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The role of leisure activities in the professional development of students

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Introduction

The relevance of the problem under study is due to the growing contradictions in the perception of students' leisure activities in modern society. On the one hand, recently everyone in the world is alarmed by the rapid development of digital technologies, including artificial intelligence, which should free up a large amount of people's time by taking over routine work. On the other hand, there is a feeling that today's generation does not understand how and where this time can and should be spent.

There is a third side - it is the problem of training specialists with higher education who will be able to learn quickly, updating their competencies on a daily basis, which is more than relevant in our rapidly changing world.

The scientific community (both Russian and Chinese) has formed a concept of leisure pedagogy, but this concept is applied mainly in the sphere of professional organization of leisure activities. Much less attention is paid to the role of leisure in the personal formation of young people, and even less to the role of leisure in the development of a professional.

More and more families in Russia and China are trying to occupy their children's free time with developmental activities, but parents and teachers do not teach young people to manage their free time consciously. More and more young people see various digital activities as the only form of leisure activities.

Modern research has not developed a stable understanding of what exactly belongs to the sphere of leisure of a modern young person. Very few works are devoted to an attempt to understand how modern students' leisure is organized and what it should be like, based on the tasks of professional development.

The above contradictions allowed us to define the topic of the study: the **role of leisure activities in the professional and personal development of students.**

Object of the study: leisure activities of students in Russia and in China.

Subject of the study: the role of students' leisure activities in professional formation.

The **purpose of the study** is to identify the essence and substantiate the way of development of leisure activities of a modern student in the context of professional formation.

Research Objectives

1. To conduct a theoretical analysis and define the concept of "leisure activities" of students, to establish the relationship between leisure activities and professional self-realization of students.
2. Analyze general approaches to the methodology of leisure activity research and develop a research program to identify the characteristic features of leisure activity of students as future professionals.
3. To implement a research program and characterize the leisure activities of students.
4. To conduct a comparative analysis of attitudes towards leisure activities among students in China and Russia.
5. To describe the possibility of mutual influence of students' leisure activities and professional development activities. To develop pedagogical tools for organizing mutual influence.

Hypothesis of the study

1. We believe that leisure activity is any type of student's activity that is not related to the fulfillment of duties (life support, family support, educational, industrial activities).
2. Student's leisure activities have a significant impact on their professional formation.
3. There are significant differences in leisure activities of Chinese and Russian students: Chinese students use leisure activities to a lesser extent as a means of professional formation.
4. Many students do not know how to manage their leisure activities. Modern universities pay little attention to how to teach students the art of managing their leisure activities.
5. Higher education programs can influence the formation of students' professional development activities.

The theoretical basis of the study is formed by the works of authors who study the sphere of leisure (M. I. Kuleva, E. I. Kazakova, A. S. Orlov, R. A. Stebbins); devoted to the organization of leisure activities in youth and the problems of youth leisure (A. F. Volovik, V. A. Volovik, A. I. Danilova, L. A. Lyubushkina, Zhu Detsyun, G. P. Orlov, B. A. Ruchkina, B. A. Tregubov, I. I. Frishman); works on the problems of professional development of students (L. A. Darinskaya, R. V. Demyanchuk, E. I. Kazakova, V. D. Povzun); works of researchers of the problems of leisure activities in life (Zhu Detsyun, E. N. Sheveleva, V. Y. Surtaev, R. A. Stebbins); works of Chinese authors on the topic of students' leisure activities (Zeng Hongquan, Zhang Shunting, Hou Siming, Zhang Guoli, Sun Yongjian, Yang Fan, Zhong Qiuming, Zhang Xiaopei, Yang Xueyang).

Base of the study

The main base of the study was St. Petersburg State University. The diagnostic study was conducted on the Internet. The respondents of the research program were graduates of higher education institutions in China and Russia who had network contacts with the researcher and supervisor.

Research Methods

Theoretical analysis of psychological and pedagogical literature; use of research methods (survey, interviews, content analysis of websites of leading universities in China, included observation, focus groups), design of educational programs.

The **scientific novelty of** the study consists in the work:

- The concept of students' leisure time is clarified based on the logic of the activity approach;
- The positive influence of leisure activities on students' professional development was substantiated;
- given comparative characterization of quantitative, qualitative and structural components of leisure activities of students in Russia and the People's Republic of China ;
- the method of mutual enrichment of professional education tasks and tasks of leisure self-realization for obtaining a cumulative positive effect was developed.

The theoretical significance of the study consists of:

- in enriching leisure pedagogy with knowledge about students' leisure activities as a possible way of students' professional self-realization;
- in substantiating the need to "teach leisure" to modern students in the educational space of higher education institution;
- in developing a methodology for cross-fertilization of educational and leisure practices.

Practical relevance

The work can be useful for the authors of educational programs in Russian and Chinese universities, including the organizers of leisure activities in the educational space of modern universities.

The research data can be used by educators when working with schoolchildren.

The developed enriched programs can be used in practice at St. Petersburg State University.

Stages of the study

2020-2021. - selection of the topic, theoretical analysis of the problem;

2021-2022. - development and implementation of the research program, development of methodological recommendations;

2023-2024. - processing of the obtained data, refinement of the results, preparation of the thesis text.

The dissertation consists of an introduction, two chapters, a conclusion, a list of literature including 90 items (25 of them in a foreign language), and two appendices. The total volume of the dissertation is 94 pages.

Main content of the thesis

The introduction reveals the relevance of the topic of the dissertation research, formulates the aim and objectives of the dissertation, defines the theoretical and methodological foundations and empirical basis of the scientific work, outlines the elements of novelty, explains the theoretical and practical significance of the study and describes the provisions put forward for defense.

The first chapter "Psychological and pedagogical foundations of studying students' leisure activities" consists of two parts. The first part "The main stages of evolution of

philosophical views on leisure and leisure activities" specifies such concepts as "leisure" and "leisure activities", considers the main approaches to the study of leisure in pedagogy and sociology, describes the functions, types and structure of leisure activities. The second part "Leisure activity in the system of professional formation of a student" describes the specifics of a student as a subject of leisure activity, defines the role and place of leisure in the life of a student, analyzes the leisure behavior of a student and considers pedagogical aspects of leisure.

The second chapter "Comparative analysis of students' leisure activities (China and Russia) in the context of the problem of professional self-determination" examines and analyzes the existing experience of leisure activities of the two countries on the example of China and Russia. The first part "Leisure activities of students in Russia and China, comparative analysis of "portrait of leisure activities of a student"" provides a comparative analysis of students in the two countries. The second part "**The** role of leisure activities in achieving professional and personal success" is devoted to a study based on a sample of 10 successful professionals from China and 10 successful professionals from Russia. The third part "Participation of higher education organizations in the directed development of students' leisure activities (in Russia and China)" studies the extent to which the higher education system realizes the importance of helping students with leisure activities. The fourth part "Designing programs of students' leisure activities using the principle of "enrichment" of academic discipline" provides a variant of designing a program of leisure activities.

The conclusion summarizes the results of the study, formulates conclusions in accordance with the objectives, identifies possible vectors for further development of the study.

Provisions for defense

1. Leisure (or leisure activity) can be defined as an activity carried out during time free from tasks dictated by external or internal necessity and expediency. The main purpose of this activity is to get pleasure from its process. Additional objectives may be: entertainment, creative or social self-realization, personal and professional self-improvement, or other goals unrelated to the requirements, daily

obligations and physiological needs. The connection between leisure and professional formation is conditioned by such functions of leisure activities as rest, self-development, entertainment (related to hobbies, including profession), self-actualization in a significant community.

2. The analysis of the opinions of university graduates and students allows us to assert that leisure in public opinion plays a significant role in the professional formation of a student, but this activity is often spontaneous. Students in 50% of cases note that they have no experience of consciously increasing the effectiveness of this type of activity.

3. The leisure activities of Chinese and Russian students are similar in terms of time and content, but there are also significant differences. In the experience of Russian students, to a greater extent, leisure is represented by Internet activities (social networks, online video games, etc.), but they spend more free time than their Chinese peers in theaters, museums.

4. The opinion of successful professionals allows characterizing leisure activities as an important factor of professional formation. At the same time, studies of mediated facts (university websites and films) show that the role of leisure in professional development is underestimated by society and educational organizations.

5. The analysis of the best university practices and the experience of designing educational programs allow us to identify a high potential of influence on the leisure activities of students. The method of mutual enrichment of educational and leisure activities can be the leading method of potential realization.

Main scientific results:

- The definition of leisure activities in the professional development of students is proposed [51, p. 101 - 103].
- The essence and structure of students' leisure activities are defined [52, p. 140 - 142].
- Revealed realization of the pedagogical potential of student leisure in professional self-determination: systematization of the scientific discourse of China [53, c. 77-82].

CHAPTER 1. PSYCHOLOGICAL AND PEDAGOGICAL BASES FOR STUDYING STUDENTS' LEISURE ACTIVITIES

The purpose of this chapter is to analyze the problem of leisure in the life of society, its influence on the professional formation of modern students. Based on the results of theoretical analysis, a research program should be developed, aimed at the related study of the problem of student leisure and professional formation.

1.1 Main stages in the evolution of philosophical views on leisure and leisure activities

In this chapter by methods of theoretical analysis it is planned to form a working definition of leisure activities and identify its essential features.

Due to the process of humanization of society, modern science has formed the identification of two concepts: leisure and free (personal) time. Leisure is a part of non-working free time, which remains with a person after the fulfillment of production duties. In scientific literature there is a belief that the basic values of leisure are rest and movement, serving to restore physical strength and mental balance. In the life of society, leisure is significant for stabilizing relations between people, relieving tension, preventing social conflicts, strengthening solidarity, intergenerational interconnection, communication, meeting the needs of the individual in positive emotions, entertainment, etc.

At the end of XX - beginning of XXI century there was recorded a rapid development of theoretical knowledge in the field of leisure. This is confirmed by a large number of publications in international journals, monographs and collections of articles. Designing the categorical apparatus of the newly formed branch of knowledge, scientists began to pay special attention to identifying the essence of such a concept as leisure. In search of arguments and theses to justify and present their concepts, they delved into the study of the origins of this concept.

The analysis of the main philosophical works in this area allows us to assert that the most important aspect of the modern theory of socio-cultural activity is the understanding of the phenomenon of leisure as one of the primary conditions for human mastering of culture, its creative self-realization and personal growth. In this regard, historical and

philosophical judgments about leisure are highlighted, thanks to which it is possible to identify its specificity, variable and permanent components, as well as essential characteristics.

One of the primary sources of study is the cultural heritage of the ancient Greco-Roman civilization. This period saw the formation of many currently recognized norms of life, including the classical pattern of leisure. The ancient heritage is characterized by fundamental views as well as numerous variations in the understanding of leisure activities, which are the subject of historical and philosophical interests of applied and socio-cultural significance. Leisure in antiquity was of great importance, was an inherent property of the civil state, and accompanied a high level of human freedom. The ancient Greek philosopher Aristotle, developing the comprehensiveness of philosophical science, also formed an understanding of leisure. He wrote: "Leisure is the determining beginning of everything. Leisure concludes in itself both pleasure, happiness, and bliss, and all this falls to the share of not busy people, but people who use leisure" [5]. Enumerating leisure activities, Aristotle names music, drawing, but mainly philosophical reflection. His ideas, stated in the philosophical treatise "Politics", reflect the understanding of leisure in the life of each person: "leisure should be preferred to activity" [5]. [5]. The meaning of the concepts of "activity" and "leisure" is not reduced to the usual hierarchy, where leisure dominates, there is a more complex relationship, because leisure has an active character. In a properly organized society, according to Aristotle, the goals of a free man and the state should coincide or reach agreement and enter into harmonious consonance with each other. Leisure is necessary for contemplation and meditation, which, in their turn, give happiness, and thus are necessary for happiness.

E. D. Elizarov, a contemporary researcher of antiquity, characterizes the leisure of Hellenes as "a long and strenuous work of the soul filled with nobility" [31]. [31]. In this context, leisure is a natural pastime for the "freely born" or the elite. At the same time, Aristotle considers "artistic and aesthetic leisure to be the highest virtue and at least the path to it" [5] [5]. Free time was a necessary part of ancient Greeks' life. The ability to manage it in order to achieve wisdom was valued quite highly. This conditioned the etymological meaning of the Greek word "leisure". Thus, the philosopher emphasizes that in Ancient

Greece the ideal of leisure was spiritual freedom. In Aristotle's treatises "Politics" and "Nicomachean Ethics" the theme of leisure was presented in depth. In his opinion, the goals of a free man and the state should coincide or reach agreement and enter into harmonious consonance with each other.

With the advent of the Renaissance and the revival of interest in antiquity, culture began to acquire an increasingly secular character, and the attitude to leisure and its form changed. The exemplary leisure of the nobility was filled with scholarly pursuits, considered high and "sweet", opposing the "lazy" leisure of the lower classes. In various guides to the education of young people from aristocratic circles, published in the late XVI - early XVII century, it is indicated that work for the sake of livelihood - not their destiny. A noble man had certain advantages defined to him by God, including "prolonged leisure" that allowed him to freely choose the highest activity [20, 24]. Physical labor was a means of charity, discipline, and atonement for sins, which was considered particularly characteristic of the Renaissance.

Analysis of the evolution of the definition of "leisure" shows that throughout the centuries this concept has been associated with free time, while we cannot call any free time as leisure. It is also important that the understanding of leisure varies depending on time, traditions and rules, value system, historical, social, economic, geographical and other conditions [44].

The main representatives of philosophical thought of the XX century, who argue about the importance of leisure, are Bertrand Russell and Joseph Piper. B. Russell believes that leisure includes all moral actions that nourish the moral, intellectual and spiritual life of a person, "actions that make people worthwhile" [20]. [20]. When J. Piper researched the history of leisure, he found that leisure is the foundation of all human culture. One of the most important philosophical works published in the twentieth century, Piper's "Leisure - The Basis of Culture" is more significant and even more important today than when it first appeared - more than seventy years ago (in 1948). Leisure is a state of mind and a state of mind that contributes to the ability to perceive the reality of the world. Ы. Piper shows that ancient and medieval Europeans understood the great value and importance of leisure. He

also notes that religion can only be born in leisure - leisure that gives time to contemplate the nature of God. Leisure has been and always will be the primary basis of any culture.

In the 1960s-1970s in the West, the theory of "Leisure Civilization" became widespread, according to which society is interested in the fact that free time is used by people to meet their needs in comprehension of culture, social aspirations, restoration of soul and body. The representative of this theory J. P. Dumazedier defines leisure as "the slogan of the three Ds": *delasiment* (relaxation), *divertissement* (entertainment), *development* (development). In his work "Sociology of Leisure" he optimistically states that the "civilization of leisure" has already come, which means that modern leisure is not, as before, an "appendix" to work, a rest from it and preparation for it [30].

Leisure is of keen interest to specialists in practically all branches of humanitarian knowledge. In the works of German philosopher and historian Karl Marx, the word "freedom" appears much more often than the traditional words "discipline" and "order" for authoritarian ideologists. It was he (already as a theorist) who valued free time so highly, considered it "the main wealth of society", necessary and sufficient "condition for the development of human individuality" [20]. [20]. According to the philosophy of Karl Marx (1818-1883), human potential and human interaction, freedom and happiness were actualized in the material and cultural-creative spheres of labor activity. In the capitalist society contemporary to K. Marx, productive work does not contribute to the development of people's creative potential. At the same time, leisure, in K. Marx's understanding, is not just fun, entertainment, recreation, but, above all, labor aimed at creativity for its own sake. Its varieties - art, science, cognitive activities - should predominantly fill the free time of mankind. They contribute to human self-realization and bring true happiness.

Tracing the history of the development of ideas of leisure and work from the ancient period to modern times, the scientist proves that they were the starting point for serious scientific research into the problems of leisure and formed the basis of the modern view of leisure, shared by the majority of researchers, as opposing productive labor to human activity carried out "for its own sake".

In China, the term "leisure" originally referred to a series of festive and peaceful celebrations, gatherings of peasants during the downturn in agriculture. Already in the

period of spring and fall (770 - 475 BC) (during the reign of the Eastern Zhou Dynasty) in China, Confucianism and Taoism were firmly rooted in the consciousness of people and the unity of their lives, they strove for inner superiority and broadcast freedom and consciousness of life. And Zen Buddhism is a purely entertaining story of thought, striving for the life of the world.

Confucian thoughts on leisure believe that harmony in human relationships is the source of happiness. Confucius views leisure as the highest ideal of life and society. If work is enjoyable, such work is leisure, and leisure in turn is also work, in which it is necessary to have the ability to rest and relax. If it is possible to enjoy work, the opposition between work and leisure will be eliminated, and one's life will be in a harmonious and beautiful state.

Taoism seeks a higher level of transcendent leisure that includes a return to nature as its value orientation. The return to nature is the primary goal of Taoism. The twenty-fifth chapter of the Tao De Jing states, "People follow the earth, the earth follows the sky, the sky follows the Tao, and the Tao follows nature." This shows that Taoist leisure theory focuses on spiritual freedom, individual independence and the advancement of the cultural realm, as well as the self being fully congruent with others, with society and with nature.

Thus, leisure is reduced to the fact that during the Chunqiu period (770-476/403 BCE) and the Warring Kingdoms (476/403-221 BCE) it is not a waste of time outside of work hours. Leisure is also a process of learning and discovery, a process of self-restraint, self-determination, self-development. This process obviously cannot be completed all at once, so in nature leisure can only be continuous.

