

58

INFLUENCE OF CREATIVE TECHNOLOGIES ON THE DEVELOPMENT OF EDUCATIONAL LEISURE ACTIVITIES FOR YOUTH IN THE CONTEMPORARY SOCIOCULTURAL ENVIRONMENT

INFLUENCIA DE LAS TECNOLOGÍAS CREATIVAS EN EL DESARROLLO DE ACTIVIDADES DE OCIO EDUCATIVO PARA JÓVENES EN EL ENTORNO SOCIOCULTURAL CONTEMPORÁNEO

Elena Kharkovskaya¹

E-mail: elena.xarkovskaya@mail.ru

ORCID: <https://orcid.org/0009-0007-4947-939X>

Natalya Posokhova¹

E-mail: niu@bgiik.ru

ORCID: <https://orcid.org/0009-0008-8360-2774>

Elena Kushchenko¹

E-mail: es87rus@yandex.ru

ORCID: <https://orcid.org/0009-0002-9927-429X>

¹ Belgorod State Institute of Arts and Culture. Russia.

Suggested citation (APA, seventh ed.)

Kharkovskaya, E., Posokhova, N., & Kushchenko, E. (2023). Influence of creative technologies on the development of educational leisure activities for youth in the contemporary sociocultural environment. *Revista Conrado*, 19(95), 536-541.

ABSTRACT

The article delves into the influence of creative technologies on the organization of leisure activities for the youth and their application in cultural and artistic institutions. To identify the preferences of youth in organizing leisure through creative technologies, a sociological study was conducted. A survey, consisting of 17 questions, was given to 80 participants aged 14 to 23. The article also presents an example of developing a cultural project utilizing creative technologies. The primary focus is on how these technologies enhance young people's interest in quality leisure time. The authors emphasize that creative technologies emerge from innovative and investment-driven endeavors, leading to the creation of new products, services, and technologies. The piece underscores that in the era of globalization and digitization, leisure and culture are undergoing significant transformations due to the integration of creative technologies.

Keywords:

Cultural institution, cultural project, leisure time.

RESUMEN

El artículo profundiza en la influencia de las tecnologías creativas en la organización de actividades de ocio juvenil y su aplicación en instituciones culturales y artísticas. Para identificar las preferencias de los jóvenes a la hora de organizar el ocio a través de tecnologías creativas, se realizó un estudio sociológico. Se aplicó una encuesta que constaba de 17 preguntas a 80 participantes de entre 14 y 23 años. El artículo también presenta un ejemplo de desarrollo de un proyecto cultural utilizando tecnologías creativas. La atención se centra principalmente en cómo estas tecnologías mejoran el interés de los jóvenes por el tiempo libre de calidad. Los autores enfatizan que las tecnologías creativas surgen de esfuerzos innovadores e impulsados por la inversión, que conducen a la creación de nuevos productos, servicios y tecnologías. La pieza subraya que en la era de la globalización y la digitalización, el ocio y la cultura están experimentando importantes transformaciones debido a la integración de tecnologías creativas.

Palabras clave:

Institución cultural, Proyecto cultural, Tiempo libre.

INTRODUCTION

Today there is a tendency for young people to have a more conscious attitude toward their free time. They seek to achieve as much personal development as possible during this time in their lives: to acquire new knowledge or skills, develop the level of communication and education, make new acquaintances or strengthen the existing ones, and realize their creative potential. Therefore, leisure needs to be improved to satisfy the needs of young people.

One of the primary goals of leisure activities for modern young people is creative self-realization. They do not strive to create something entirely new, instead focusing on the development of their personality through creative activities.

Contemporary youth is open to innovation and gets used to it quickly, which makes it easy to introduce novelties into the leisure activities of this group. Furthermore, this population group is interested in innovation. This affinity owes to the fact that, in contrast to the generation that used to spend their leisure time in theaters, libraries, and clubs, getting information mostly from reading available books and newspapers, today's youth are used to spending their leisure time playing computer games, colorful movies, and cartoons and get information mostly from the Internet (Grigoreva, 2013).

