, we consider it necessary to pay attention to their historical development. The analysis of literature sources showed that in pre-industrial societies work and leisure did not oppose each other, because "work contained leisure-like activities" (Danilova, 2000, p.7-8). However, during the period of industrial development of society there was a clear division of labor and leisure; there was a dualistic principle of life, associated with the spatial - temporal separation of work and leisure. At the same time, labor is given secondary importance, which leads to an increase in the role of leisure. During the transition from industrial to post-industrial society there is an interpenetration of two areas: labor and leisure. The boundary between working and free time became relative, thanks to which work moved to a kind of creative activity. It is creative activity that is able to overcome the division between work and leisure. This indicates the existence of a relationship between working and leisure, work and leisure (Danilova, 2000, p.7-8).

The most productive time to study the concept of leisure is considered to be the middle of the XX century, when the world introduced innovative concepts, which were

preceded by economic growth, reduced working hours, improved quality of life and, consequently, increased leisure. These times are marked by the creation of scientific schools in different countries of the world on leisure, namely: the French school is represented by the works and scientific developments of J. Dumazedier, J. Friedman, J. Furastier, A. Gerard and others; the American school is known for the works of M. Kaplan, J. Kelly, S. Parker, J. Shivers, and others; H. Durst, S. Eser, R. Süden, K. Carmel, and others entered the German school.

Thus, in his works, the founder of the American school of leisure research S. Parker developed his own conceptual approach to the definition of "work" and "leisure". It divides time associated with work and leisure into components of working time (work and work responsibilities) and non-working time (physiological needs, non-working responsibilities, rest). S. Parker argues that work and leisure should be more integrated, not differentiated, so that people have the opportunity to realize themselves at work and at leisure. The scientist identifies three types of relationship between work and leisure: 1) extended, when work and rest are similar to each other; 2) opposition, when the individual chooses types of leisure that are different from work; 3) neutrality, when leisure is not an independent choice of the individual, and the types of leisure offered by the entertainment industries are significantly different from work. At the same time, the scientist notes that meaningful and freely chosen leisure is a moral and social good, and work that provides content and freedom of choice is important and desirable (Spracklen, 2017).

In our opinion, the concept of "serious and ordinary leisure" by the Canadian researcher R.A Stebbins is attractive. "Serious leisure" the author considers as "stable occupations of fans or participants of public (self) activity which capture the person with numerous opportunities and inherent complexity". This type of leisure differs from "accidental", "non-serious" or "ordinary" leisure in that the latter offers much fewer opportunities, is simpler in structure and rarely assumes perfection. However, during "serious leisure" a person grows spiritually, acquires special skills, deepens his knowledge, increases self-esteem, gets the opportunity for self-expression and self-realization, and participation in social interaction promotes the development of satisfaction from belonging to a community. To "serious leisure" R.A Stebbins includes three types of leisure: volunteering, admirations, hobbies. To "ordinary leisure" - rest, daytime sleep, walks, watching TV, reading books, listening to music and more. "Ordinary leisure", says the researcher, is an integral part of "serious

leisure", which provides a delay, refreshes the participant for more serious or mandatory activities and even generates creative potential (Stebbins, 2000, p.65-67, p.71).

Of particular interest is the concept of "leisure civilization" by the French sociologist J. Dumazedier, which has become quite widespread in Western philosophy. The scientist considers leisure as "a set of occupations to which a person can indulge in good will to relax, have fun, develop their information or education, their voluntary social participation - after performing professional, family and social responsibilities." He was the first to identify and analyze the three main functions of leisure, namely: recreation, entertainment and self-development of the individual (Dumazedier, 1993, p. 85).

In order to reveal the cultural potential of leisure, it is advisable to consider the theory of free time of American scientist M. Kaplan, who understands leisure, not as an activity or leisure, but as a central element of culture that has deep and complex links with general learning problems, work, family, politics. The researcher identifies - humanistic, therapeutic, quantitative, institutional, epistemological, sociological models of leisure, which are of paramount importance to meet the interests and needs of the individual. M. Kaplan was convinced that leisure cannot be equated with free time or reduced to a list of various activities aimed at restoring human strength (Machulina, 2017, p.7).

In this regard, we note that in modern science there are conflicting views on the identification of free time and its component of leisure. Some researchers consider the concepts of "free time" and "leisure" to be synonymous, while others defend the position of the impossibility of their identification. Thus, in the Short Dictionary of Sociology, leisure is presented as a synonym for the concept of "free time". In the notes of O.V Pascal's "leisure" is synonymous with the phrase "free time" (Pascal, 2007, p.13). A similar interpretation can be found in the dissertation of domestic researcher Ye.V. Chuhunova, who identifies leisure with human free time (Chuhunova, 2015, p.15).