The ideas of work and leisure have been further developed since the reform and opening of the country's borders (the economic reform program undertaken in the PRC in 1978). The next 20 years saw major changes in the distribution of workers' time: a five-day work week was introduced in 1995, and three long holidays were introduced in 1999: the Spring Festival, Labor Festival, and State Day. One-third of people's time became free. In the same period, Chinese society underwent astonishing changes due to politics, economy, technology, culture and social systems. In order to improve the quality of life, people often choose leisure activities and eventually realize the true role of leisure in their lives, namely

obtaining emotional, physiological and life benefits. In other words, leisure is intended to provide emotional, physical, and life benefits [64].

The modern meaning of the terms "leisure" and "leisure" in China was formed in the 1990s. Yu Guangyuan was the first to study leisure, and then Ma Huiqi gave leisure a cultural and philosophical meaning [44]. Leisure philosophy is a product of human self-analysis and contemplation. It is more about understanding the objects of study from an emotional, artistic and comprehensive point of view, exploring the nature of people, the meaning of the world and the purpose of life [44].

Since the 21st century, China's economy has started to develop rapidly. Although the country's standard of living is high from a material point of view, pollution, physical and mental damage caused by the fast pace of work and the consequences of poor lifestyle threaten the survival of Chinese society [18].

Modern Chinese people devote too much time to personal financial development and material well-being, but ignore leisure time aimed at restoring spiritual and physical strength. In order to change this situation, Chinese people, especially those in big cities, are strongly advocating the development of leisure activities, "returning to nature".

Leisure was praised as a "precious state" in the writings of Socrates. And according to Plato's ideas, leisure and art are components of the ideal state. Ancient Greek young men spent most of their leisure time in the pursuit of science and philosophy. By developing in themselves the highest human qualities of reasonableness and wisdom, they found happiness in leisure. Thus, leisure practices in the ancient world characterized an active role in the interaction of an individual with the outside world, and leisure is defined by an element of social being of an ideal state.

Leisure activities are a necessary and integral element of every person's lifestyle. Freelancers, merchants, oligarchs, entrepreneurs and cooperators began to appear in the life of modern society. Thanks to the formation of economic and political freedom of society and the development of scientific and technological progress, it became possible to realize the ideas that led to the birth of a completely new sector of the economy - the leisure industry, whose orientation was clearly tuned to the target groups of society. The society

began to change values, which changed the understanding of leisure and created new pictures of the world.

More and more often in Russian-language sources we record a tendency to single out leisure as an independent sphere of life. According to modern economists and sociologists, this is due to the growth of human life expectancy, the tendency to reduce working hours, and the return to the understanding of leisure as a sphere of personal self-determination and growth. On the other hand, the leisure sphere becomes an important factor of economic development, because it is at this time that people become active buyers of services in the field of entertainment. Many scientists note that with the increasing digitalization, the use of artificial intelligence and robots, the "digitalization of leisure" is also coming.

Leisure activities can be analyzed from the position of understanding its functions, i.e. answering the question "What needs are the leisure activities of a modern person aimed at satisfying?". Most often researchers identify the following functions: recuperation, entertainment (getting rid of boredom), distraction (from something unpleasant), self-development, aimed at both general self-improvement and development in one sphere, including professional [69].

Leisure studies emerged in the early XXI century due to the emergence of such an activity as edutainment (learning through entertainment). In the works devoted to this direction, the classification of R. A. Stebbins is often used. The researcher proposed to divide leisure into two main groups: "serious" and "ordinary" ("casual", "non-serious") [47]. To ordinary leisure he refers activities that do not require special efforts and bring quick satisfaction: attending entertainment events, watching TV programs and videos, traveling, meeting with friends, etc. The main functions of "ordinary" leisure are recreational, which is responsible for relieving physical and psychological stresses, and hedonistic, which is associated with the desire of people to enjoy life.

On the other hand, "serious leisure" includes such activities that require special efforts, special competence. Such activities are aimed not only at achieving pleasure, but also at self-development of personality, are characterized by regularity and ensure the achievement of goals beyond entertainment. It includes hobbies, volunteering, educational

practices, etc. Such leisure can fulfill the following functions: enlightenment, education, satisfaction of the need for creativity, the function of compensation for the "meaning of life" in the case when a person lacks meaning in the sphere of compulsory activities.

Both types of leisure activities can be aimed at satisfying the need to socialize with people, to join a meaningful community, to be recognized.

The socio-cultural metamorphoses occurring in modern society due to the influence of subcultural differentiation and globalization processes have led to the transformation of all aspects of social existence. The leisure sphere has also undergone strong changes. The phenomenon of globalization and cultural diversity have made the structure of leisure more diverse. Many new forms and types of leisure activities have appeared. Leisure involves activities of the kind that give a person a sense of pleasure, good mood and joy. People prefer to use their leisure time to relax, relieve stress, experience spiritual or physical satisfaction, share their interests with friends and family, build social contacts, and have opportunities for self-expression or creative activities. A person does not experience satisfaction from life if it lacks rest, free time, leisure.

Recently, the industry of leisure activities has been actively developing, and separate spaces created for its organization are appearing. Traditional leisure formats such as cinemas, theaters, museums, parks, clubs, libraries, gyms are being actively joined by new formats. Edutainment emerges at the intersection of education and entertainment, a special form of leisure at the intersection of science and entertainment (conference, science festival, forum). Projects that combine professional education and leisure (most often corporate training and other forms) are appearing more and more frequently.

There are two main ways of transforming leisure spaces. The first way is self-organized, which emerges on the initiative of people, spontaneously and chaotically in the public environment (for example, public leisure student spaces in universities). The second way is centralized, used with the help of state socio-cultural policy. Recently, both in Russia and China the attention to volunteer, patriotic leisure activities of young people has increased, and youth sports are actively developing.

Many researchers note that at all times leisure has acted as a sphere of necessary human existence, since ancient times has been a measure of the development of society, the

criterion of spiritual development of man. The more complex is the social life, the more complex is the leisure of a person.

Recently, there has been a perception of "right" and "wrong" leisure. Right, or "high" leisure derives from Aristotle's classical model of virtuous leisure. Confucius, too, saw the content of leisure as an indicator of human depth. Orientation on these models allows us to assert that modern man is responsible not only for the quantity, but also for the quality of his leisure time, so the idea of "learning to leisure" appears more and more often in the educational agenda.

On the other hand, leisure activities of a person and society are now becoming the most important area of concern for the state, since it is in the spatial and temporal continuum of leisure activities that the formation of a person as a member of society often takes place.

1.2 Leisure activities in the system of professional development of students

In the life of modern man leisure has firmly taken its place as an important condition for existence. Sociology, economics, cultural studies pay a lot of attention to the research of modern man's leisure. In recent years, such a scientific direction as leisure pedagogy has been actively developing.

With all this, it is difficult to give a definition of leisure. It should be noted that leisure is most often understood as "free time", "entertainment", any activities that are not work, or "pleasure". Russian-language dictionaries also introduce the English-language analog of the term defined by the Cambridge Dictionary as "time free from work or other duties" ("leisure"). That is, "leisure" is a term that characterizes a time period of life that is not associated with the fulfillment of a person's obligations.

A different definition arises when we consider leisure as a leisure activity. Like any other activity, it is formed on the basis of human needs and motives. On the one hand, the need underlying leisure activity is related to the filling of one or another content of free time. On the other hand, this need is mediated by additional goals: obtaining pleasure, benefit, advantage.

Pedagogy, as well as other branches of knowledge, defines leisure as "the time left for a person after the realization of all types of activities dictated by external expediency"

[34]. [34]. At the same time, researchers point out that leisure activity differs from other types of activity. The peculiarity of this activity is that its actual motive "is the need of the individual in the very process of this activity, and the result is its realization" [9]. [9]. That is, the leisure sphere is additional in relation to other spheres of human activity. It is in leisure activities that compensation (i.e., satisfaction of needs) takes place, which cannot be satisfied during studies, work and any other activities dictated by external necessity and expediency [9].

It should be noted that currently students' leisure activities can be described as real, virtual and hybrid, as well as real and ideal.

Diverse types of leisure activities can be classified in relation to five key human needs: rest (relaxation and recovery), entertainment (compensation), celebration (empathy), self-education (exposure to cultural values) and creativity (creation of spiritual values). Thus, leisure, leisure (or recreational) time is a significant part of social time of an individual, group or society as a whole, which is used for the preservation, restoration and development of physical and spiritual health of a person, his intellectual improvement [52].

In the framework of this study, it is important for us to consider not just leisure activities, but leisure activities of students as an integral part of the process of their professional self-determination.

We selected the most significant (highly rated) studies in the field of leisure activities as part of students' professional formation published in China in the last 10 years.

In the article "A Study of College Students' Extracurricular Activities and Improving Their Employment Opportunities" (2016), Zeng Hongquan demonstrated that due to the expansion of higher education and the intensification of industrial competition, the demand for labor force is only increasing. The author notes that more and more attention has been paid to career orientation, values, expectations and career decision-making ability of graduates, as well as their adaptation to the position. In reality, it is difficult for students to effectively expose themselves through solely formal education, organized extracurricular activities, and exceptional work experiences. Vocational skills emphasize the important role of students' leisure activities in developing and improving their employability [66].

In the paper "A Study of College Students' Leisure Time Literacy and Strategies to Improve It" (2018), Zhang Shunting proves the importance of a competent approach to designing college students' leisure time. The author believes that the skill of effective leisure time design is not innate but cultivated, and it should be developed. This article is based on an analysis of related concepts such as leisure and literacy - leisure time literacy and students' leisure time literacy. The understanding of leisure by university students, their attitude to leisure time is investigated. The problems existing in the organization of leisure time of college students are considered, and based on the experience of leisure literacy abroad in combination with the author's. The results of the sociological survey made it possible to propose strategies for developing college students' leisure design skills [67].

Sun Yongjian, in the article "A Study on the Irrational Employment of College Graduates" (2014), explains that employment is the basis of people's livelihood. College graduates are a precious human resource, an important social group that can transform the state from a country with a large population to a powerful country with human resources. The irrational employment of graduates creates certain social risks. In order to achieve more adequate and better graduate employment, it is necessary to make an in-depth study of higher education. To achieve the goal of changing the employment behavior of recent students, it seems important to apply consistent educational work that touches all aspects of the student's life. The author notes that we are on the threshold of the birth of a new concept of irrational views on employment of college graduates, explains the origin of irrational views on employment [70].

The author of another significant article is Yang Fan. His paper, "Research on Leisure Education of College Students" (2018), states that since ancient times, Chinese traditional leisure culture has been rooted among the Chinese nation and has been constantly developing. The way of leisure life affects the overall quality of life, way of thinking, culture and art. From ancient times to the present day, development in leisure has occupied an important place in Western education. However, in modern China, leisure is not so thoroughly considered: there is a discrepancy between the requirements for a person's professional self-realization and his leisure self-realization. The author notes the shortcomings in the development of students' leisure education, argues that it is necessary

to update the content and methods of leisure education and change the view of leisure as an optional sphere of professional formation of personality [71].

Zhong Qiuming in the article "A Study on the Employment Prospects of Contemporary College Graduates in My Country (China)" (2015) concludes that under the market system, the achievements of college graduates directly influence and even determine their employment prospects. The worldview has great theoretical and practical significance, the author believes. Based on the analysis of existing studies, this paper further builds a theory on college graduates' employment prospects in terms of concept, connotation, structure, attributes, functions, types, etc., and empirically investigates the current situation, characteristics and influencing factors on graduates' employment prospects and its impact on employment quality. The author argues that the employment prospects of college graduates are an important part and concrete embodiment of their worldview, outlook on life and values, and conceptualization of individual achievements. Employment perspective is a complex system that includes employment conditions, professional values, employment goals, work ethics, perceptions of leisure and leisure fulfillment, and is externally closely related to employment behavior and employment outcomes. The employment perspective has attributes such as development, practicality, differentiation and sociality. The author notes the significance of all spheres of personal self-realization to the solution of issues of professional employment and self-determination [72].

The article "Research and Practice of Leisure Education in Colleges and Universities from the Perspective of Marxist Leisure Theory" (2014) by authors Hou Siming and Zhang Guoli demonstrates that leisure education in colleges and universities can enhance students' quality of life, scientific achievement, and promote their free, healthy and all-round development. The paper takes the interpretation of the theoretical connotation of Karl Marx's thought on leisure as a starting point, combined with the current practical problems of leisure education in educational institutions, and emphasizes that the knowledge of Marxist leisure theory should be used in all leisure education in colleges to properly develop students' leisure concepts, strengthen leisure skills, enrich leisure life, and ensure students' healthy and all-round development [73].

We are closest to the thoughts reflected in the article "Research on leisure life and educational strategies of college students based on a survey of a university in Hunan Province" (2015) by Zhang Xiaopei. The author conducted a study (questionnaire survey) among 600 undergraduate students in Hunan Province University. The study concluded that the students have a certain idea of leisure life and a relatively clear idea of their own leisure life. But at the same time, it is also found that there is no scientific concept of leisure life and no proper concept of leisure education: students rarely plan their own leisure life. The existing leisure centers and facilities of colleges and universities cannot meet the needs of students in their leisure life. This article explores two important aspects: the author says that universities as students' supervisors should strive to provide students with free time, create a good environment for leisure life, actively help college students make full use of social and cultural opportunities to better meet students' leisure life needs [74].

Similar data are reflected in the paper "An Empirical Study on the Factors Affecting the Employment of Northeast China Students" (2019) by Yang Xueyang. Specifically, the paper states that the number of college graduates in Northeast China has increased in recent years due to national policies and the expansion of college enrollment. However, the demand for talents from enterprises is not increasing day by day, and graduates cannot reach their ideal professional status. It is a common phenomenon that industrial college students seek distant employment to the detriment of close ones, so it is necessary to study and solve the employment problem of Northeast China students. The factor of leisure self-actualization has become an important factor in students' choice of other regions for employment [75].

Chen Ying's (2014) "Research on the current situation and countermeasures of leisure education for students" (2014), based on the definition of the concepts related to leisure and leisure education, takes a detailed look at the leisure development of colleges and universities, mainly using questionnaire and interview methods, in terms of leisure awareness. This study was conducted on the current leisure life of university students in Gansu Province. The analysis shows that the leisure life of university students is generally colorful and positive. However, there are still aspects that are not encouraging, including unconsciousness in the use of leisure time, low level of leisure activities. This article further analyzes the underlying causes of problems in the leisure life of students, which do not arise

only because of external factors. The factors include the influence of society, universities and families, as well as the influence of the students themselves. It is concluded that these problems cannot be solved by relying on governmental solutions alone. They require the participation of society, universities, families and students [75].

In "Exploring the value of leisure time from the perspective of learners' development" (2019), Kou Yu demonstrates that with the development and progress of human society as a whole, the concept of "leisure time" has gradually become the "theme" of today's era. The period of rapid development has turned into a period of qualitative development. At present, leisure has become a trend in the development of human society. An important sign of the level of development of leisure activities represents not only the stage of personal development, but also the development of human society. The concept of practice and historical materialism is the theoretical basis. Researchers mainly study and clarify the role of leisure in the life of an individual and society as a whole. At the social level, this article explains the concept of leisure as "a social and historical phenomenon that actually occurs" [77]. From a certain perspective, the "value of leisure" is reflected in "physical relaxation", "spiritual enjoyment" and "aesthetic enjoyment". In order to understand the "value of leisure" at the philosophical level, we need to change the previous viewpoint, which is the importance of "ontology" and "historical materialism". The role of leisure as a "real life process" and "practical form" does take place [78].

In the article "A Review of Research on Leisure and Leisure Education in My Country" (2019) by Yang Rongjun, leisure and leisure education are defined. Leisure is an activity in which people independently choose an activity and enjoy it. Leisure education is a model of higher-level education. The author argues that leisure education has its origins in the United States since the mid-twentieth century, while in China, systematic academic research on leisure education began in the 1980s. This may speak about the trends that have been embedded in the concepts of leisure and leisure education [76].

Another author from China, Guo Xin, in "A Study on the Employability of Contemporary Chinese Students" (2017) provides systematic research on graduate employability. The author argues that the sum of externalized personality traits affects coping ability, and including employability. It is necessary to focus carefully on the

problems and causes of student employability development and conduct research to optimize countermeasures. The discussion is conducted in two dimensions: "vertical" and "horizontal". The "vertical" measures are analyzed at the macro level of policy mechanisms, the meso level of higher education and social management and the micro level of individual growth. The "horizontal" shows positive teaching and practical experience related to student employability, personal orientation in employment, social adaptability and employability.

In the article "A Preliminary Study of Confucius' Thoughts on Leisure Education" (2020), Dai Yun talks about the possibilities of leisure education, which involves the development of human self-awareness, thereby moving towards the formation of concrete, complete and social individuals. Here, education with a certain connotation of "becoming human" (Confucianism) is revealed. The content of Confucian leisure education includes the cultivation of values and the mastery of knowledge and skills. The modern inspiration of Confucius' ideas in the field of leisure education is that leisure education is a humanistic, lifelong education [78].

The study of the role of students' leisure activities in the concept of the problem of professional and personal self-determination determines the uniqueness and relevance of this research work. In the scientific literature there are few works studying the leisure activities of Chinese and Russian students. When conducting a comparative analysis and forecasting the development of education, it is found that there are few similarities and differences in the self-development of students in the two countries. Most books on the leisure education of students in China analyze the concept of "leisure", further clarify its characteristics, while the labor literacy of students and the requirements of employers act as an object of study. Most of the vocational and personal self-determination of modern students is incompatible with their occupational specialties, and few academic studies have considered students' leisure and occupational choice as the subject of research.