In this context, our study focuses on creative technologies in the organization of leisure for youth. It is important to introduce novelties into the sphere of leisure to attract the attention of young people, whose perception of reality differs from previous generations, to organize their free time in a competent way and promote their personal development.

The basis for creative activity is an issue that requires a non-standard solution (Kiseleva & Krasilnikov, 2004). Thus, creative technologies are born. They become a driving force for the development of all spheres of social life (Sukhovskaya, 2013).

The field of creative technology covers art, digital product design, digital media or advertising, and media created using software, electronic engines, and/or data-driven systems (Iaroshenko, 2020).

Creative technologies are also penetrating culture, bringing the activities of cultural and art institutions to a new level. Leisure time is undergoing significant changes, inevitable in today's conditions of globalization and digitalization (Popova, 2014; Gendina et al., 2021).

The present study aims to determine the preferences of young people in organizing their leisure time by means of creative technologies and the impact of creative technologies on interest in cultural products among youth.

MATERIALS AND METHODS

To identify the preferences of young people in the organization of leisure time by means of creative technologies, we conducted a sociological study. The survey involved 80 young people aged 14 to 23. The survey questionnaire included 17 questions and was created in Google Forms and distributed via the Vkontakte social network. The paper also gives an example of developing a cultural project using cultural technologies.

RESULTS AND DISCUSSION

The conducted survey delivered the following results. Answering the question "How much free time do you have per day?", the largest share of the respondents, 35 people (46%) reported having 2-3 hours of free time a day. 29 respondents (39%) had 4-6 free hours. 8 people (11%) said they had 7-10 hours of free time per day. Finally, 3 people (4%) had only one free hour a day (Figure 1).

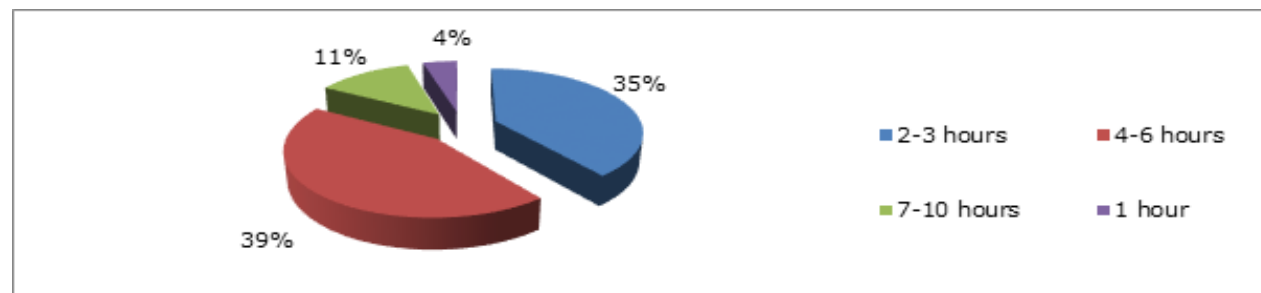


Figure 1. Distribution of responses to the question "How much free time do you have per day?".

Responses to the next item, “How many days per week do you devote to rest and leisure?”, reveal that the greatest number of respondents, 30 people (40%), allocated one day a week for these activities. Next, 20 respondents (27%) spent 2-3 days a week on leisure. 18 people (24%) dedicated only several hours a week to leisure activities. Finally, 7 respondents (9%) reported giving more than 3 days a week to leisure.

These two survey questions give insight into the amount of free time for leisure available to youth. Most young people have no less than one day a week and at least 3 hours per day to engage in leisure activities. This is a lot of time, which points to the importance of their spending it on leisure that stimulates personal development.

