

ANALYSIS OF THE PERCEPTION OF STUDENTS ACCORDING TO THE IMPORTANCE OF CULTURAL AND SPORTS ACTIVITIES

Ibri Lulzim

Faculty of Education University of Prizren

KOSOVO

lulzimibri@gmail.com

ABSTRACT

The purpose of this research is to determine students' attitudes towards cultural and sports activities. One thousand eight hundred and sixty-four students, who study in six different faculties of the University of Prizren, participated in the research. From the results of this research, it can be concluded that the students who participated in the research have a positive attitude towards cultural and sports activities, 66% of them stated that they do not have the opportunity to participate in cultural and sports activities that are organized at the university, 68% of them have stated that they do not have the opportunity to attend cultural and sports activities that are organized at the university, 84% of students believe that cultural and sports activities influence the emancipation of society, 90% of students believe that cultural and sports activities influence recognition and rapprochement among people, and 79.7% of students believe that cultural and sports activities influence the formation of human personality. The students have stated that due to the many students and life obligations they have, they do not have the opportunity to engage in cultural and sports activities, even though they wish to do so.

Keywords: Students, cultural and sports activities, attitudes.

INTRODUCTION

Culture is the creative expression of man by which he reshapes the world and enriches it with activity and thus creates new cultural values. A modern man can incorporate various cultural activities in his free time. They are especially important when it comes to children and young people, whether it is their use in institutional education or in their free time, and apart from contributing to rest and recreation, they are also important for personality development, i.e. for learning and developing a critical attitude of man towards the environment (Brane M., Slavojka P. 2014). Leisure activities include various contents and occupations that an individual chooses and practices in his free time. By culture we mean the material and spiritual creations of man and humanity. (Brane M., Slavojka P. 2014). It is difficult to decisively determine which activities we consider cultural, most often this group of activities includes those related to art or, more broadly, to spiritual creations, regardless of the position of the person in them. Drago Branković (Branković, 2009) distinguishes three basic personality relationships in cultural activities: a) consuming, b) participating (passive or active involvement in cultural activities), and c) creative relationships (creating new cultural values). The fewer intermediaries there are between artists, that is, works of art and their users, the more valuable the relationship, and the essence of free time is a relationship based on the direct participation of the individual in the creation of cultural values. Mass culture through the mass media attracts a huge number of consumers who are physically separated from the events they observe, and thus are passive, socially isolated and forced to conform conformistically to the norms of the social environment. In contrast to passive, consuming

participation, active participation implies voluntary participation in cultural life (singing, playing, dancing, reciting, acting, etc.) as well as directly following cultural events such as theater performances, concerts, poetry evenings, etc. The creation of new cultural values, i.e. creative participation, is the ability of a small number of individuals determined to find new and unknown connections and relationships and to create authentic works in different fields. It should be said here that the creativity of adults and children differs significantly. When we talk about adult creativity, we usually mean some kind of expertise or talent in a certain area, especially in art. That's why we see free time as a powerful generating factor of personality development. How and to what extent young people will choose cultural activities as a way of using their free time depends on different circumstances, primarily on the culture of the environment in which they live, are brought up and educated (Brane M., Slavojka P. 2014). Radovan Grandić (Grandić, 2000) defines free time as that part of time that an individual disposes of outside of his professional, social and family obligations, for the purpose of rest, recreation and personality development, within the framework of natural and social conditions and the reality of the environment in which he lives and acts. In the pedagogical literature, three basic functions of free time are mentioned: rest, leisure and all-round personality development. The process of personality development and formation does not recognize the division into free and non-free time. It is the duty of the family, school and community to plan, organize and offer various activities that will fill people's free time with quality (Polić, M., Polić, R. 2009). Education for free time aims for children and young people to develop a sense of choice of free activities that will provide the most opportunities to be maximally engaged and include their own strengths and abilities in all-round development (Mikanović, B. 2010). The presence of cultural and sports activities depends on the interest of individuals in them, education for cultural activities, economic, spatial and other material conditions of the environment, training of personnel in the field of cultural activities, and socio-economic and cultural policy. (Krivokapić, N. 2008). Recently, there is more and more talk about the organization of cultural activities in school; it is criticized for outdated learning and teaching methods, the adoption of non-functional knowledge, and the neglect of the educational function. In pedagogy, free activities are defined as a special form of educational work with students organized by the school outside of classes, in the students' free time. These are collective activities of students based on the principles of free choice, independence and self-determination, in which students satisfy their interests and express creativity (Pedagogical encyclopedia II, 1989:299). Sports activity today is one of the most important components of quality life in modern society. It affects health, productivity, sociability and overall well-being, bringing well-being to the life of every individual. However, the majority of positive effects can only be expected after long-term regular practice of the chosen sports activity. Sports are all forms of physical and mental activity that, through unorganized or organized participation, aim to express or improve physical and mental fitness or achieve results in competitions of all levels. Sport is available to everyone regardless of age, physical ability, disability, national or ethnic affiliation, race or religion, gender, language, social origin, political affiliation, property status and other personal characteristics. Sports principles. Sport is based on the principles of voluntariness, partnership, aptitude, ability, professional work and scientific knowledge. Playing sports must be humane, free, voluntary, healthy, safe, fair, tolerant and ethically acceptable. Sports activities ensure the conditions for performing sports activities, and in particular: planning and conducting sports activities; training for engaging in sports activities; organizing and implementing sports preparations, that is, training; participation in sports events; organizing and conducting sports events; professional education, training, training and information in the field of sports; determination of athletes' health capacity and doping control; sports refereeing and control of sports competitions; construction, reconstruction,