There are a number of difficulties associated with the definition of the term "leisure". Leisure is a rather complex phenomenon. Depending on what it is aimed at, it can be positive or negative. In this regard, the increased interest in the issues of leisure in this study can have a positive impact, both in the theory and practice of education. The conducted research will fill the gap to some extent in the study of independent career positioning of students in

China and Russia, which has great prospects for development in the two countries. The research study can play a certain role in promoting academic research in the relevant fields of the countries, and the return to the home country of students to do educational work is also positive in nature.

The review of modern Chinese studies allows us to clarify once again that leisure activities are considered in interrelation with such categories as profession, professional education and development, professional and personal development. Moreover, modern Chinese researchers increasingly consider students' leisure activities as a factor in the professional development of students.

Professional formation of a student is the second key concept for our study. In the framework of E. I. Kazakova's concept of professional education, professional formation is considered as a productive process of personal development and self-development; mastering professionally oriented activities in the process of professional education and self-education, determining one's place in the world of professions, one's value attitude to the profession and to oneself as a professional [36].

The driving force of the process of professional formation is the contradiction between the requirements of the labor market for professional activity and the real capabilities of the individual. At present, this contradiction is aggravated by the factors of accelerating changes, certain contradictory requirements of different strata of society. Researchers note that nowadays a person is required to achieve professionalism quickly, while the natural process of professional formation requires considerable time. Previously, students and graduates could count on several years of internship after employment, today the labor market in conditions of increased competition requires the fastest entry into the profession. The goal of the process of professional formation of a student is a conscious choice of profession, professional recognition, readiness for a long professional career, in the course of which it is constantly necessary to retrain.

In modern literature there are many options for describing the key stages of professional development and the difficulties experienced by a person at these stages. The classification of stages according to E. A. Klimov, who describes the life path of a professional through the following phases, is generally recognized:

- optation - a period of choosing a profession, including training for a profession;
- adaptation - entering the profession and getting used to it;
- interval phase - acquisition of professional experience;
- skill - skilled performance of labor activity;
- authority phase - achievement of high qualification by the professional;
- mentoring - transfer of experience by a professional [37].

However, we plan not only to analyze the first stage of this process, but also to consider leisure activities as one of the tools to improve the quality of the process of professional formation.

The articles by E. G. Vrublevskaya, in which she considers children's culture as a source for the development of pedagogical culture, were significant for our work. Building an analogy, it can be argued that student and youth culture can act as a factor in the development of teachers' pedagogical culture. At the same time, student culture is formed and developed mainly in the sphere of leisure self-realization. In this regard, following E. G. Vrublevskaya, it is possible to assert that in modern society there are still features of alienation of teacher and student culture: teachers tend to develop their activity as an activity to solve professional and production problems, while students choose the strategy of avoidance and formalism in relation to professional development. We could talk about the prospects of mutual influence of students' educational and leisure activities in the same context in which we talk about the mutual influence of pedagogical and children's culture. In this situation, mutual influence could become a factor in creating a holistic educational space, the main features of integrity would be: "dynamic semantic saturation of the educational process", the presence of spiritual and moral guidelines for choosing the sphere of leisure activities, active co-creation of all subjects of interaction. The problem of leisure activities arises in the works of E. G. Vrublevskaya and in connection with the development of humanitarian culture of a professional, which is so important nowadays, when each professional task can be solved with the orientation on the principle of preserving human culture or on the principle of destroying it [12].

No less significant for our study was the work of I. I. Frishman, in which she investigates the problem of children's leisure crisis in the general pedagogical

understanding. The researcher considers leisure activities as a process of creating conditions for motivational choice of subject activity by a personality at each of the stages of human socialization. It is obvious that at the stage of professional self-determination students also use (or should use) all personal resources in the process of self-determination, but most often this process takes place, but it takes place spontaneously, without the real influence of teachers [57].

The concept of professional self-determination is closely related to the category of professional readiness, which, as a rule, is considered in the logic of the activity paradigm. Based on the position of L. A. Darinskaya, we consider professional readiness as a category arising at the intersection of activity theory, personality theory, and the theory of professional preparation for professional activity.

The concept of "professional readiness" is used as a category of activity theory. "Professional readiness is the result of professional self-determination, education and self-education, professional education and self-education" [27]. And if the model of readiness for professional activity is a complex structural formation, a complex of personal and professional levels, the core of which consists of a stable motivation of activity and assumes the presence of professionally significant qualities, then professional self-determination is both a component and a condition for the emergence of readiness. L. A. Darinskaya notes that "an important characteristic of the personal model of a professional is self-concept as a set of all the individual's ideas about himself" [27]. [27].

The fulfillment of the research objectives requires defining the concept of "professional formation". We take as a basis the definition proposed by R. V. Demyanchuk. He considers professional formation as a process of personal development from the beginning of the formation of professional intentions to the full realization of oneself in professional activity.

The author considers the need and ability to constantly overcome the contradictions that arise at the intersection of the requirements of the profession and individual-psychological traits and properties of the personality as significant mechanisms of professional formation. This contradiction is formed and resolved not only during

professional activity, but also outside it, including in the sphere of leisure activities. Otherwise, as R. V. Demyanchuk notes, personality deformation can occur [28].

Thus, the conducted analysis allows us to identify and formulate a number of key concepts.

Joining other researchers, we will understand leisure (or leisure activity) as an activity carried out during the time free from tasks dictated by external necessity and expediency. Recreational activity (rest and recuperation) is more appropriately referred to the boundary sphere between compulsory and leisure activities.

The main purpose of leisure activities is to get pleasure from its process, additional purposes are entertainment, recreation, self-realization, self-improvement or other purposes that are not related to the requirements of the external environment, daily obligations and physiological needs [23]. It is appropriate to extend this definition to the leisure activities of students.

Pedagogy has paid a fair amount of attention to leisure time, especially in recent times. The subject of interest for pedagogy is five main problems:

- training in the use of free time and improving the efficiency of the use of this time;
- study of the content of leisure activities of representatives of different age and cultural level;
- identifying the potential of leisure activities for personal and professional self-development;
- balance of different types of activities in the structure of human life, determination of the optimal composition and intensity of leisure activities;
- search for pedagogically appropriate types of leisure activities for each age period of human development.

All the named characteristics of leisure and functions of leisure activities can be attributed to the sphere of professional formation of students.

In this case, we understand professional formation as a process of personal development from the beginning of the formation of professional intentions to the full realization of oneself in professional activity (R. V. Demyanchuk).

The main issues of leisure pedagogy can become a guiding line for determining the tasks and methodology of research on leisure activities of modern students in Russia and China.

As part of our research, we would like to clarify the role and place of leisure activities in the life of a modern student in both Russia and China, which will be the focus of a large-scale survey of students using the Internet. As part of the survey, we will focus on the key questions about leisure:

- time;
- venue;
- content of leisure activities;
- Students' awareness of the purpose of leisure activities;
- satisfaction with leisure activities;
- factors of influence on the content and method of organization of leisure activities.

In conducting the survey, we will proceed from the belief that the student is mature enough to answer the questionnaire in a sincere and meaningful way under conditions of voluntariness and anonymity. Then we plan to make a comparative analysis between Chinese and Russian students.

The second research task is related to the establishment of the relationship between the content of students' leisure activities and their professional development. We plan to form two focus groups and analyze by self-assessment the influence of students' leisure activities on their professional development; it is important to include in the focus groups people with higher education and successful professionals from various fields of activity. Additionally, we intend to analyze ten movies and TV series in Russia and China, recognized as popular, and then clarify the position of the main positive characters in relation to the importance of leisure for professional and personal development. The selection of movies should be done by mass viewing. Within the framework of content analysis it is important to identify the content of leisure, attitudes to leisure, and dreams about leisure of the main characters. This kind of analysis will indirectly answer the question

about the public understanding of the role of leisure in the professional and personal development of a person.

The third group of questions is related to the assessment of the influence of a modern university on inculcating students with a culture of meaningful and developing leisure. We plan to get answers to these questions, firstly, through the data of a mass survey of students and, secondly, through the analysis of the websites of leading universities, for which we analyze the content of the websites of leading universities in Russia and China. In the process of analysis we would like to see the representation of leisure activities on the websites of universities, to isolate management tools and directions of students' leisure activities.

Thus, we believe that students' leisure activities are carried out in their free time and are aimed at filling this time with meaningful content for the student [50].

Leisure (or leisure activity) of a student can be defined as an activity carried out in the time free from the tasks dictated by external or internal necessity and expediency. The main purpose of this activity is to get pleasure from its process, additional purposes are entertainment, creative or social self-realization, personal and professional self-improvement or other purposes not related to the requirements, daily obligations and physiological needs.

The connection between leisure and professional formation of a student is conditioned by such functions of leisure activities as rest, self-development, entertainment (related to hobbies, including profession), self-actualization in a significant community, compensation of the sphere of obligatory pastime (for example, the need to spend free time to compensate for low results of the main educational activity).

In the framework of our research it is appropriate to speak about professional-personal formation, since students are not yet true professionals; their professional and personal formation are still inseparable. Student's educational activity can be considered as a component of professional (potential-professional) activity.

Thus, under professional-personal formation we will understand the emergence of personality traits of a potential professional, arising in the process of human development under the influence of external and internal factors [34].

CHAPTER 2. COMPARATIVE ANALYSIS OF STUDENTS' LEISURE ACTIVITIES (CHINA AND RUSSIA) IN THE CONTEXT OF THE PROBLEM OF PROFESSIONAL SELF-DETERMINATION

2.1 Students' leisure activities in Russia and China. Comparative and comparative analysis of the "portrait of student leisure activities"

This chapter will analyze the data obtained through a survey of Russian and Chinese students. The survey was conducted online and distributed through trusted social networks of teachers and students with an explanation of the purpose of the research.

The contents of the request were as follows.

"Hello. I am a graduate student from China. My name is Tong Ying. I really need your help. I am studying leisure activities of Chinese and Russian students.

In my work, I believe that leisure is a part of free time that is closely related to and overlaps with recreation, self-development and entertainment. Leisure is what remains with us after we have completed all the necessary tasks (professional, family, self-care, subsistence, formal education, etc.). Most importantly, it is a portion of time and an activity whose content we determine voluntarily and independently. Please help me: answer a few questions. It will take you no more than 15 minutes".

This was followed by questions, which we analyze here. The survey involved 106 students currently studying in China and 133 Russian students studying in Russia. The total number of respondents was $N = 239$. A detailed numerical analysis of the collected data is presented in Appendix #1.

Учитесь ли вы в университете (институте) в настоящее время. Если да, то на каком курсе?

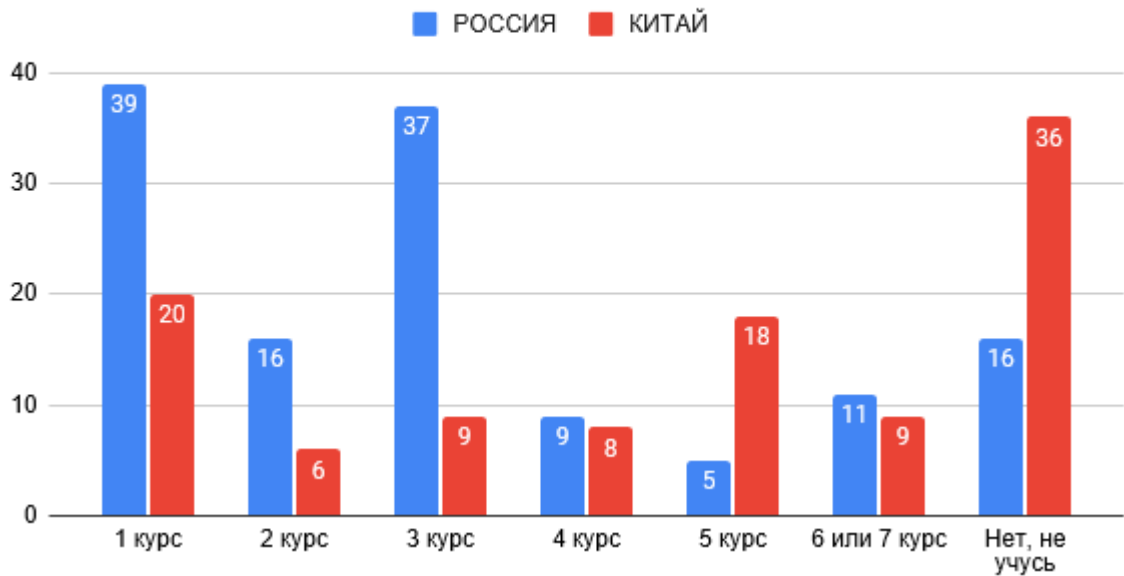


Figure 1: Structure of respondents by courses of study

The sample in China included 36 people who had recently graduated. In Russia, there were only 16 such people. Their position within the research is presented as the position of graduates.

The next question was devoted to the problem of estimating the value of students' free time. It should be noted that we conducted an additional study using the method of inclusive observation of a small sample of students (five Chinese and Russian students each) who are close acquaintances of the researcher. The purpose of this observation was to double-check the information obtained in the mass survey (see Fig. 2). The estimates obtained from the included observation were close to the average values, which for Russian students amounted to 19.06 hours per week and 2.72 hours per day, and for Chinese students, respectively, 25.75 and 3.68 hours.

Свободное время / в часах в неделю

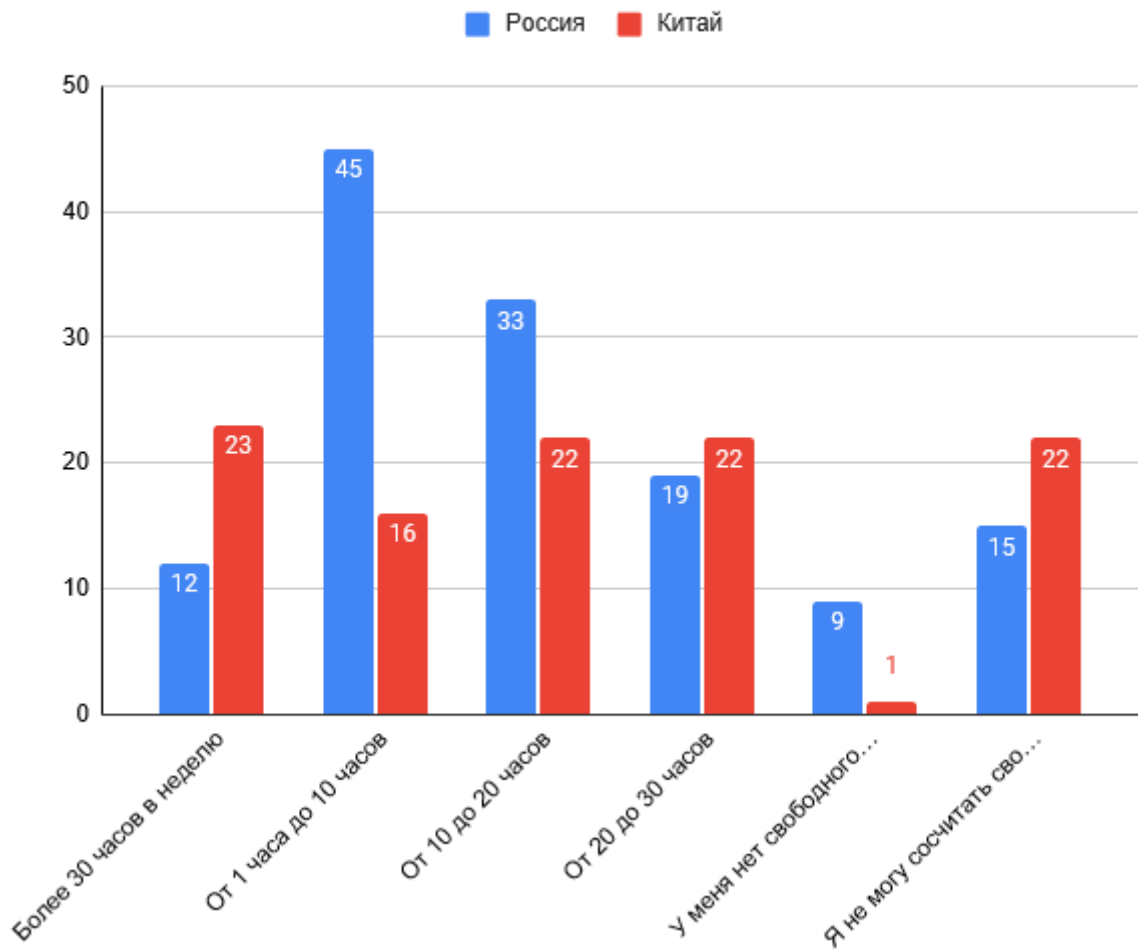


Figure 2: Evaluation of quantitative parameters of students' free time

We note several important trends. First, Chinese students believe that they can manage larger amounts of free time than Russian students. Cumulatively, more than 14% of students believe that the free time they manage is more than 30 hours per week. Less than 1% of students believe that they have no free time at all. And about 15% of students cannot estimate how much free time they have, which can be assessed as a low degree of reflexivity about free time. As a consequence, free time for these students does not become a resource that they consciously manage.

The next question was related precisely to the problem of free time management. We asked the students: "How do you usually organize your leisure time?" Answers: I don't organize in any way, I do something spontaneously; I plan my leisure time in advance; I can't define, this way or that way... The results of the survey are reflected in Fig. 3. 3.