The next question, “What do you usually do in your free time?”, allowed choosing up to three answer options. The largest share of the respondents noted spending time with friends and family – 58 people (77%). 54 respondents (72%) watched movies and series. Reading and computer games occupied the free time of 25 respondents (33%). The option “go to cafes, restaurants, bars” was chosen by 24 people (32%). 15 people (20%) chose the option “creative activities”. The options “go on picnics, hiking” and “go to the theater and the philharmonic” had 9 mentions each (12%). 8 people noted going to movie theaters (11%). Self-development events were mentioned by 5 respondents (7%) and going to dance studios – by 3 people (4%). The least number of respondents, 2 people (3%), preferred spending their free time doing sports. These results led us to conclude that young people give preference to passive leisure.

When asked “Who do you prefer to spend your free time with?”, most of the respondents said they liked spending time with friends – 35 people (47%). Leisure without a company was preferred by 15 people (20%). Leisure with family was chosen by 13 people (17%) and spending time with a partner – by 12 people (16%). Thus, a greater number of respondents preferred to spend time in the company of their peers. This gives evidence of a high degree of a person's integration into the group. On the other hand, this fact can have negative aspects to it with a low level of organization of young people's leisure.

Responding to the question “Do you like attending mass events?”, 39 people (52%) noted going to such events rarely, 29 people (39%) said they attend them often, and 7 respondents (9%) reported never attending mass celebrations. These results indicate that for the most part, young people do participate in mass events.

Among those respondents who did not attend mass celebrations, 19 people (56%) explained their preference by not liking large crowds, 10 respondents (29%) were not interested in the programs of events, and 5 people (15%) said they simply did not enjoy this kind of leisure activity. This gives reason to conclude that part of the reason for ignoring mass celebrations is that these events do not satisfy the demands of young people.

In the next question, “What innovative leisure activities would you definitely attend?”, the largest share of respondents chose quests – 47 people (62.7%). Of interest to youth are also such innovative leisure activities as educational forums and festivals, chosen 41 times (55%); master classes, mentioned 35 times (46.7%); and immersive theater and theater in the dark, chosen by 29 people (38.7%). The least interest among respondents was piqued by such leisure activities as motivational marathons – 3 mentions (4%); historical reconstructions and cultural subbotniks – 2 mentions (2.7%); and paintball – 1 mention (1.3%) (Figure 2).

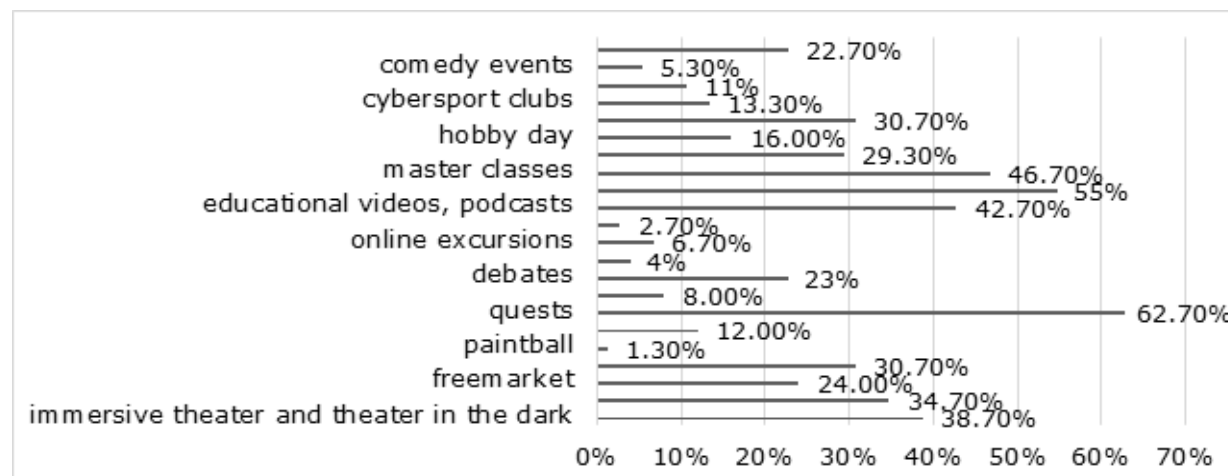


Figure 2. Distribution of responses to the question “What innovative leisure activities would you definitely attend?”.