However, there is evidence to the contrary scientific evidence. According to Bocheliuk V.Y., Bocheliuk V.V. "free time" is both leisure and time for more sublime activities. It follows that the concept of "leisure" cannot be equated with the concept of "free time". Free time takes the form of leisure, but is not completely reduced to it (Bocheliuk, 2006, p.7). Researcher R.M. Azarova writes that "leisure is a purely

subjectively evaluated period of time that belongs to him and is filled with purposeful activity, and this suggests that leisure and free time are not synonymous" (Azarova, 2005, p.16). The inexpediency of identifying free time with leisure is emphasized by O.S Zhamsueva. The scientist claims that the concept of "free time" is much broader than the concept of "leisure", which is a structural part of free time. And, although these concepts have "many similarities, but there are differences", the main of which is that "free time" can be both active and inactive, but "leisure" is always an activity (Zhamsueva, 2013, p.109). In the monograph "Culture of leisure in a society of risk" O.P Boiko distinguishes between the concepts of free time and leisure. The author gives them the following characteristics: "free time is a temporal characteristic, and leisure is a free time filled with something due to the activity of the subject, it is a characteristic not only temporal but also active" (Boiko, 2011, p.14).

Scientific research has allowed us to trace the degree of study of the phenomenon of "free time" and "leisure" at the present stage of development of society, humanity and the younger generation in particular. In order to define the key concepts of our study, we turn to the definition of the term "leisure" in various scientific sources. Thus, in many encyclopedic dictionaries and reference books, "leisure" is defined as: "free time from work, leisure time, leisure at leisure" (Busel, 2005, p.312); "Free time from work, in leisure time, at leisure (when free), to spend their leisure time with benefit" (Ozhegov, 1986, p.421); "Free, unoccupied time, festivities, space from work, entertainment, leisure activities" (Dal', 1980, p.380); Leisure, as free time from work and routine household chores, suitable for recovery, relaxation, hobbies, recreation, cultural and artistic activities, as activities that occupy "free time" (Bol'shoj tolkovyj, 2001, p.194); Active, reasonable leisure - an important means of maintaining and improving efficiency (Goncharenko, Golovko 1997, p.100); "The ability of a person to engage in leisure activities in a variety of activities of their choice, which are classified into five groups: recreation, entertainment, holidays, self-education, creativity" (Bim-Bad, 2002. p.77) and others.

Analysis of foreign and domestic sources has shown that there are many interpretations of the concepts of "free time" and "leisure", in particular, the Russian researcher R.M. Azarova claims that "free time is objectively existing time, in the space of which various activities are carried out. Leisure acts as a specific part of free time, which has a meaningful meaning for a person. That is, free time is only a condition of leisure, which realizes the possibilities of free time through the inclusion

of man in various activities"(Azarova, 2005, p.16). Research by G. E. Zborovskii revealed that "free time is also a space of free human activity as an aim itself: and a set of activities that meet physical, mental and spiritual needs; and the part of non-working time in which a number of social functions are realized: and time, which includes in its structure both leisure and more sublime activities; and a certain measure of values; and a sphere that has its natural and social boundaries, sources and reserves, efficiency and direction, etc." (Zborovskii, 2006, p.214).

In the work of I.Yu. Isaeva's free time is presented as "a potential space, free from inviolable affairs, in which the individual chooses options for action based on their inclinations and level of culture. In addition, free time can be divided into indirect working time, the content of which is due to the need to prepare for working time, and leisure time "(Isaeva, 2010, p.9). Domestic researcher V.M Picha defines that "free time is a part of social time, freed by labor from essential affairs, which is the sphere of human activity, due to the whole set of social relations of a society and the level of spiritual development of each person" (Picha, 1990, p.26).

From the position of O.M Semashko, free time is a component of social time, freed from industrial and domestic affairs, which covers the sphere of human free activity. Leisure, in this case, is characterized as a set of activities designed to meet the physical, spiritual and social needs of people in their spare time (Semashko, Pichi, 2000, p.215). The results of the study A.A Vishnjakova testify that free time is "time limited by working time or time for other obligatory affairs, filled with self-directed activity of the person without any external pressure that gives the chance for self-expression, creative activity" (Vishnjakova, 2014, p.11).