Организация досуга

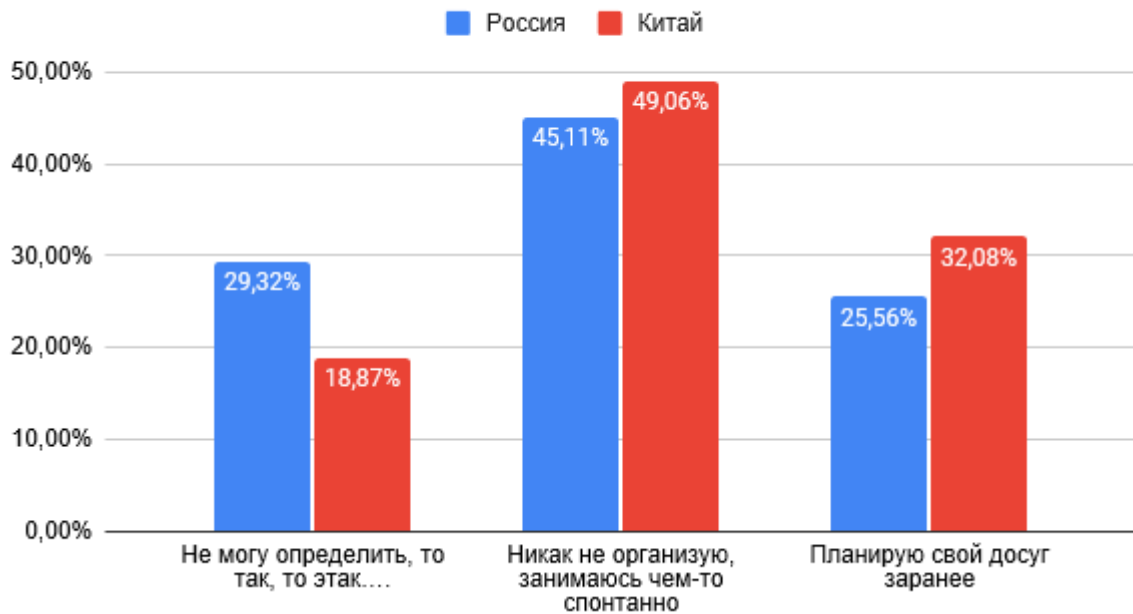


Figure 3: Free time planning

The majority of students noted that they do not organize their leisure time, but find something to do spontaneously. In Russia there were 45.11% of such students, in China there were about the same number of students, but slightly more - 49.06%. 25.56% of students in Russia and 32.08% of students in China plan their leisure time in advance. Here the dynamics turned out to be in favor of greater planning in Chinese students. Almost 30% of Russian and almost 20% of Chinese students act "this way and that way". It can be assumed, thus, that the experience of conscious effective use of free time is not sufficiently formed in students of both countries, and, as a consequence, most of the free time can be spent inefficiently. Thus, when analyzing the answers to the questionnaire (Fig. 2 and 3), we get the confirmation of our hypothesis that for a significant number of students (at least half) the management of free time resource for professional and personal development is a problem. Free time may be used for self-development, but it is mostly spontaneous.

We tried to identify the influence of planning and spontaneous pastime of Chinese and Russian students. The following was found.

It seemed important to us to identify the temporal and qualitative characteristics of leisure time of students who plan their leisure time and to clarify how they differ from those

students who do not plan their leisure time in advance. The results are reflected in Figures 4 and 5.



Figure 4: Sample of students from Russia



Figure 5. Sample of students from China

Comparison of the two samples shows a greater diversity of choices in the group of Chinese students, which can be explained by greater thoroughness in filling out the questionnaire. But anyway, Russian students mostly spend time on the Internet, while Chinese students devote a little more time to reading.

It seems important to clarify the amount of this time in the group of students who do not plan their leisure time in advance and in the group of those who do.

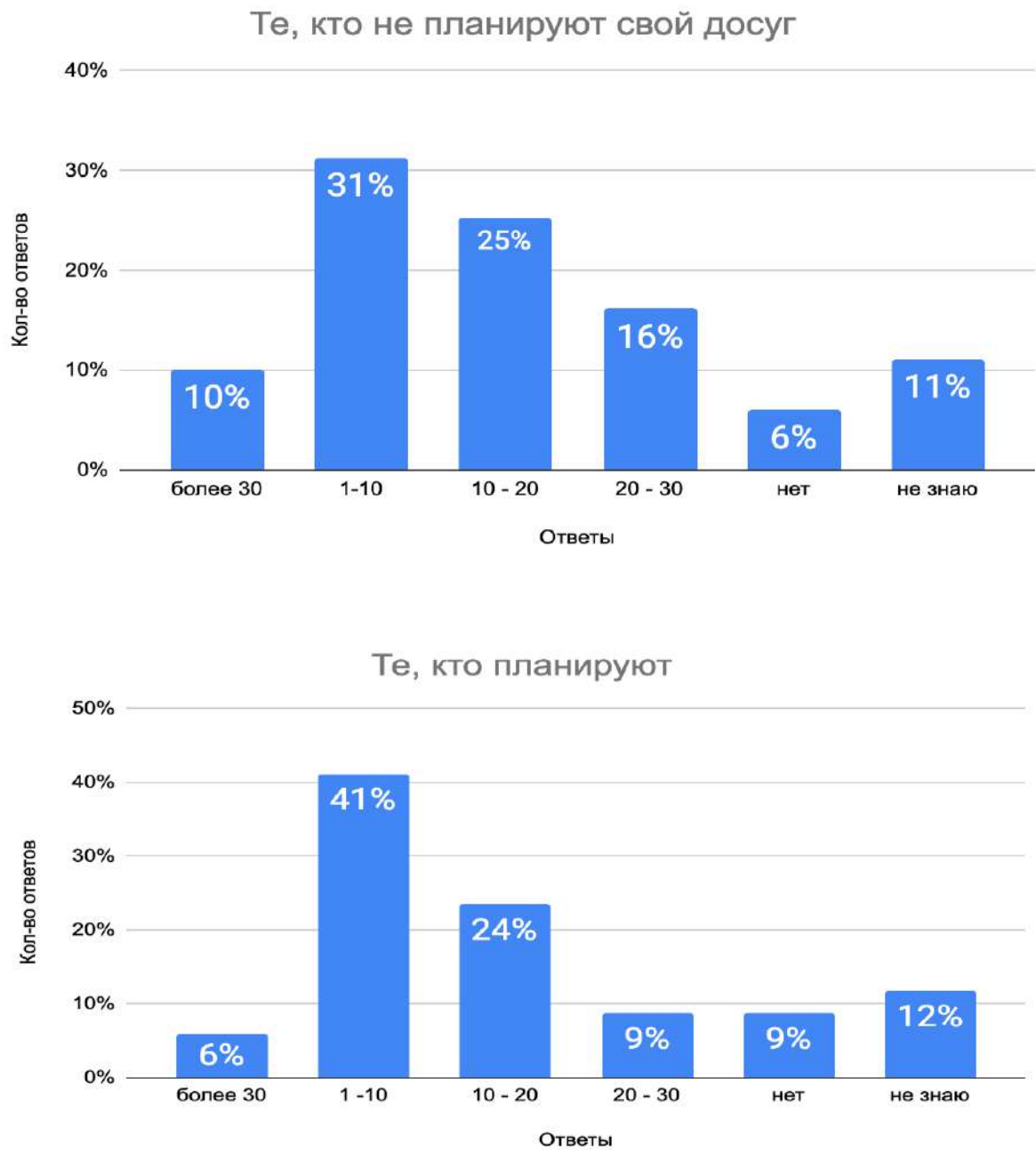


Figure 6. The amount of free time of students depending on the strategy of spontaneous or planned pastime

We will not cite here the distribution for Chinese students, as it turned out to be similar. No significant difference in the answers about the structure of time in students who prefer planning and students who prefer spontaneous spending of time was recorded. It can

only be noted that the unrealistic answer of 20-30 hours of free time is much less frequent among those who are engaged in planning.

Our next question was devoted to the content of students' activities in their free time. In order to form this question (for the mass survey), we preliminarily structured free time (identified the most typical forms of pastime) in a focus group of 20 students. As a result, we obtained the following structure for the mass survey.

- What do you do in your leisure time? Choose no more than four activities that most often occupy your leisure time (multiple choice): "reading what I am interested in"; "hanging out on the Internet (reading and watching news, etc.)"; "watching movies"; "going to the theater, concerts, etc."); "watching movies"; "going to the theater, concerts, museums, exhibitions, cultural spaces"; "socializing with friends (in different places)"; "doing sports"; "doing creative work (write what kind)"; "play games (including computer games)"; "go shopping"; "learn self-development programs"; "do volunteer work"; "dance, spend time in clubs"; "spend time with family"; "other (write what kind)".

We obtained the following picture (see Figure 7).

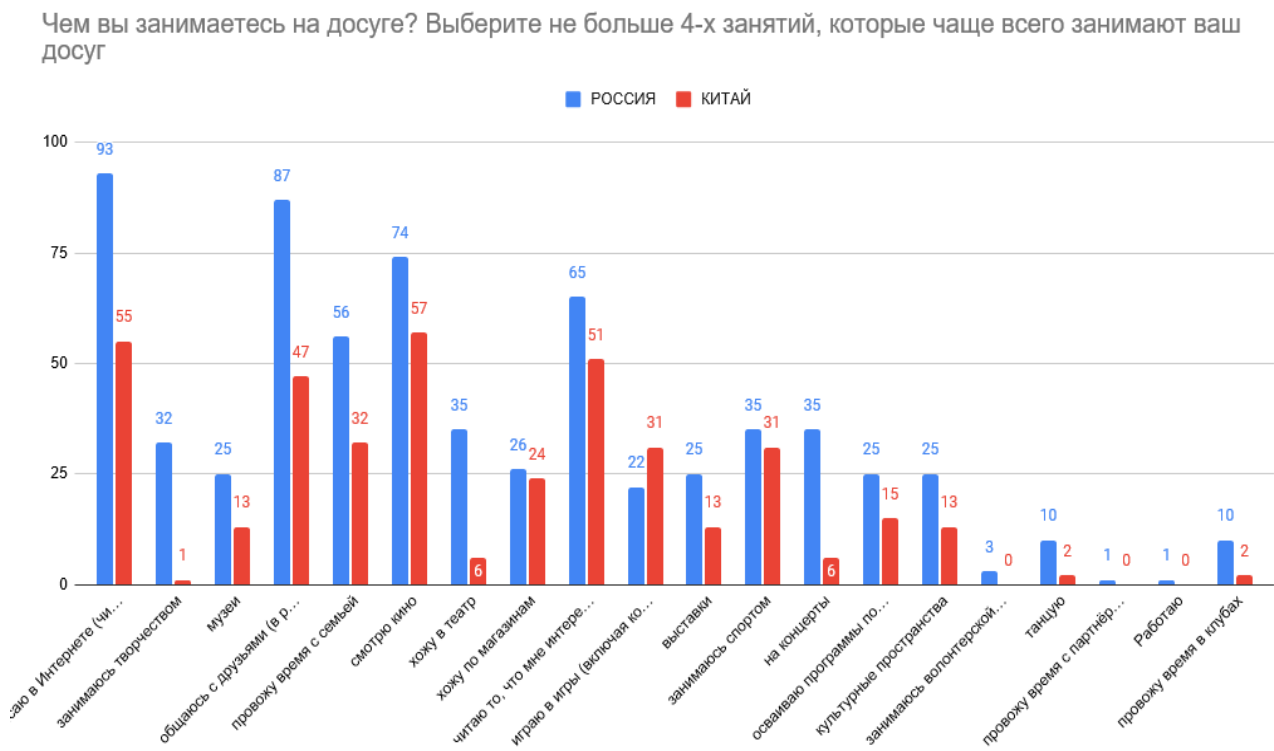


Figure 7. Content of leisure activities

The leading activities for Russian students are (in descending order): "hanging out on the Internet", "socializing with friends", cinematography, reading, time with family.

For Chinese students, the structure of the most popular activities differs slightly: movies, hanging out on the Internet, reading, socializing with friends, and socializing with family.

"Hanging out on the Internet" as a priority form of leisure time was named by 93 Russian and 55 Chinese students, which is alarming, as it serves as another significant confirmation of spontaneous, unconscious use of free time.

Note that both samples have very little experience of volunteering. Chinese students significantly less than Russian students go to concerts, exhibitions, museums, theaters, engage in some kind of creative work, visit cultural spaces. No more than a third of students (both Chinese and Russian, but Russian students are less than Chinese students) are involved in sports.

Playing games, shopping (as a form of leisure) approximately the same number of students - 20%.

25 surveyed Russian students and 15 Chinese students identified as a priority the mastering of self-education programs, which is about 17% of the sample.

It was important for us to determine who and how influences the way students organize their free time. We obtained the following results (Fig. 8).

Влияет ли кто-то на способ организации вашего досуга?

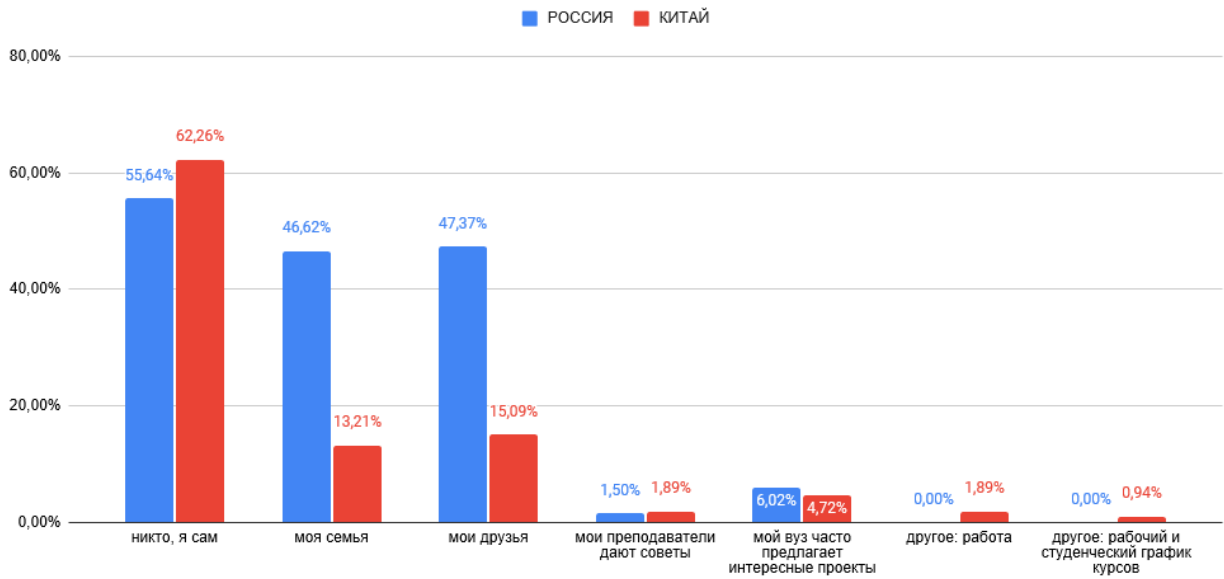


Figure 8. Subjects of influence on the distribution of free time

The majority of students in both countries believe that no one exerts influence, they allocate their free time themselves. Regarding this question, Russian students perceived as important an indication of the possibility of multiple choice, while Chinese students perceived it as a question about a single choice. Therefore, the comparison of data in this case does not seem correct, but it can be argued that in both countries the university, university teachers, and recommendation services are unimportant factors. The influence of family and friendship environment is approximately equal. Nevertheless, we considered it important to clarify the data and asked about how, in what form universities offer students this or that form of leisure projects.

Если ваш вуз предлагает досуговые проекты, то как вы узнаете о них?

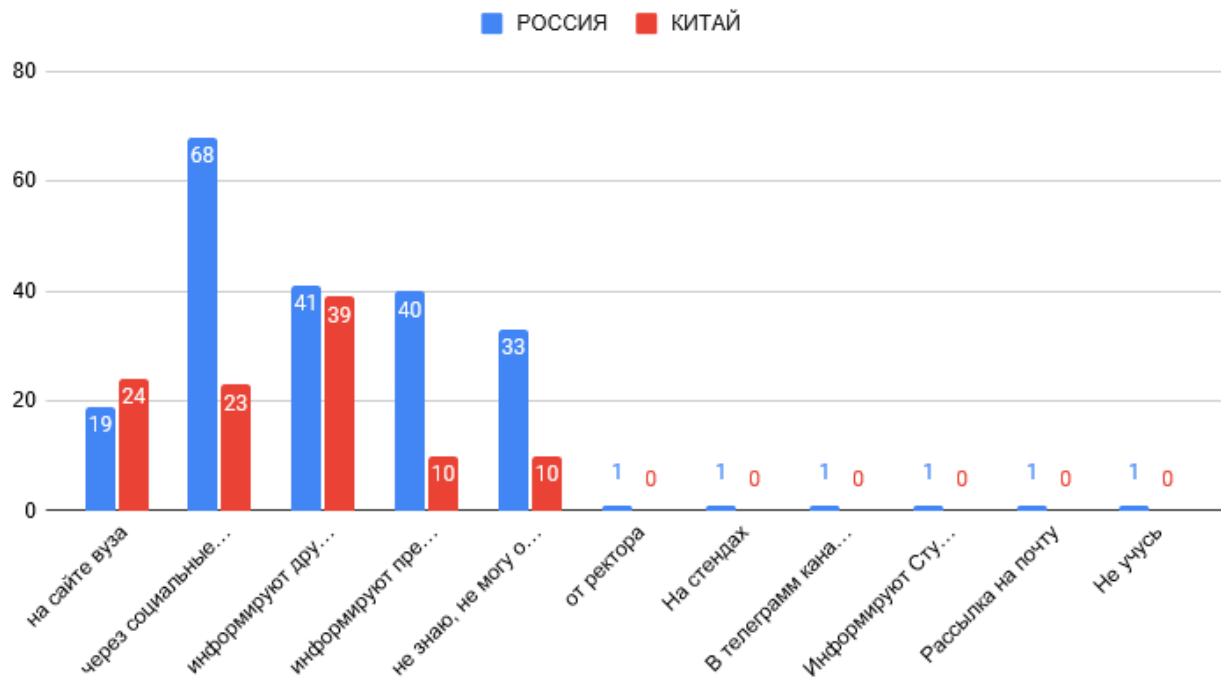


Figure 9: Analysis of forms of informing about opportunities for leisure activities

It is indicative that social networks are leading in this case (in Russia they are used more actively than in China). Friends (fellow students) are approximately equally represented in both samples. And the website as a source of information was named by about 20% of students. In this form of the survey, teachers, at least in the Russian sample, are more fully represented. This allows us to suggest that for Russian teachers the practice of influencing students' leisure activities is more pronounced than in the experience of Chinese teachers.