Responses to the question “What kind of master classes would you be interested in?” indicate that the most popular were master classes in the sphere of media content (photography, color correction, filming, editing), chosen 37 times (49.3%); public speaking and acting, 29 mentions each (38.7%); vocal and instrumental skills, chosen by 25 people (33.3%); and creative master-classes (fine arts, decorative and applied art), checked by 24 respondents (32%). The least mentions were received by the option of first aid master classes, chosen 16 times (17.3%). Finally, 6 respondents (8%) noted not being interested in this type of leisure altogether. A more detailed report on the distribution of responses is given in Figure 3.

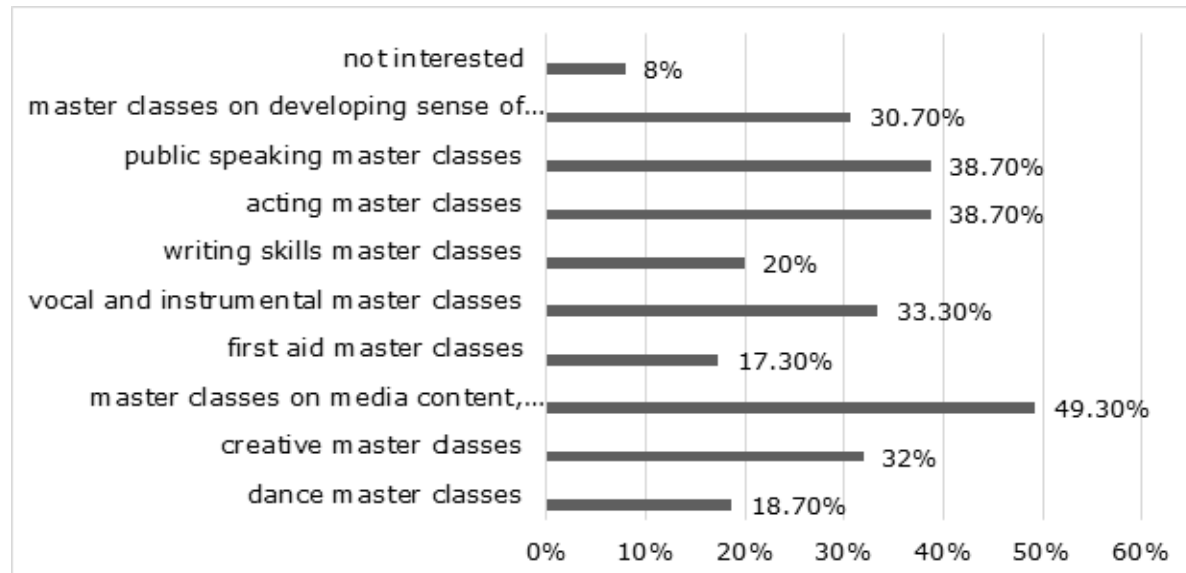


Figure 3. Distribution of responses to the question “What kind of master classes would you be interested in?”.

The final question in the survey, “Educational activities on what topics would you be more interested in?”, delivered the following results. The most popular answers were “creative activities” and “psychology”, both chosen by 45 people (60%). “Self-love” was mentioned by 37 respondents (49%). The option “entrepreneurship and business” had 28 mentions in the responses (37%). The answer option “gaming activities” was selected 25 times (33%), while “blogging” and “time management and motivation” were chosen by 22 people each (29%). “Asian culture” was selected by 20 people (27%), and “SMM” was pointed out 18 times (24%). The topics of “ecology”, chosen 13 times (17%), and “esotericism”, chosen 14 times (19%), were of the least interest. One of the respondents gave their own answer option – “national upbringing of youth”.

Analysis of the survey results demonstrates that young people have at least one day a week and 3 hours a day for leisure activities. Their preferred activities in their free time include communication with family and peers, watching movies and series, reading, and playing computer games. Most of the respondents rarely visit public cultural institutions, the main reason being that the activities offered do not satisfy the interests of the respondents.