Considering the specifics of free time, V.V Balakhtar sees in it "time for more sublime activity, as leisure activities through which a person develops and realizes his creative potential, participates in the production of material and spiritual values, most effectively improves himself as a person" (Balakhtar, 2010, p.19). In the work of Yu.O. Bardashevskaja emphasis is placed on the fact that "free time is a time of spiritual development, because it provides a free choice of socially significant roles, provides conditions for activities that promote the appropriate use of endless opportunities" (Bardashevskaja, 2007, p.30). The scientist I.I. Machulina gives the following definition of the term "free time" and "leisure": "Free time, as part of social or daily, including extracurricular time, which is freed from urgent matters and is a "time of freedom", a space of free activity and free development of personality. Leisure - a part of free time,

which usually contrasts with professional activities, meets the psycho-physiological characteristics of man and is aimed at meeting the cultural needs and interests of a healthy person"(Machulina, (Comp.), 2017, p.7).

The position of I.V Petrova deserves special attention, which represents the definition of "leisure as a state of real human existence, in which it seeks to" go beyond "its biological and social determinism through the free definition in the axiological coordinates of the subjective semantic space of ways and means of implementing their own existential project" (Petrova, 2017, p.25). No less important, in our opinion, is the interpretation of this concept by the researcher N.O. Maksymovska, which established that leisure is "a historical and social and cultural phenomenon based on meeting leisure needs in the relevant activities of social actors in their spare time in a specially created spatial and institutional environment" (Maksymovska, 2015, p.67). In the monograph "Intellectual leisure of the inhabitants of megapolises: theory and modern practice" G.L Ruksha proved that "leisure is a special sphere of human life. It is in it that the free creativity of the individual is fully realized, unlimited by strict rules and frameworks, motivated by the inner spiritual and intellectual forces of man "(Ruksha, Nuzhnaya, 2008, p.21).

Domestic leisure experts Bocheliuk V.Y., Bocheliuk V.V. argue that "leisure is a set of leisure activities that meet the immediate physical, mental and spiritual needs, mainly of a restorative nature" (Bocheliuk, 2006, p.3). Researcher Ye.V. Chuhunova agrees with them, that "the essence of the concept of leisure is to restore mental and physical strength, increase its educational and spiritual level, in the process of carrying out only those leisure activities that meet the needs and desires of man and bring him pleasure and enjoyment in the process of the activity itself (Chuhunova, 2015, p.15). We agree with the author of the last interpretation that leisure activities that bring a person pleasure and enjoyment of the results of their activities, make him happy.

Thus, it is established that the ambiguity of the concepts of free time and leisure contributed to the emergence of various theoretical approaches, concepts, research areas in the scientific understanding of its essence. As we can see, in modern science the concept of leisure is considered as an integral part of a person's free time, however, both concepts cannot be identified. Leisure in everyday life is perceived as human activity in free time, family and social responsibilities, household worries that perform the function of restoring the physical, mental and spiritual strength of man; aimed at self-development, self-improvement, self-realization of the individual; getting your

own pleasure, happiness, enjoyment of your favorite activities; achieving other goals according to one's own needs and choice. Although leisure takes up only a certain part of a person's free time, it is always related to human activities. To confirm this, we give the definition of "leisure activities" provided by I.Yu. Isaeva, namely: "it is a conscious active human activity aimed at meeting the needs of self-knowledge and the world around us, carried out in conditions of direct and indirect free time from work" (Isaeva, 2010, p.11). Researcher O.P Boiko defines that leisure activity is an activity, a way of existence and development of social reality, a manifestation of social activity, purposeful reflection and transformation of the world around (Boiko, 2011, p.15).

It is on this occasion that A.F Volovik and V.A Volovik claims that "leisure is the time that a person has after the implementation of all activities dictated by external expediency. In other words, leisure is a period of time free from obligatory and inviolable affairs. A specific activity in this temporary sphere is leisure activity, the real motive of which is the need of the individual in the process of this activity, and the result of its implementation "(Volovik A., Volovik V., 1999, p.6).