There is equally little representation of stands, telegram channels, mailings to the mail. It is important to note that student self-government bodies are not a channel of influence on the content of leisure activities.

In the framework of our study, we considered it important to clarify the measure of satisfaction with their leisure activities among Chinese and Russian students. Positive and negative evaluations were approximately equally distributed, with Russian students being more satisfied than Chinese students.

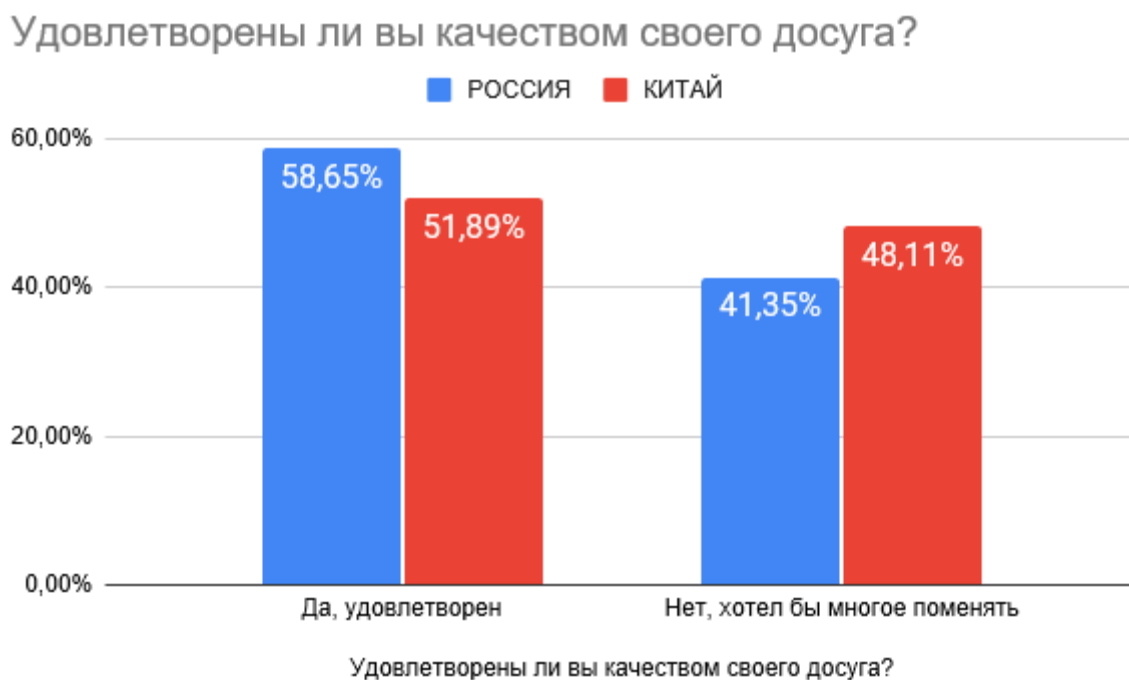


Figure 10. Satisfaction with leisure activities

About half of the respondents would like to change their leisure activities. And we tried to clarify what exactly students consider the root cause of their dissatisfaction. We managed to establish the following. In the first place among Russian students is the lack of money and time. Both of these factors are difficult to recognize as true. The content of leisure activities really gravitates towards "low-budget forms of leisure" (hanging out on the Internet, meeting with friends, watching movies on the Internet), a small percentage of visits to the theater, museums, movies, travel. But, on the other hand, the average number of free time per week of 20-25 hours is difficult to assess as insufficient, and the insignificance of visits to theaters, exhibitions, sports may be due not so much to lack of money as to the existing experience.

Inability to plan is cited as a cause of dissatisfaction by nearly 50% of students in both samples, which is consistent with data on other issues and points to learning to plan and improving the effectiveness of information support as a significant resource for improving the effectiveness of free time among students in both countries.

Что мешает, на ваш взгляд, хорошей досуговой деятельности современного студента?

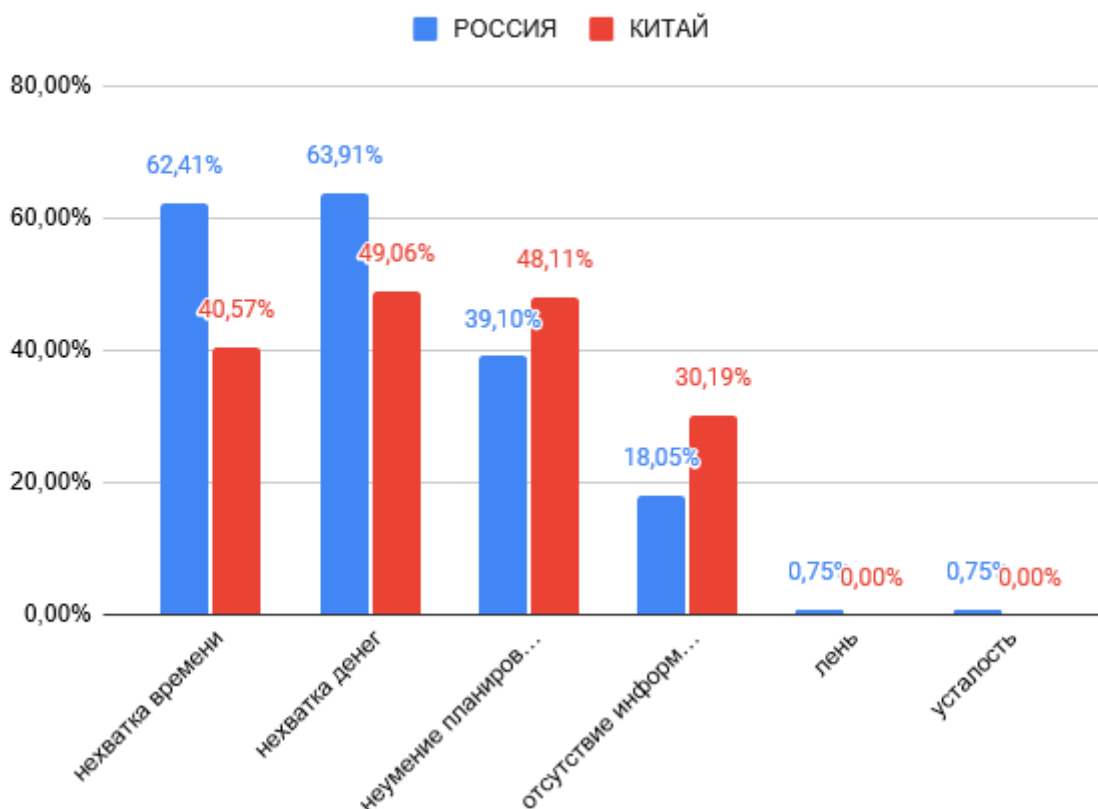


Figure 11. Factors of negative satisfaction

We wanted to clarify whether students could recall situations in which a university teacher was the source of information on leisure activities. The results are reflected in Fig. 12.

About 12-13 % of respondents noted that teachers quite often advise students on the content of leisure activities. This position overlaps with the data in Fig. 6, but conflicts with the survey data presented in Fig. 5. Therefore, we can make a judgment about rather small participation of teachers in training, informing and organizing students' leisure activities.

Были ли ситуации, когда ваши преподаватели посоветовали вам какие-то виды досуговой деятельности?

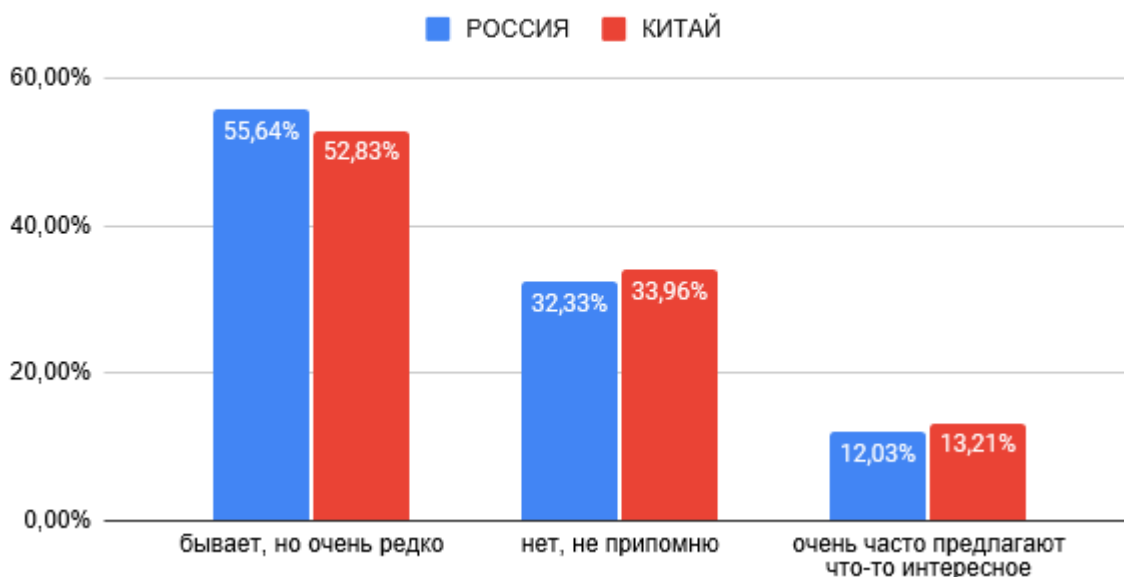


Figure 12. Teacher as a source of information on leisure activities

The final question was devoted to identifying students' attitudes towards leisure activities. We tried to clarify whether students consider their leisure time to be important from the point of view of professional and personal development. Here the positions of Russian and Chinese students turned out to be very similar. More than half of the students believe that leisure activities can have a significant impact on professional and personal development. But about 35% of students believe that free time either does not influence anything, or has an impact, but not on the profession, but only on the content of life activities, making it more interesting. It is important to note that this part of students does not see the connection between interesting life and professional self-realization.

Как вы думаете – влияет ли качество студенческого досуга на последующую профессиональную карьеру?

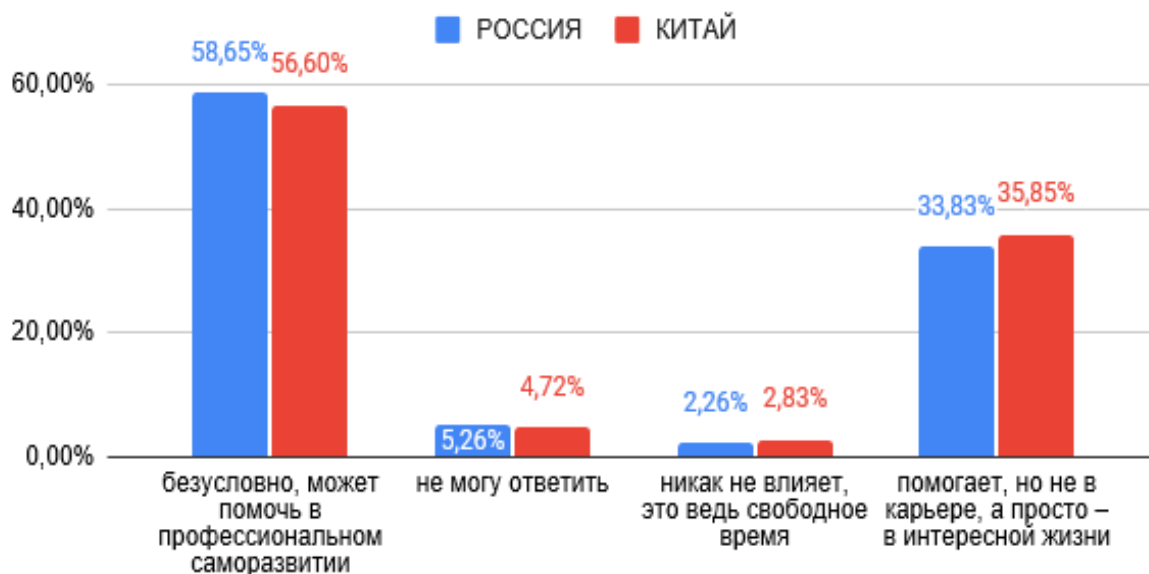


Figure 13. Attitude of students to leisure activities and its influence on professional and personal development

The overall conclusions of this part of the study can be summarized in the form of a few important assertions that can be cross-checked using other research methods.

We made an attempt to establish a connection between the quality of students' leisure activities and the fact that students receive recommendations on the organization of leisure activities from their teachers. Since there were few such situations, we cannot confidently state that such a relationship is present as a stable one, but neither can we state the opposite; therefore, we will continue this component of our study using other research methods.

Analysis of the opinions of university graduates and students allows us to assert that leisure in public opinion plays a significant role in the professional formation of a student, but this activity is often spontaneous. Students (in 50% of cases) note that they have no experience in consciously increasing the effectiveness of this type of activity; less than 15% of students note that the university (university teachers) have an impact on the organization of students' leisure activities.

The leisure activities of Chinese and Russian students are similar in terms of time and content, but there are also significant differences. Thus, Russian students' experience is

more dependent on the Internet, they spend more free time than their Chinese peers in theaters, museums, and other cultural venues, and connect leisure time with opportunities for creativity and self-education.

2.2 The role of leisure activities in achieving professional and personal success

As part of our research, we planned to design and implement a study in a sample of 10 successful professionals from China and 10 successful professionals from Russia. The sample was selected in such a way that it could be guaranteed that the person had achieved significant success in his or her professional career and had received higher education no later than 15 years ago. Each respondent was interviewed in writing or orally. Appendix No. 2 provides examples of answers to our interview questions.

The interview contained the following treatment and sample questions:

"I study the peculiarities of students' leisure activities in Russia and China. It seems to me that leisure activities can be a significant factor of professional self-development for students.

In our work we believe that leisure is a part of free time, which is closely related and intersects with rest, self-development and entertainment. Leisure is what remains with us after we have completed all the necessary tasks (professional, family, self-care, life support, formal education, etc.). Most importantly, it is a portion of time and an activity whose content we determine voluntarily and independently.

For the purpose of our research, I would like to interview ten successful professionals who have received higher education in Russia and China. I hope you will agree to give me 30 minutes of your time.

Do you have permission to use our conversation for research purposes? I don't plan to give your name, but I am going to describe your line of work.

1. How would you describe the scope of your professional work today?
2. Are you satisfied with your professional career?
3. What college did you graduate from?
4. How would you rate the contribution of your undergraduate education to your successes today?

5. Can you say that during your higher education you had some free time? If yes, approximately - how many hours per day? Per week?
6. What did you usually do in your leisure time?
7. Did your leisure activities influence your professional development? If yes, how?
8. In your opinion, is a student's leisure activity important for his/her professional development? If yes, why? If no, why not?
9. Should the university guide (help organize) the student's leisure activities?
10. Do you have any leisure time now, and what do you do with it?"

In total, we interviewed 20 people educated at seven different Russian and six Chinese universities.

Successful professionals participated in the interview. From the answers we can understand that people who took part in the survey are engaged in various types of professional activities (restaurant, dentistry, design, educational programs for children and adults, pet store and different kinds of trade, programming, scientific research). When evaluating professional careers, more than half indicated that they were satisfied with their careers. The remainder of the respondents noted that they aspire to more. All specialists are characterized as successful professionals by career experts.

All survey participants assessed their higher education as a significant contribution to the future. They noted that higher education has given a new impetus to the career ladder, expanding the scope of knowledge and experience.

When assessing the amount of free time per day or week, it was noted that it varies among all of them, but the spread is insignificant: 1-1.5 hours, on average - 4 hours per day, but it is different on different days of the week. These data are consistent with the data of our survey conducted earlier.

Leisure content is characterized as traveling, going to museums, reading books, learning the news, and socializing with friends.

When answering the question "Did your leisure activities influence your professional development?" only one respondent out of 20 respondents answered that leisure activities

had no influence on his professional development. All the others noted that leisure activities helped to find the sphere of professional self-realization, to gain self-confidence, to discover abilities that could be used in business. Many noted that leisure activities helped to improve mood, which influenced the efficiency of studies and motivated to achievements.

When asked about the importance of students' leisure activities for their professional development, absolutely everyone answered that leisure activities are very important. It helps to restore energy and then to plunge into work with inspiration, additionally helps to understand how to allocate time for the future career and helps in meeting new people.

The majority of respondents agree that HEIs should help in the realization of student's leisure activities. One of the respondents said that universities are obliged to help and in no other way. And only one person disagrees with this proposal, considering students as adults and independent: according to him, they themselves can decide where and how to spend their leisure time.