The obtained findings demonstrate that respondents' leisure interests and preferences are not satisfied in full. This indicates that young people need more innovative technology in the work of cultural institutions.

In this light, we propose the “Street Culture to the Masses” project using creative technologies as a means of making youth leisure more active.

The relevance of the project is determined by the insufficient implementation of creative technologies in organizing youth leisure. Even though cultural institutions do employ creative technologies of leisure organization in their work with youth, there is a need to expand the number of creative forms of leisure activities and add creative elements to traditional ones. These measures are required to optimize the leisure activities of young people because youth need more activities that would meet their needs and interests.

In the age of globalization, informatization, and digitalization, the leisure market is developing dramatically. Young people are offered countless opportunities to spend their leisure time. They also quickly learn about various innovations and changes in leisure activities via the Internet. Therefore, cultural institutions should apply more creative technologies

in their work to keep the interest of young people and to stay competitive (Chuprov, 1992; Shchenina, 2005).

Young people have more free time for leisure activities than adults, who devote a lot of time to work and caring for children. Plenty of free time can lead young people to prefer forms of leisure that negatively affect their personal development. In this situation, cultural institutions need to interest young people in spending their time doing organized leisure activities to ensure their well-rounded and harmonious development.

Street culture is a complex of directions of youth creative and sporting activities. This is a culture created by people – their desires, interests, and lifestyles. Street culture is closely linked with creativity, freedom of self-expression, and striving for self-assertion. This culture encompasses street art, graffiti, customization of clothes, rap, various dance styles (hip-hop, house, break-dance, etc.), and street sports, such as skateboarding, biking, rollerblading, parkour, etc. Importantly, the active creators of street culture are precisely young people.

We believe that the developed project on the theme of street culture will appeal to young people due to the fact that street culture serves as an embodiment of freedom. Young people seek freedom in their creative and sporting activities. It is vital for them to have a sphere in which they are not confined by rules.

Although street culture assumes spontaneous (unorganized) leisure activities, it has more of a positive influence on young people's personal development. Youth engage in creativity and sports, try to express themselves, assert themselves among peers, and develop creatively, intellectually, and physically. In essence, this leisure is not destructive. However, it should be borne in mind that with all the positive aspects of street culture, freedom of action does not always benefit this age group. Low control on the part of older, more experienced people can allow for certain deviant forms of leisure or even delinquent behavior. Thus, by recreating the atmosphere of freedom of creativity and self-expression that is essentially inherent in street culture under the supervision of cultural institutions, it will be possible to attract young people to organized leisure while preventing destructive elements in leisure.

Various directions of street culture have long penetrated into people's lives. Young people go to studios where they learn hip-hop dancing, creators gather to participate in dance and rap battles, street artists paint on building walls, and athletes perform extreme stunts on skateboards and bicycles.

Street culture is a widespread and popular trend among young people. This cultural phenomenon unites under its

umbrella many creative directions, which gives freedom in choosing the means, forms, and methods of organizing an event on the theme of street culture.

An event in such a direction can help optimize youth leisure, raise the popularity of the cultural institution among young people, and create a platform for young people's self-expression, which will have a beneficial effect on their development (Kozionova, 2019). An event that is interesting for youth and utilizes creative elements will contribute to the elimination of destructive forms of leisure activities among young people (Massacre Pony, 2021). Therefore, we argue that the introduction of the proposed project into the work of cultural institutions under the auspices of street culture is most timely and will help optimize youth leisure time. The above reasoning substantiates the relevance of the "Street Culture to the Masses" project.

The project goal consists of the optimization of youth leisure time by organizing an event attractive to young people using creative leisure organization technologies.

The described project will raise young people's interest in the event through the use of creative technologies and street culture trends. This will accomplish the goal of engaging young people in organized leisure activities oriented toward the harmonious development of their personality.