At the present stage of human development, there are total changes in the value structure of leisure, which indicates changes in the social and cultural space of modern society. The main approaches to the analysis of the relationship between leisure and student culture are considered in the study of Yu.I Bolovatska which defines "leisure culture as a set of values and behaviors that ensure the realization of spiritual and cultural potential in the process of meaningful leisure, leisure activities, as a set of interconnected methods and technologies that provide activation of creative self-development of the individual, his cognitive and intellectual capabilities, popularization of spiritual and moral values in the process of constructing cultural and developmental, socially significant activities (Bolovatska, 2015, p.8). Possibilities of education of teenagers in such personal qualities as the ability to cultural self-affirmation and self-expression by means of leisure activities described by V.I Gladilina. In her research, the author gives the following formulation of the definition of "cultural and leisure activities of adolescents", namely: "This is a type of activity that is chosen independently, by interest and self-will, change its role status, which includes new conditions of communication and interaction with society, as well as the opportunity to show initiative and independence" (Gladilina, 2008, p.13). The need to form the foundations of culture in a preschool child during his leisure time is noted in the study of M.B Zatsepina, who emphasizes that "cultural and leisure

activities can satisfy the various interests of the child in his spare time, which allows us to consider it as a spiritual space to expand the child's entry into culture" (Zatsepina, 2005, p.4).

In the modern scientific literature, "leisure activities" are considered in two ways. First of all, as the activities of educational, cultural, sports institutions for the organization of leisure for adults and children. These social and cultural institutions, due to their own goals, means, objects and results, aim to "create, preserve, disseminate, develop (use) cultural values" (Boiko, 2011, p.15). Of course, the activity of an individual in the organization of their own leisure is also important, which under the influence of various factors can differ significantly from the proposed institutional activities. This usually applies to children and adolescents who, due to their age and lack of life experience, are not able to properly and rationally plan their activities in extracurricular activities.

We agree with the opinion of S.V. Goncharenko that the organization of leisure activities for children is one of the most important tasks of school, out-of-school institutions, public organizations, family, etc. (Goncharenko, Golovko, 1997, p.100). These institutions, indeed, are able to provide children with a rational use of their free time and help to fill their leisure activities in a meaningful way after school.

In his works the famous teacher-practitioner A.S. Makarenko laid the foundations of the theory of rational organization of free time and leisure of children and students. He argued that work with students should be "harmoniously combined with study, work, recreation, entertainment and other activities during leisure" (Makarenko, 1958). It is adults who are able to identify the interests, needs and inclinations of children; create conditions for the organization of their leisure; advise what to do and where to go after classes; control the attendance of clubs, studios, sections, etc. We consider the opinion of V.S Rusanova to be substantiated, on the control of the family, school, children's organizations, leisure associations for the organization of children's free time (Rusanova, 1998, p.7). The scientist insists on the need to reasonably fill the content of free time of the child, so as not to deprive him of the opportunity to choose leisure activities and not to destroy the desire to spend time on self-education (Rusanova, 1998, p.20).

Provide such children with interesting and varied leisure activities in the institution of out-of-school education, the main priority of which is the organization of children's free time in extracurricular activities. Rational leisure activities of a child

rationally organized by out-of-school institutions include a set of different types of activities aimed at the comprehensive development of the individual and the formation of socially useful attitudes. Irrationally used free time does not promote the assimilation of moral values, complicates the process of education leads to the degradation of the individual or directly to the violation of social norms and rules. The quality of leisure activities, as defined by I.V Petrova, depends on the culture and level of moral development of the individual and is the main factor in its formation, formation and development (Petrova, 2004, p.156). The formation of the value orientation of children with special educational needs is facilitated by the educational work of teachers-organizers of out-of-school education institutions, including children's and youth clubs at the place of residence. Thus, leisure activities can be an effective means of socialization of the individual, his individual - creative activity, provided a rationally organized time of all children without exception, including children with special educational needs.

The analysis of professional and special literature helped us to formulate our own view on the definition of "leisure activities". We believe that "leisure activities for children" is not just recreation and entertainment for entertainment, but first, it is a process of educational impact, which includes a set of different activities that fill the leisure; secondly, it is a serious activity of children, during which they acquire spiritual, creative, cultural, cognitive, developmental, physical, communicative, social competence; third, such activities must be filled with the rational content that extracurricular education institutions can provide.

Conclusions from this study and prospects for further exploration. Thus, we consider the basic concepts formulated in the scientific works of domestic and foreign scientists in relation to the field of leisure and leisure of children in out-of-school education. We believe that the concepts of free time and leisure are close, but not identical concepts. In our opinion, leisure is a part of free time, organized by extracurricular activities of the child, which aims to develop his personality. Leisure activities of children with special educational needs in out-of-school educational institutions are the best way to realize their own interests and the needs of the individual in creative self-realization, adaptation and socialization in society. We also identified the importance of control of teachers - organizers and families over the use of children's free time and the need to rationally fill it with various active leisure activities in order to develop the child's personality.

Further research is related to the definition of the content, types, forms, methods of organizing leisure activities of children with special educational needs in out-of-school educational institutions.

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