The majority of respondents currently have leisure time, which they occupy with communication with friends, going to the cinema, theaters, reading, sports and other hobbies. Three respondents note that since their careers are on the rise, they do not have enough time for leisure.

Before formulating conclusions from this part of the study, here are a few significant author's polar statements.

Example 1. A young research scientist

1. How would you describe the scope of your professional work today?

- Academic and Research.

2. Are you satisfied with your professional career?

- Yes, very much so!

3. What college did you graduate from?

- St. Petersburg State University (specialization); Higher School of Economics, St. Petersburg (Master's degree).

4. How would you rate the contribution of your undergraduate education to your successes today?

- Completely built my professional dream on this input. Moreover, specialization was rather negative. Despite the prestige of the faculty, the education did not give me anything; after it, I had to change jobs many times. Master's degree at Vyshka completely built my professional path, after which I managed to go into analytics and then into academia.

5. Can you say that during your higher education you had some free time? If yes, approximately - how many hours per day? Per week?

- There was a lot of time during the specialization! Six hours a day, I think. In master's program (which I combined with work) there was no time at all. Studying also put a certain strain on me, and there was even a time when I wanted to leave the Master's program because of lack of time.

6. What did you usually do in your leisure time?

- During my major, I was active in sports; in my master's program, I did my academic homework in my spare time.

7. Did your leisure activities influence your professional development? If yes, how?

- Sport has had a huge impact on self-awareness, self-development as a person, self-confidence; to be honest, I was even almost expelled from journalism school for being too outweighed by sport!

8. In your opinion, is a student's leisure activity important for his/her professional development? If yes, why? If no, why not?

- Very important! Especially if learning is difficult. I think that leisure time creates a balance, thanks to which there is motivation to move on. Right now in doctoral studies I lack leisure time, and it is psychologically hard.

9. Should the university guide (help organize) the student's leisure activities?

- Not necessarily. I think it is not the task of the university. A bulletin board in the corridor or a newsletter that there are such events and such opportunities would be enough. That is, in my opinion, the task of the university is to inform, not to organize.

10. Do you have any leisure time now, and what do you do with it?

- I have no leisure time, I'm mostly studying. It is very lacking, probably my self-esteem has fallen because I can't think of one.

Example 2. Successful administrator

1. How would you describe the scope of your professional work today?

- Education administration (general education and profile programs in science - general education content and program organization, program coverage - up to 900 participants monthly with a staff of 12 administrative and 30 teaching staff).

2. Are you satisfied with your professional career?

- Yes, but there is no limit to development.

3. What university did you graduate from?

- St. Petersburg State University, Master's program "Intercultural Education", PhD program "History".

4. How would you rate the contribution of your higher education to your successes today?

- I think the Intercultural Education master's program has had a significant career impact. The other three programs - almost not at all (History BA, MA and PhD).

5. Can you say that during your higher education you had some free time? If yes, approximately - how many hours per day? Per week?

- Close to zero because of combining two programs of study and work. But if I imagine that I would study only in the Intercultural Education program, I would have about 5 hours of free time per day.

6. What did you usually do in your leisure time?

- I read and socialized with friends and participated in projects offered by the Intercultural Education master's program.

7. Did your leisure activities influence your professional development? If yes, how?

- During the training, we had the opportunity for real teaching practice on a regular basis. Field education programs, online programs, practice at school. Most of them were along the lines of "Here's an opportunity for you, you want to participate!".

I categorize this as a leisure activity because there was a choice to participate or not.

This has helped a lot in future work.

8. In your opinion, is a student's leisure activity important for his/her professional development? If yes, why? If no, why not?

- I think it's individual. It very much depends on the trajectory of professional development.

9. Should the university guide (help organize) the student's leisure activities?

- I think the university should definitely offer the student leisure options, but not in a forced way.

10. Do you have leisure time now, and what do you do with it?

- Spending time with friends, walking in the woods and mountains, reading.

Example 3. Specialist in creating digital services for education

How would you describe the scope of your professional work today?

- Schooling at the intersection with IT.

2. Are you satisfied with your professional career?

- It's more like yes.

3. What university did you graduate from?

- Herzen Russian State Pedagogical University. A. I. Herzen Russian State Pedagogical University.

4. How would you rate the contribution of your higher education to your successes today?

- Studying in higher education has made a huge difference in my development and professional path.

5. Can you say that you had some free time during your higher education? If yes, approximately - how many hours per day? Per week?

- In parallel with studying at the university, I worked. I had free time only during winter and summer vacations. I also worked three times a week for 2-3 hours in the student theater.

6. What did you usually do in your leisure time?

- Tried to travel, play sports.

7. Did your leisure activities influence your professional development? If yes, how?

- Yes, it did. It allowed me to look at the profession from different angles. I made some interesting acquaintances.

8. In your opinion, is a student's leisure activity important for his/her professional development? If yes, why? If no, why not?

- It is very important, it allows you not to fixate on the same tasks, discuss them in different companies, look for non-standard solutions and it is very important that it allows you to "switch". And of course, you always need rest, and leisure is a change of activity, which means it is rest.

9. Should the university direct (help to organize) the student's leisure activities?

- Obligatory must. Availability, in a good sense "advertising" of various leisure activities, organization make student life brighter and more interesting. And, as a consequence, at graduation the student is not burnt out from studying, is developed, open to new things.

10. Do you have leisure time now, and what do you do with it?

- Yes. Theater, outings, travel.

Example 4. Organizer of additional education programs

1. How would you describe the scope of your professional work today?

- Working in the non-profit sector related to the development of additional education for children.

2. Are you satisfied with your professional career?

- Overall yes, satisfied.

3. What college did you graduate from?

- Kamchatka State Technical University.

4. How would you rate the contribution of your undergraduate education to your successes today?

- The contribution can be divided into several components. Firstly, a certain part of disciplines was useful in terms of further professional activity (statistics, psychology and pedagogy, psychology of management, management, sociology, theory of crisis management). Secondly, active participation in the student life of the university and the

region largely determined the further professional trajectory. In general, the received higher education without taking into account the active social life can be estimated at the level of 25% contribution to the current career.

5. Can you say that during your higher education you had some free time?

If yes, approximately - how many hours per day? Per week?

- If we are talking about the time that was free from studies and was devoted to active leisure and social activities, it can be estimated as 3-4 hours per day or summarized as two days per week.

6. What did you usually do in your leisure time?

- In my student years it was: participation in the work of the UN model discussion club, work as a correspondent in the university newspaper, work in several public organizations of the university and the region, work with schoolchildren and students, hiking and archeological expeditions, strategic games, swimming.

7. Did your leisure activities influence your professional development? If yes, how?

- It influenced and, ultimately, determined me. Working in the non-profit sector of my region, I became interested in the topic of non-formal education and youth self-governance, made it the main focus of my work and at a certain point received an invitation to move to Moscow and deal with these issues at the federal level and on a permanent basis as a professional activity.

8. In your opinion, is a student's leisure activity important for his/her professional development? If yes, why? If no, why not?

- Yes, it is extremely important. If we evaluate it in figures, it is at least 30% of the subsequent success and professional development of students. The ability to organize their leisure time and manage their time, to invest efforts in their development form the proper internal discipline of the student, their self-esteem, the skill of choice and the skill of focus. It is, of course, about conscious leisure, not about mindless "burning" of free time.

9. Should the university guide (help organize) the student's leisure activities?

- Yes. This obligation is even enshrined in federal education legislation. Leisure time is, in fact, a significant component of educational work. The university should support and develop this activity, create conditions for it, help to make it conscious and focused on the growth and development of the student. At the same time, leisure activities should be provided on the basis of students' requests.

10. Do you have any leisure time now, and what do you do with it?

- Time for leisure activities is limited. If we do not take into account the time spent with the child, it is team intellectual games ("Quiz, pliz!", sports "What? Where? When?"), reading and keeping my blog.

Let us dwell on the clarification of a number of positions from the answers of Chinese professionals. Assessing the significance of leisure for professional and personal development, they note that leisure self-determination helps to broaden the horizon, to understand more precisely one's desires and purpose, to build social ties that can help a successful career.

"Yes, because we will know what we want during our leisure time, which will determine our future career choices."

"Yes, very important. Active leisure time will help students to integrate into society and build their career plans faster."

"The important thing is that it teaches you how to allocate your free time, and if you get better rest, you improve your efficiency."

The last thesis - about free time management - turned out to be important also when specifying whether the university should help students in organizing their free time.

Here the opinions are divided: a smaller part of respondents believe that adults should be able to manage their free time themselves, while the university should have only the function of informing. But some respondents are convinced of the opposite, that for Chinese students the participation of the university in determining the content of leisure activities is important precisely because of excessive regulation of education in the process of school education. As a consequence, students do not have enough experience (competencies) and will for conscious self-organization.

"Yes, especially for Chinese students. Because primary and secondary schools in China are organized by teachers, many students don't know what they want to do when they go to university."

"Yes, because some college students don't have strong self-control. Without professional organization and training, it's easy to waste time."

"I think a university not only should, but has an obligation to organize this type of activity."

Such beliefs fit well with the content of the discussion during the Kazan International Education Forum on May 24-26, 2023. Some experts proposed to change the standard of higher education in such a way as to strengthen the opportunities for independent planning of educational trajectory, including through the involvement of leisure activities in the process of formation of professional competencies. The importance of teaching students to use their free time effectively was noted due to the fact that a person's personal time is inseparable: it is difficult to imagine that at work a person shows some qualities (concentration, purposefulness, efficiency, orientation to high cultural values) and in leisure activities - others (laziness, disorganization, orientation to low cultural samples). These conclusions are also consistent with the data of our empirical and theoretical analysis.

The analysis of all presented answers allows us to assert that almost all interviewed successful professionals evaluate their student leisure time as a significant factor that influenced the success of their professional career. They believe that the university should influence the organization of productive leisure (informing, organizing, training, compensating for the shortcomings of the main educational process). They believe that teachers' recommendations play an important role for those students who are accustomed to focus only on the rigid regulation of education.

2.3 Participation of Higher Education Organizations in the Directed Development of Students' Leisure Activities (in Russia and China)

As part of the study, it was important for us to clarify the extent to which the Russian and Chinese higher education systems realize the importance of helping students with leisure activities.

At the first stage of the study (see Fig. 12) we recorded that only 12 % of students believe that their teachers give them regular advice on organizing leisure activities. We conducted an additional survey about the content of these recommendations. We managed to clarify that most often teachers advise to visit a particular exhibition, cultural event, read a book, take an online course; sometimes they share their own experience in organizing leisure activities. Only a few students reported the experience of joint leisure activities with teachers. But they noted that such experience had a very great impact on them (visiting the exhibition "Balabanov", a joint walk around the city, a free conversation during a tea party...). Both Russian and Chinese students consider such joint experience very valuable.

Earlier it was revealed that the main source of information about the possible content of leisure activities is social networks and other recommendations of friends. A very small percentage of respondents noted websites and official announcements as a source of information (Fig. 6). Less than 25% of respondents stated that the university website serves as such a source for them. But even this small percentage turned out to be significant for us. In addition, when analyzing university websites, we considered it possible to consider the information posted on the university website as an expression of the position of "recognizing the importance" of students' leisure activities as a factor of professional and personal self-determination.

The study was organized as follows. We identified 100 leading Chinese and Russian universities. Going to the website of the university, we analyzed the main page for the placement of some information about leisure activities or attitudes towards leisure activities of university students. Further, we assumed that information about leisure activities could be located either on the "Students" tab, or on the "Leisure (recreation)" tab, or on the "Educational activities" tab.

The conducted content analysis allowed us to clarify our understanding of the vision of the universities' role in the formation of students' experience of organizing leisure activities.

First of all, it should be noted that no university (neither Russian nor Chinese) reflects the task of helping students in organizing leisure activities as a significant mission of the university. The exception is ITMO (St. Petersburg), which has the following mission: "With

our big team we fall in love with science, play sports, and inspire our colleagues with our hobbies". The indication of the inseparability of a student's lifestyle and a professional's lifestyle is partially present in the missions of SPbSU and Kant Baltic Federal University.

For Chinese universities, this kind of communication (as for most Russian universities) can only be read for educational purposes.

It should be noted that both Chinese and Russian universities have recently increased their attention to the organization of educational activities in the logic of traditional spiritual and moral values. Within the framework of this direction, students become the objects of education, and many universities organize special educational events. The analysis of these events has shown that the sites most often reflect events in honor of national or university calendar holidays (the birthday of the university, for example); sports events, some volunteer events, educational lectures. All these events are present on all analyzed university websites.

Special sections addressed to students are available on the websites of all universities, but in most cases they reflect information about educational and training activities.

We dwelled in more detail on the information that can be attributed to help international students in organizing their leisure activities. It was found that the websites of Russian universities often (34 universities) contain information addressed to foreign students, but most of it is information about the organization of education, accommodation opportunities, and individual cultural events. Some higher education institutions have organized clubs of foreign students that hold events. A typical example of such an event is the "Week of Foreign Students Club" held at SPbSU.

The SVSU website contains a summary of the week with a link to the social networking site VKontakte:

"Foreign Study Club Week 2023" is one of SPBSU's largest student-run events for learning about cultures of different countries and uniting, now in its 7th year! The program includes a variety of activities throughout the week. We invite you to participate in the following:

The first event is the "Media Contest". A photo and video contest where you can showcase your creative and imaginative sides and win cool prizes from our team. The results

of the winners will be presented at our exhibition and concert on April 28. Our concert features 5 categories: 1. "I've Got Paws". 2. "In Peter dash ...?" 3. "Studemem." 4. "A typical day of a student" (video). 5. "Free Topic" (video).

The second event is "Art Therapy. In a calm atmosphere, the teacher of the Faculty of Psychology Potemkina Ekaterina Alexandrovna will tell how to fight stress through drawing..."

The above information suggests that the club's activities are mainly aimed at organizing students' free time.

A striking positive example is the website of Moscow City Pedagogical University, which has a "Student Life" tab on its homepage. Navigating from it opens up an event-rich world of cultural, sports, educational events, volunteer activities and club activities.

On the other hand, the analysis shows that many websites of Russian universities do not have sections addressing free leisure activities of students. Examples of such universities are the Russian State Pedagogical University named after A. I. Herzen and the Mining University, although these universities are the flagship institutions for free leisure activities of students. A. I. Herzen Russian State Pedagogical University and Mining University are examples of such universities, although these universities are the flagships for their field of education.

Most often, assistance in organizing students' free time is related to the development and implementation of campus building projects, which are designed to help students not only organize their educational activities, but also build their free time.

The website of the "Open Education" platform was an additional source of information on the issue of universities' attitude to students' free time. It contains online courses, which we consider, firstly, as a form of leisure activities, and secondly, as a tool for teaching students the art of managing their leisure activities. The platform provides great opportunities for organizing self-education. However, the platform does not contain any sources of training in the "art of leisure". From the whole array of courses we were able to single out only three indirectly related to the problem of leisure activities: "Self-management", "Personal effectiveness: how to be productive" and "How to develop the body's resources".

The third auxiliary method was to analyze the top 10 films in the Russian and Chinese box office. We aimed to identify the key positive character and to determine the place of leisure in his life.

Films of Russian distribution were included in the consideration:

- "Until Dawn," comedy, 2023, Russia;
- "The Puppeteer," thriller, sci-fi, 2023, Russia;
- "Righteous Man," war, drama, historical, 2023, Russia;
- "Poeyeshaya," comedy, 2023, Russia;
- "Rabies," thriller, 2023, Russia;
- "In the Sun, Along the Rows of Corn," drama, adventure, 2023, Russia;
- "Yaga and the Book of Spells," animated film, 2023, Russia;
- "The Pardon," thriller, drama, war film, 2023, Russia;
- "The Challenge," thriller, drama, 2023, Russia.

The language barrier made content analysis difficult, so we involved Russian-speaking experts who noted that none of the positive characters is engaged in any leisure activities. He either dreams about it ("when the war will be over", "when the problems will be overcome"), or leisure activities are represented by various forms of recreation in the circle of friends, often destructive for health.

The most popular Chinese movies were "War of the Wolves", "Operation Red Sea", "Rusalka", "Dying to Live", "Battle of Chosin Reservoir", "Operation Mekong", "Long Way Home", "Eight Hundred", "Sniper", and "The Chinese Pilot".

Only in two films the protagonist's lifestyle to some extent reflects leisure activities, namely sports, which can be considered both as a free spending of time, a hobby, and as maintenance of the necessary professional form.

Thus, the analysis allows us to state that in the minds of the public and professionals students' free time is not considered as an important factor of personal and professional development. A number of universities are engaged in helping students to organize leisure time, but in most universities this activity is not systematic and mandatory. In mass practice, there are no resources aimed at teaching students the art of effective leisure management.

2.4 Designing programs of students' leisure activities using the principle of "enrichment" of the academic discipline

The principle of "enrichment" as a way to solve actual educational tasks is proclaimed by E. I. Kazakova, who notes that similar ideas were repeatedly voiced by E. A. Arshansky, recorded in discussions and publications of the authors.

Recently, the situations when new significant tasks are set before educational programs of secondary and higher education (study of astronomy, study of artificial intelligence, education of entrepreneurial activity, awareness of the essence of "national challenges" and others) have become more frequent. The problem of teaching students leisure activities for the sake of professional formation may become another actual task to be added to the existing ones.

There are three ways to accomplish this task:

- 1) Reduce the time and other resources that were allocated to previous tasks and direct them to the tasks of leisure activities;
- 2) to abandon any of the previous tasks;
- 3) move the solution to a new problem into the realm of the student's self-education or free time.

Relying on the idea of E. J. Arshansky, E. I. Kazakova proposes to replace "simple arithmetic of addition and subtraction" with a more complex integrative way.