The objectives of the project are:

- to organize the event "Street Culture to the Masses";
- to create a platform for young people's creative self-expression and active, educational leisure;
- to force destructive forms of leisure out of young people's free time activities;
- to raise youth's interest in the modern phenomenon of street culture;
- to facilitate the development of project participants' creative abilities;
- to give young people a chance to learn more about street culture;
- to assist young people's self-expression and self-assertion among their peers;
- to reduce stress levels through the recreational effect of active and creative group leisure.
- The forms of project implementation include:
 - the "Street Culture to the Masses" festival;
 - a day of thematic innovative cultural and leisure events;
 - a group quest "Walking Down the Street" with creative elements.

The intended result of the "Street Culture to the Masses" project is the optimization of youth leisure.

The outcome of the project is the organization of an event employing creative technologies that will interest young people and satisfy a range of needs in leisure activities for young people. Through this event, young people will be involved in educational, creative, and recreational leisure activities, meet interesting people, and learn a lot of new information.

CONCLUSIONS

Thus, creative technologies for organizing youth leisure significantly increase the interest of young people in quality leisure activities organized by cultural institutions. The integration of creative technologies into youth leisure has a profound impact on education, personal development, and lifelong learning. Through innovative and engaging leisure activities, young individuals can acquire valuable skills, explore new interests, and expand their horizons.

Creative technologies, such as virtual reality experiences, online workshops, and digital storytelling, not only entertain but also educate. They provide platforms for young people to develop digital literacy, problem-solving skills, and creativity, all of which are essential for success in the modern world.

Furthermore, the "Street Culture to the Masses" project exemplifies how creative technologies can be harnessed to create educational experiences within leisure contexts. By infusing structured leisure activities with elements of freedom, personal expression, and skill development, we can guide young individuals toward constructive, educational leisure experiences.

In a rapidly changing digital landscape, it is imperative that educational institutions and cultural organizations embrace creative technologies to remain relevant and appealing to the youth demographic. These technologies not only enhance leisure but also serve as powerful tools for education and personal growth.

REFERENCES

- Chuprov, V. I. (1992). *Razvitie molodezhi: Kontseptualizatsiia poniatiia*. Nauka.
- Gendina, N. I., Kolkova, N. I., & Riabtseva, L. N. (2021). Tsifrovizatsiia v sfere kultury: Sushchnost, normativno-pravovoe regulirovanie, prioritentnye napravleniia sovershenstvovaniia kadrovogo obespecheniia. *Cyberleninka*, 4, 48-54.
- Grigoreva, E. I. (2013). Osobennosti tvorcheskoi samorealizatsii studencheskoi molodezhi v usloviakh dosuga [Peculiarities of creative self-realization of student youth in the context of leisure]. *Culture and Education*, 2-4(11), 111-114.
- Iaroshenko, N. N. (2020). *Sovremennaiia industriia dosuga: Vektory modernizatsii. Proceedings of the 2nd All-Russian Scientific and practical conference*. Moscow State Art and Cultural University.
- Kiseleva, T. G., & Krasilnikov, I. D. (2004). *Sotsialno-kulturnaya deiatel'nost'*. Moscow State Art and Cultural University.
- Kozionova, E. A. (2019). *Spetsifika organizatsii dosugovoi deiatelnosti molodezhi*. Russian State Professional and Pedagogical University, Yekaterinburg.
- Massacre Pony. (2021). Chto takoe timbuilding: Pravila postroeniia silnoi komandy. <https://timeweb.com/ru/community/articles/chtotakoe-timbuilding>
- Popova, A. S. (2014). Sfera dosuga molodezhi v sovremennom mire. *Young Scientist*, 11, 220-223.
- Shchenina, O. G. (2005). Molodezh v sovremennoi Rossii. Norma.
- Sukhovskaya, D. N. (2013). Realizatsiia tvorcheskogo potentsiala naseleniia cherez kreativnye prostranstva goroda: Lofty, zony kovorkinga, art. *Molodoy uchonyy*, 10, 650-652.