E. Я. Arshansky put forward the idea of strengthening the methodological training of students of pedagogical specialties by including the task of developing methodological competence in the process of subject teaching (by the example of the subject "chemistry"), similarly - the issues of designing student leisure can be considered not instead of, but together with the study of the main subjects of the student program.

The principle of task and program enrichment was later included by E. I. Kazakova in the structure of the personalized learning model [38]. We tried to test this principle first in a focus group of students and graduates of the Institute of Pedagogy of St. Petersburg State University (number of participants N=14), and then in a design group of students (N=10, in 2023-2024).

We asked focus group participants to verify our assumption that their leisure self-determination was influenced by university teachers implementing the educational program. We planned to clarify what this influence was in terms of content and to what extent it was characteristic of all teachers.

The participants in the conversation listed all the teachers implementing the programs and identified recommendations that influenced leisure activities. It was important for us to find out not only the situations in which students received recommendations: we asked to focus mainly on situations in which the recommendation was accepted and implemented.

Most often teachers recommended reading fiction or popular science literature not directly related to the course content. These recommendations were fulfilled less often than others, especially by international students.

Equal in frequency with fiction were recommendations to watch this or that material on the Internet (blog, interview, video lecture, etc.), but most often such recommendations were related to popular science topics, almost at the intersection with professional tasks.

The second place was taken by recommendations to watch this or that movie, which is related to an important idea or task for the recommender. These recommendations were almost always implemented, at least partially.

The third position was occupied by visits to cultural and leisure centers, exhibition expositions. Students described that in the life of each of them there was at least one case of joint travel (excursion), to which (to which) the teacher went in his free time for the purpose of getting pleasure.

Recommendations to attend some concert, a theater or circus performance, a club space were also named.

As landmark recommendations for the organization of leisure activities, students referred to the discussion of such topics as personal hobbies of people whose lifestyles, attitudes and actions have a greater influence in various spheres of life.

Obviously, the discussion of this issue aroused students' interest, positive emotions, they tended to tell the details of this or that recommendation, shared their impressions. In the process of discussion it was possible to establish that the trust to the recommendations of teachers was caused not only by their content and validity, but also by personal sympathy

to the teachers. The reverse influence was also noted, namely situations when students' recommendations were accepted by the instructor not only with interest, but also became a real leisure project.

All the students we asked during our research noted the importance of joint festive events (joint holidays in the student community) and joint holidays with the teacher. International students noted that such pastime not only contributes to community cohesion, but also allows to understand the essence of certain traditions, rituals, habits.

Focus group participants noted that the rule of "completing the course" in the format of "business breakfast with a professor" became an occasion for them not only to understand how the new meeting format (popular in the system of professional education) works, but also to immerse themselves in the sphere bordering on education, the sphere of life of a respected senior colleague.

We tried to identify the similar influence of any forms of leisure activities recommended by the university (university website, student leisure centers), but the focus group's reaction to such situations was much more restrained; only in the part of sports activities the university's suggestions outweighed similar recommendations of teachers.

The second part of our work was related to the activity of the design group, which was realized in two stages.

At the first stage we proposed to identify possible ways of connection between the standard of higher pedagogical education (in Russia) and leisure activities.

Students were asked to justify the possibility of the influence of leisure activities on the formation of universal and professional competencies.

The results of the design session are reflected in Tables 1 and 2. The tables include only those statements that were supported by more than 50 percent of students.

Table 1

Universal competencies

Name of category (group) of universal competencies	Code and name of the universal competence of the graduate of the Master's program
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Systemic and critical thinking	<p>YK-1. Able to critically analyze problem situations on the basis of a systematic approach, to develop a strategy of action.</p> <p>Suggestion. Solving cases, playing computer games, solving quests, watching movies and reading books followed by discussion (critical reading and writing techniques), discussing family problems, discussing the news</p>
Project development and implementation	<p>YK-2. Able to manage the project at all stages of its life cycle.</p> <p>Proposal. Development and realization of personal projects; participation in volunteer projects; development and realization of leisure activity projects</p>
Teamwork and leadership	<p>YK-3. Able to organize work and lead a team, developing a team strategy to achieve the set goal.</p> <p>Proposal. Any formats of spending free time together, requiring co-organization: holidays, quests, hikes.</p> <p>Participation in volunteer projects</p>
Communication	<p>YK-4. Able to apply modern communicative technologies, including in foreign language(s), for academic and professional interaction.</p> <p>Suggestion. Watching movies in a foreign language, communicating with partners from other countries, reading literature and discussing it (in native and foreign language), playing computer games, communicating on the Internet</p>
Intercultural interaction	<p>YK-5. Able to analyze and take into account the diversity of cultures in the process of intercultural interaction.</p> <p>Proposal. Joint festive events; visiting events created by representatives of another culture, studying trendy sociocultural movements, attending festivals, helping international students in the adaptation process</p>

<p>Self-organization and self-development (including in the sphere of healthy lifestyle)</p>	<p>YK-6. Able to identify and implement priorities of own activity and ways of its improvement on the basis of self-assessment.</p> <p>Offer. Taking professional diagnostics, online courses, trainings, other educational programs on your own initiative in your free time; professional volunteering</p>
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Table 2

General professional competencies

Name of category (group) of general professional competencies	Code and name of the general professional competence of the graduate of the Master's program
Normative bases of professional activity	<p>OPK-1. Able to carry out and optimize professional activities in accordance with the normative legal acts in the field of education and norms of professional ethics.</p> <p>Proposal. Getting to know law students, participants in legal practice, volunteer assistance in solving problem situations in legal and pedagogical practices</p>
Development of basic and additional educational programs	<p>OPK-2. Able to design basic and additional educational programs and develop scientific and methodological support for their implementation.</p> <p>Suggestion. Inclusion in free time in professional projects of teachers or employers, working vacations (e.g., vacation school programs for schoolchildren)</p>
Joint and individual educational and upbringing activities of students	<p>OPK-3. Able to design the organization of joint and individual learning and educational activities of students, including those with special educational needs.</p> <p>Proposal. Organizing educational events for schoolchildren, including children with special needs, on a volunteer basis</p>

Building a nurturing educational environment	<p>OPK-4. Able to create and realize conditions and principles of spiritual and moral education of students on the basis of basic national values.</p> <p>Suggestion. Reading and discussing books, watching and discussing movies and plays, visiting landmark exhibitions, national events</p>
Monitoring and evaluation of the formation of educational results	<p>OPK-5. Able to develop programs to monitor the educational results of students, develop and implement programs to overcome learning difficulties.</p> <p>Proposal. Volunteer work with children with learning difficulties, co-designing solutions</p>
Psychological and pedagogical technologies in professional activity	<p>OPK-6. Able to design and use effective psychological and pedagogical, including inclusive technologies in professional activity, necessary for individualization of training, development, education of students with special educational needs.</p> <p>Proposal. Mastering of additional educational programs of inclusive orientation, joint spending of free time with people with special educational needs</p>
Interaction with participants of educational relations	<p>OPK-7. Able to plan and organize interaction of participants of educational relations.</p> <p>Proposal. Joint development of additional educational programs</p>
Scientific bases of pedagogical activity	<p>OPK-8. Able to design pedagogical activity on the basis of specialized scientific knowledge and research results.</p> <p>Suggestion. Analyzing the Internet, visiting forums, conferences</p>

After the design session we asked the students to evaluate in relation to which types of activities they have formed the most significant experience of leisure activities during their studies. It was found out that students, in their opinion, could pay a little more attention

to volunteer activities to gain new experience of self-realization in the leisure sphere. Lack of time was most often cited as the reason.

The second stage of design work was connected with the development of an extension (leisure supplement) for the course, which is implemented in practice, with the participation of the teacher and at the request of the teacher. The discipline "Theory and Methodology of intercultural education" ("Theory and Methodology of intercultural education") was chosen as a basis. Labor intensity in credit units: classroom load is 72 hours, 144 hours - independent work. Our hypothesis was that the teacher could offer such formats of independent work during lectures and seminars that would be compatible with leisure activities.

We asked the students to clarify all sections of the program, based on the possibility of supplementing the hours of independent work of students with these or those types of leisure activities, and to give recommendations to the instructor - what kind of information about the leisure sphere could supplement this course in order to influence students.

General Subject Goals and Objectives:

The basic master's level course is taken in the fall semester of the first year of study. The course is open to junior students with an interest in pedagogy. The course is aimed at forming general ideas about intercultural education as a scientific discipline and sphere of professional activity. The course introduces key concepts, forms a basic set of regularities, and gives general ideas about the methods used to analyze phenomena in the named field of knowledge.

Students added to the goal statement the assertion that intercultural education can be interpreted as education that occurs at the intersection of leisure activities and vocational education.

Special Goals and Objectives:

The course replaces traditional versions of introductory pedagogy courses. The methodology presented in the course can and should become the methodology of dissertation research. A basic vocabulary for self-study in the field of intercultural education is formed.

The analysis of dissertation research defended in this specialty has shown that at least one third of students ended up studying phenomena generated by leisure. The most indicative works are "Geisha as an educational institution", "The case of the car in understanding the cultural differences of nations", "Edutainment-space of a modern magazine" and others.

Knowledge, skills, abilities, skills mastered by students:

Students who successfully complete the course will be able to:

- identify facts, phenomena, events of educational nature from the surrounding reality and describe them in the language of pedagogical science (task for students: to give a description in the language of science of at least two or three facts, events, phenomena related to the sphere of leisure);
- explain and predict their development based on the regularities of pedagogical theories (task for students: to present a forecast of the development of a particular form of leisure activity);
- apply various scientific approaches (systemic, process, institutional, personal, activity) to analyze educational phenomena (task for students: supplement educational phenomena with leisure phenomena);
- define the boundaries of the problem field of "intercultural education", analyze the stages of development of intercultural education processes in the world educational practice (task for students: on the basis of their experience to identify current problems of students' leisure activities);
- to find effective solutions to problem situations in the field of intercultural education problems (task for students: identify intercultural education problems and try to solve at least one of them in practice in the sphere of leisure self-determination).

At the next stage of work, students were asked to supplement the content disclosure of the discipline with informational stories and tasks for independent activity, which could be combined with leisure activities.

Theme 1: Intercultural education in the context of modern society development. Stages and models of development of intercultural education in the conditions of globalism:

the stage of adaptation of migrants, the stage of integration, the stage of liberal education, the stage of "civil democratic education in a transcultural society" (Wittgensteiner, Austria). Analysis of research approaches. National programs of intercultural education. Intercultural education: culture of peace, dialog, diversity, human rights, cooperation of generations. Theory of open education (4 hours).

Suggestion to students: in the lecture give examples of films and books that reflect the problems of intercultural dialog, confrontation and cooperation to the greatest extent. Assignment for independent work: choose one of the films for general viewing, organize a discussion in class about the problems of intercultural dialogue after the viewing.

Topic 2: Theory of education as a branch of modern pedagogy. The subject of the science of pedagogy. Formation and development of the main pedagogical categories. Methods of pedagogical research. The diversity of pedagogical ideas and theories. The concept of pedagogical scientific paradigm. Place of pedagogy in the system of human sciences. History of pedagogy emergence and forecasts of pedagogical science development in the future. General overview of methods of analyzing educational practice: systemic, process, cultural, institutional, personal-activity, situational and other approaches.

Suggestions for students: emphasis in lectures on cultural places of St. Petersburg related to pedagogy. Assignment for students: designing a route and realizing the route in their free time (accompanied by video sketches) through the iconic places of "pedagogy of St. Petersburg". Variable: design routes for 1 hour, for 3 hours, for 6 hours of walking.

Topic 3: The essence of the system approach in pedagogy. General concept of systems, system analysis and design. The role of systematicity in the formation of scientific knowledge. Educational theories as systems. Systems thinking. Process approach to the study of educational problems. Educational and pedagogical processes. Situational approach. Case method (6 hours).

Suggestion for students: tell about books (popular science and fiction) that can illustrate these approaches. (Note: in the lectures, the teacher already provides a list of five books of world fiction.) Assignments for students: choose a case study from a favorite book that would be useful to solve in class with classmates. Post on a social network advertising the books recommended for reading and at least one review of the books read.

Topic 4: Cultural approach to the analysis of pedagogical phenomena (M. S. Kogan). Pedagogy and educational practice as cultural phenomena. Pedagogical culturology. Institutional approach (V. A. Yasvin). Organizational culture and the theory of learning organizations (Peter Senge). The Structure of Pedagogical Discourse (6 hours).

Suggestions for students: give examples of interesting places in St. Petersburg from a cultural approach. Assignments for students: visit and compare at least two cultural spaces, create a comparative map of different cultural spaces.

Theme 5: Human being as a goal and subject of education. Human development: driving forces and sources. Personality as a pedagogical category. Pedagogical concepts of personality development. L. S. Vygotsky about the "zone of nearest development", G. I. Shchukina's concept (development of cognitive interest), motivation theory (A. Maslow, D. McLelland), "pedagogy of success" (McLelland, Atkinson, Kazakova) (4 hours).

Assignment for students: during the class talk about their cognitive interests. Prepare and conduct a festival "Hobbies and interests of our group". Discuss the diversity obtained.

Theme 6: Activity and communication - fundamental categories of humanities, factors of human education (Ananyev, Leontiev). Main characteristics, interrelation of needs, goals and results. Types and forms of realization. The role of activity in human development. Relationships. Their types, role in the process of development. Orientation field of human development (K. Levin) (4 hours).

Suggestions for students: conduct a training on mastering an activity. Independent work: attend a cooking class, report on the impressions to the class (what is the nature of the activity). Possible option: to master a new type of sports activity. Analyze the process and results.

Topic 7: Play, labor and cognition - types of child's activity. Basis for classification. Process approach to analysis. Cognitive activity in the educational process. Different theories of cognition, structure of cognition. The peculiarity of educational and scientific cognition. The role of cognition in human development. Labor activity as a factor of human education at different stages of its development. Labor, its essence, educational opportunities. Play as an essential human need. Different theories of play (6 hours).

Suggestion for students: prepare a digest of interesting information channels, popular science books, museums recommended to visit on the topic "Cognition". Task for students: find computer games that develop the sphere of cognition. As a class, create a map of plans for the school year.

Topic 8: The essence and distinctive features of joint activity (K. A. Abulkhanova-Slavskaya). Jointness, community as spheres of human self-realization and socialization. Group and collective as subjects of joint activity (Liimets). The role of community in human development. Definitions, properties, stages of development of the collective (Makarenko, Ivanov, Kazakova). Influence of the principles of individualization and socialization on the formation of educational systems (analysis of different systems) (6 hours).

Suggestions for students: give examples of movies or real events (cultural phenomena) that could not have taken place without a high culture of joint activity. Assignment for students: develop and implement a joint leisure project.

Theme 9: Educational process as a unity of upbringing and education (teaching), purposeful acquisition and mastering of universal culture by a person. Its regularities and principles of construction. The problem of goals and performance in the educational process. Principles of educational process construction. Specificity of the educational process. Problems of spiritual and moral education. Education of tolerance.

Suggestion for students: analyze books and films on education. Assignment for students: joint viewing of two or three movies devoted to education. Discussion.

Topic 10. Content of education. The problem of content selection. The structure of modern educational content. Problems of further development of the content of education. Levels of education and education. Education standards. Educational programs, their level and profile differentiation. Curricula, subjects and programs.

Topic 11. Modern education system as a factor of personal and professional self-determination and self-realization of a person. Educational institutions, their types, kinds, peculiarities of functioning and development prospects. General education school as an educational system. Structure and functions of various subsystems. The unity of the processes of education and upbringing. Criteria of modern school efficiency.

Offer for students: independent selection and mastery of an online course chosen based on program analysis.

Topic 12. Individual support of students' development in the educational process. Individualization and differentiation in the modern educational process. Gifted children, children with learning and developmental problems. Educational technologies aimed at creating conditions for full development. Problems of segregation and integration in a modern school (4 hours).

Suggestions for students: realization of an individual volunteer project to help a schoolchild as part of teaching practice.

Topic 13. Educational environment as a condition for human formation and development in the process of life activity, its polystructure, economic and socio-cultural conditionality, global, national and regional characteristics (Barber, Jaspers, Lebedev). Family and problems of family relations. Non-formal education. Human activity in the construction of educational environment (4 hours).

Proposal for students: analysis of family leisure opportunities in St. Petersburg, included observation. Realization of leisure project in the family.

Topic 14. Child and childhood as value categories of human culture. Analysis of national-historical development. The essence and contradictions of modern social views. History, modernity and future of the worldview of childhood in works of science and art.

Proposal for students: review of cultural spaces and projects dedicated to childhood. Assignment for students: to make an independent selection of games and toys interesting for modern childhood. Participation in a game project. Holding a game tournament.

Problem questions (sample list, based on the results of students' correction, realization of the principle of "Two-in-One"):

1. What is intercultural education in the logic of systemic, process, and institutional approaches?
2. How are intercultural education and leisure activities interrelated?
3. What are the key challenges of intercultural education?
4. What is the essence of the development process from the point of view of general systems theory? Can we talk about the objectivity of synergetic theories of development of

complex systems? What is the essence of leisure from the point of view of the systems approach? Justify the legitimacy (or lack thereof) of education at leisure and leisure during education from the point of view of the system approach?

5. Can the discovery of new supporting evidence serve to increase the validity of a theory in the humanities?

6. Why is the question "Are all children talented?" still not unequivocally answered in science? Is it possible to recommend a single form of developmental leisure to all people? Do children have leisure time?

7. Is self-realization of an individual outside the collective possible? Justify your position. Is it possible to enjoy leisure time alone?

8. Should there be guarantees of child's protection from personal influence of a teacher? Is the teacher entitled to claim to occupy the child's free time?

9. The process is everything, the goal is nothing! To what extent can these words be applied to the educational process? To what extent can these words be applied to the educational process?

10. Can we talk about the mutual determination of the goal and result in the process of upbringing?

11. Is it possible for the subjects of the educational process to interact "as equals"? Can teachers and students be "on equal footing" in the sphere of leisure activities?

12. To what extent do personal influence and educational technology condition the outcome?

13. How do the "hidden programs" of the school (subtle matter, school spirit, leisure spaces of the school) work?

14. To what extent does the success of family education depend on the educational environment?

15. Is an individual approach to a child possible in the conditions of mass education?

16. What determines the attitude of society to non-state forms of educational institutions? Should the state control the leisure industry of schoolchildren?

17. Which personality self-assessment is more productive for development - "overestimated" or "underestimated"?

18. Is a child not yet an adult or is an adult an aged child?

19. Construct a forecast project of the educational activity of a schoolchild in St. Petersburg in 2050.

20. Why does a school need a "diversity manager"? Why does the school need a "recreation manager"?

21. Can the center of education for a child be a museum, a studio, the Internet?

22. What are the problems of spiritual and moral education of children and youth at the present stage?

The resulting product was highly appreciated by both the workshop participants and the lead teacher. The design experience, the quality of development and the enthusiasm of the students showed the potential possibility of putting into practice the simultaneous mastering of educational content and leisure learning.

On the other hand, the design experience confirmed that the sphere of students' leisure activities can be used to achieve the goals of professional self-realization.

Conclusion

Thus, within the framework of our dissertation research we have developed and implemented a research program that allows us to identify the characteristic features of leisure activities of a student as a future professional, to conduct a comparative analysis of the position of Russian and Chinese students.

We conducted a theoretical analysis, defined students' leisure activities, established the relationship between leisure activities and students' professional self-realization; analyzed general approaches to the methodology of leisure activities research, developed and implemented a research program and characterized students' leisure activities; conducted a comparative analysis of students' attitudes to leisure activities in China and Russia.

The hypothesis of the study is partially confirmed.

Leisure (or leisure activity) can be defined as an activity carried out during time free from tasks dictated by external or internal necessity and expediency. The main purpose of this activity is to get pleasure from its process, additional purposes are entertainment, creative or social self-realization, personal and professional self-improvement or other purposes not related to the requirements, daily obligations and physiological needs.

The connection between leisure and professional formation is conditioned by such functions of leisure activities as rest, self-development, entertainment (related to hobbies, including profession), self-actualization in a significant community [58].

Analysis of the opinions of university graduates and students allows us to assert that leisure in public opinion plays a significant role in the professional formation of a student, but this activity is often spontaneous, students (in 50% of cases) note that they have no experience of consciously increasing the effectiveness of this type of activity. Less than 15% of students claim that the university (teachers) has an impact on the organization of students' leisure activities.

The leisure activities of Chinese and Russian students are similar in terms of time and content, but there are also significant differences. Thus, Russian students' experience is more dependent on the Internet, they spend more free time than their Chinese peers in

theaters, museums, and other cultural venues, and connect leisure time with opportunities for creativity and self-education.

The opinion of professionals who have achieved success in this or that industry allows us to characterize leisure activities as an important factor of professional and personal formation.

The study of mediated facts (university websites and films) suggests that the role of leisure in professional and personal development is underestimated by society and educational organizations.

Within the framework of the task of building tools for the mutual enrichment of leisure and educational activities, based on the methodology of "task enrichment" (E. Y. Arshansky, E. I. Kazakova), the tool of enriching classes with recommendations and tasks that can stimulate the development of students' leisure activities was experimentally tested. The obtained high marks of experts allow us to assume the possibility of transferring this method to other disciplines.

In the framework of further research it is planned to study more closely the mutual influence of different forms of leisure (real and digital) and the processes of professional formation; to develop formats for enriching academic disciplines with forms of leisure in which Russian and Chinese students could jointly and equally participate while studying in Russia and China.

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Appendix

Questionnaire to study students' opinion about their free time

Hello. I'm a graduate student from China. My name is Tong Ying. I really need your help. I am studying leisure activities of Chinese and Russian students.

In my work, I believe that leisure is a part of free time that is closely related to and overlaps with recreation, self-development and entertainment. Leisure is what remains with us after we have completed all the necessary tasks (professional, family, self-care, subsistence, formal education, etc.). Most importantly, it is a portion of time and an activity whose content we determine voluntarily and independently.

Please help me by answering a few questions. It will take you no more than 15 minutes.

1. Are you currently studying at a university (institute)? If yes, in which course?
 - 1st year.
 - 2nd year.
 - 3rd year.
 - 4th year.
 - 5th year.
 - 6th or 7th year.
 - No, I'm not.
2. Do you have any free time that you can spend as you wish? If yes, how many hours per week? For easier reference: the first choice is one hour a day and a little more on Sunday, the second choice is two, etc.
 - From 1 hour to 10 hours per week.
 - 10 to 20 hours per week.
 - 20 to 30 hours per week.
 - More than 30 hours a week.
 - I don't have any free time.
 - I can't count my free time, even roughly.
3. How do you usually organize your leisure time?

- I don't organize in any way, I do things spontaneously.
- I plan my leisure time in advance.
- I can't tell, this way and that way.....

4. What do you do in your leisure time? Choose no more than four activities that most often occupy your leisure time (*multiple choice*).

- I read what I'm interested in.
- Hanging out on the Internet (reading and watching the news, etc.).
- I'm watching a movie.
- I go to the theater, concerts.
- Museums, exhibitions, cultural spaces.
- Socializing with friends (in different places).
- I play sports.
- I am engaged in creative work (write - what kind).
- I play games (including computer games).
- Shopping.
- Mastering self-development programs.
- Doing volunteer work.
- Dancing, spending time in clubs.
- Spending time with my family.
- Other (write down what kind of things)

5. Does anyone influence the way you organize your leisure time (*multiple choice*)?

- No one, myself.
- My family.
- My friends.
- My professors give advice.
- My university often offers interesting projects.
- Other _____

6. If your university offers recreational projects, how do you find out about them (*multiple choice*)?

- On the university's website.
- Through social media.
- Informed by friends.
- Educators inform.
- I don't know, I can't answer that.
- Другое _____

7. Are you satisfied with the quality of your leisure time?

- Yes, satisfied.
- No, I'd like to change a lot of things.

8. In your opinion, what prevents good leisure activities of a modern student (choose the two most important factors)?

- Lack of time.
- Lack of money.
- Inability to plan and organize leisure time.
- Lack of information about opportunities.
- Другое _____

9. Were there any situations where your teachers advised you on any leisure activities?

- It happens, but very rarely.
- No, I don't recall.
- It's very common to offer something interesting.

10. Do you think the quality of student leisure time influences subsequent professional careers?

- Can certainly help with professional self-development.
- It helps, but not in a career, just - in an interesting life.
- It has no effect, it's free time.
- I can't answer that.

Poll

results:

https://docs.google.com/spreadsheets/d/1j89Z6h6Jc7F8uXoS_ihtN90S5EIoPviayOr-Vb7XUW0/edit?usp=sharing

Annex

Questions for individual interview

10 successful specialists

I study the peculiarities of students' leisure activities in Russia and China. It seems to me that leisure activities can be a significant factor of professional self-development for students.

In my work, I believe that leisure is a part of free time that is closely related to and overlaps with recreation, self-development and entertainment. Leisure is what remains with us after we have completed all the necessary tasks (professional, family, self-care, subsistence, formal education, etc.). Most importantly, it is a portion of time and an activity whose content we determine voluntarily and independently.

For research purposes, I would like to interview ten successful professionals who have received higher education in Russia and China. I hope you will agree to give me 30 minutes of your time.

Do you have permission to use our conversation for research purposes? I don't plan to give your name, but I am going to describe your line of work.

1. How would you describe the scope of your professional work today?
2. Are you satisfied with your professional career?
3. What college did you graduate from?
4. How would you rate the contribution of your undergraduate education to your successes today?
5. Can you say that during your higher education you had some free time?
If yes, approximately - how many hours per day? Per week?
6. What did you usually do in your leisure time?
7. Did your leisure activities influence your professional development? If yes, how?
8. In your opinion, is a student's leisure activity important for his/her professional development? If yes, why? If no, why not?

9. Should the university guide (help organize) the student's leisure activities?

10. Do you have any leisure time now, and what do you do with it?

Selected transcripts of responses.

Interview 1

1. How would you describe the scope of your professional work today?

Education Administration (general education and profile programs in science - general education content and program organization; program coverage - up to 900 participants monthly with a staff of 12 administrative and 30 teaching staff).

2. Are you satisfied with your professional career?

Yes, but there is no limit to development.

3. What university did you graduate from?

St. Petersburg State University, Master's program "Intercultural Education", PhD program "History".

4. How would you rate the contribution of your higher education to your successes today?

I think the Intercultural Education master's program has had a significant career impact. The other three programs have had almost none (History B.A., M.A. and Ph.D.).

5. Can you say that during your higher education you had some free time? If yes, approximately - how many hours per day? Per week?

Close to zero because of combining two programs of study and work. But if I imagine that I would study only in the Intercultural Education program, I would have about 5 hours of free time per day.

6. What did you usually do in your leisure time?

I read and socialized with friends and participated in projects offered by the Intercultural Education master's program.

7. Did your leisure activities influence your professional development? If yes, how?

During the training, we had the opportunity for real teaching practice on a regular basis. Field education programs, online programs, practice at school. Most of them were along the lines of "Here's an opportunity for you, you want to participate!".

I categorize this as a leisure activity because there was a choice to participate or not. This has helped a lot in future work.

8. In your opinion, is a student's leisure activity important for his/her professional development? If yes, why? If no, why not?

I think it's individual. It very much depends on the trajectory of professional development.

9. Should the university direct (help to organize) the student's leisure activities?

I think the university should definitely offer the student leisure options, but not in a forced way.

10. Do you have leisure time now, and what do you do with it?

Spending time with friends, walking in the woods and mountains, reading.

Interview 2

1. How would you describe the scope of your professional work today?

Schooling at the intersection with IT.

2. Are you satisfied with your professional career?

It's more like yes.

3. What university did you graduate from?

Herzen Russian State Pedagogical University. A. I. Herzen Russian State Pedagogical University.

4. How would you rate the contribution of your higher education to your successes today?

Studying in higher education has made a huge difference in my development and professional path.

5. Can you say that during your higher education you had some free time? If yes, approximately - how many hours per day? Per week?

In parallel with my university studies, I was working. I had free time only during the winter and summer vacations. And also 3 times a week for two or three hours I was engaged in the student theater.

6. What did you usually do in your leisure time?

Tried to travel, play sports.

7. Did your leisure activities influence your professional development? If yes, how?

Yes, it did. It allowed me to look at the profession from different angles. I made some interesting acquaintances.

8. In your opinion, is a student's leisure activity important for his/her professional development? If yes, why? If no, why not?

It is very important, it allows you not to fixate on the same tasks, discuss them in different companies, look for non-standard solutions, and it is very important that it allows you to "switch". And of course, you always need rest, and leisure is a change of activity, so it is rest.

9. Should the university guide (help organize) the student's leisure activities?

Obligatory must. Availability, in a good sense "advertising" of various leisure activities, organization make student life brighter and more interesting. And, as a consequence, at graduation the student is not burnt out from studying, is developed, open to new things.

10. Do you have leisure time now, and what do you do with it?

Yes. Theater, outings, travel.

Interview 3

1. How would you describe the scope of your professional work today?

Academics and Research.

2. Are you satisfied with your professional career?

Yes, very much so!

3. What college did you graduate from?

St. Petersburg State University (specialization); Higher School of Economics, St. Petersburg (Master's degree).

4. How would you rate the contribution of your undergraduate education to your successes today?

Completely built my professional dream on this contribution. Moreover, specialization was rather negative. Despite the prestige of the faculty, my education did not give me anything; after it, I had to change jobs many times. Master's degree at Vyshka

completely built my professional path, after which I managed to go into analytics and then into academia.

5. Can you say that during your higher education you had some free time?

If yes, approximately - how many hours per day? Per week?

There was a lot of time during the specialization! Six hours a day, I think. In master's program (which I combined with work) there was no time at all. Studying also put a certain strain on me, and there was even a time when I wanted to leave the Master's program because of lack of time.

6. What did you usually do in your leisure time?

During my specialization, I was active in sports; in my master's program, I did my academic homework in my free time.

7. Did your leisure activities influence your professional development? If yes, how?

Sport has had a great impact on self-awareness, self-development as a person, and self-confidence. To be honest, I was almost expelled from the journalism department for being too much outweighed by sports!

8. In your opinion, is a student's leisure activity important for his/her professional development? If yes, why? If no, why not?

Very important! Especially if learning is difficult. I think that leisure time creates a balance, thanks to which there is motivation to move on. Right now, in doctoral studies, I lack leisure time, and it is psychologically difficult.

9. Should the university guide (help organize) the student's leisure activities?

Not necessarily. I think it is not the task of the university. A bulletin board in the corridor or a newsletter that there are such events and such opportunities would be enough. That is, in my opinion, the task of the university is to inform, not to organize.

10. Do you have any leisure time now, and what do you do with it?

There's no leisure time, I'm mostly studying. It's very lacking. I guess my self-esteem has fallen because I can't think of one.

Interview 4

1. How would you describe the scope of your professional work today?

Management in supplementary education and in game-based educational technologies.

2. Are you satisfied with your professional career?

Yes.

3. What college did you graduate from?

BSTU named after V. G. Shukhov. G. Shukhov, MIPT (phystech), Russian Academy of National Economy and Public Administration.

4. How would you rate the contribution of your undergraduate education to your successes today?

I think it is directly related. I would single out the MIPT and RANEPa master's programs in technological entrepreneurship and economics.

5. Can you say that during your higher education you had some free time?

If yes, approximately - how many hours per day? Per week?

At undergraduate level - approximately 3 hours per day. At Master's level - 3-4 hours per day.

6. What did you usually do in your leisure time?

PC gaming, reading, playing soccer, watching YouTube.

7. Did your leisure activities influence your professional development? If yes, how?

Perhaps (but I don't make a direct connection myself), playing PCs and soccer influenced my choice of project when applying to graduate school.

8. In your opinion, is a student's leisure activity important for his/her professional development? If yes, why? If no, why not?

I think so. During leisure time, a person does what he is really interested in. And such hobbies eventually influence the professional track as well.

9. Should the university guide (help organize) the student's leisure activities?

I don't think it should be directing. But the university can offer such (open and free) environment in which students organize their own leisure time.

10. Do you have any leisure time now, and what do you do with it?

Yeah. Playing PS games, watching movies, reading, going for walks.

Interview 5

1. How would you describe the scope of your professional work today?

Project management in science and education.

2. Are you satisfied with your professional career?

More or less.

3. What college did you graduate from?

Moscow Institute of Physics and Technology.

4. How would you rate the contribution of your undergraduate education to your successes today?

I'm tall. Despite the fact that I'm not working in my specialty.

5. Can you say that during your higher education you had some free time?

If yes, approximately - how many hours per day? Per week?

Free time from school was about 1-2 hours a day, about 20 hours a week.

6. What did you usually do in your leisure time?

I went to the choir at the institute, to the swimming pool, worked part-time as a tutor and teacher at Fiztech College, watched movies and socialized with friends.

7. Did your leisure activities influence your professional development? If yes, how?

Working as a tutor/teacher has given experience in pedagogy, which I can relate to now when implementing projects in the field of school education.

8. In your opinion, is a student's leisure activity important for his/her professional development? If yes, why? If no, why not?

Important because it often becomes a source of skills, motivation, knowledge that can be used in professional activities.

9. Should the university guide (help organize) the student's leisure activities?

Probably, "must" is too categorical, there can be no obligation here, but the university itself can win if it does it.

10. Do you have any leisure time now, and what do you do with it?

Yes, and it's virtually the same: vocal lessons, fitness, watching movies, going to the theater, and spending time at home with friends and family.

Interview 6

1. How would you describe the scope of your professional work today?

Pedagogy, additional education.

2. Are you satisfied with your professional career?

Yes, I am interested in my work, I am satisfied with the opportunities it provides.

3. What college did you graduate from?

St. Petersburg State University, bachelor's and master's degrees. Postgraduate studies - in process.

4. How would you rate the contribution of your undergraduate education to your successes today?

High. The Master's program made a particularly important contribution to professional self-determination.

5. Can you say that during your higher education you had some free time?

If yes, approximately - how many hours per day? Per week?

Yes, an average of 4-6 hours a day in undergraduate school.

6. What did you usually do in your leisure time?

Visiting the theater, meeting friends, traveling around the region, shopping, reading books, watching TV series, cartoons, walking, needlework, cooking.

7. Did your leisure activities influence your professional development? If yes, how?

Leisure has expanded opportunities to create additional education programs, which has been an important part of my work for a long time.

8. In your opinion, is a student's leisure activity important for his/her professional development? If yes, why? If no, why not?

It is always important to have a wide range of interests to broaden your perspective on work processes.

9. Should the university guide (help organize) the student's leisure activities?

As a student, I attended many plays with tickets from the union and went on excursions around the region. It was great. I think that universities should help to organize student's leisure time. To popularize it and to help those who cannot afford it for various reasons.

10. Do you have any leisure time now, and what do you do with it?

Yes, I do. Reading books, theater, video games, seeing friends, knitting.