adaptation, management and maintenance of sports facilities; and organizing and conducting sports recreation. Sports activities, i.e. sports activities in accordance with the Law on Sports and sports rules adopted by the competent national sports federation and the competent international sports organization, are performed by sports entities. Sports activity Sports activity is a physical or other activity aimed at preserving, improving and developing psychophysical abilities and sports knowledge, satisfying the need for movement and play, sports expression and creativity and achieving sports results at all levels. Sports activities are carried out independently or in sports organizations. Organized sports activities are performed with the application of sports rules adopted by the competent national sports federation and the competent international sports organization. The quality of the work of cultural and sports sections depends on the interest of its members, but also on the leading role of pedagogues. Organizing cultural and sports activities is not the only way that educational institutions can develop and meet the needs of students, they can and should participate in various cultural and sports activities in the environments where they are located . Ceremonies to mark auspicious dates or on the occasion of various events, the organization of events in which the school presents the achievements of its students, festivals, and humanitarian events, various sports tournaments and events enable the school to participate in the cultural and sports life of the community. For known and unknown reasons, various forms of cultural and sports organization of children and youth disappeared, which contributed to the expansion of empty space in the area of their organized time spent. This further increases the school's responsibility for developmentally, pedagogically and socially acceptable spending of cultural and sports organized time (Kačavenda-Radić, N. 1988).

PROBLEM, SUBJECT AND OBJECTIVES OF THE RESEARCH

The research problem of this work consists in finding the attitudes of students of the University of Prizren towards cultural and sports activities. From the stated research problem, the subject of the research emerges. The subject of this research is to determine and prove the attitudes and opinions of the students of the University of Prizren, about the importance of cultural and sports activities. The goal and tasks of the research are determined from the defined problems and subjects of the research. The main goal of this research work is to prove the attitudes of students towards the importance of cultural and sports activities of students at the University of Prizren. The following partial objectives were also set from the research objective set in this way:

1. to confirm the attitudes of the students regarding participation in cultural and sports activities,
2. to confirm the attitudes of the students regarding monitoring cultural and sports activities,
3. to confirm the attitudes of the students regarding the contribution of cultural sports activities to the emancipation of people,
4. to confirm the attitudes of the students regarding the contribution of cultural sports activities to meeting and bringing people together.
5. to confirm the attitudes of the students about the influence of cultural and sports activities on the formation of a human personality.

METHODOLOGY

A sample of respondents

The population from which the sample was taken consists of students from six Prizren faculties (Education, Philology, Economics, Law, Computer Sciences and Life Sciences), of the University from Prizren. The total sample of surveyed students is one thousand eight hundred and sixty-four tested students (1864), of which 813 male students and 1051 female students, aged 18-22. The research was conducted in the period April 2023.

Procedures

Prior to the implementation of the research, approval was obtained from the deans of the faculties, after which the students were informed about the purpose of the research and received the questionnaires. Students of the educational faculty in Prizren, contributed to the research, during the distribution and collection of questionnaires. In order to ensure the anonymity of the participants, the questionnaires were in envelopes that the participants, after filling them out, glued and returned to the researcher through the students of the Faculty of Education. All questionnaires were properly filled out. Students' attitudes towards cultural and sports activities can greatly contribute to the formation of student's attitudes and habits towards cultural and sports activities. Starting from the specificity of the problem in accordance with the subject, goal and tasks of the research, the descriptive method was applied in the paper. The technique used in this research is: surveying, and the instrument used in the research is a survey, constructed exclusively for the needs of this research. The survey has four items for collecting basic sociodemographic data about students and four items that are used to assess students' attitudes about the examined phenomenon. The collected data were processed in the statistical package SPSS 25.0. Frequencies and percentages are shown for individual items that were used to express the attitude of students towards the importance of cultural and sports activities, and graphs of the items are also shown.

RESULTS

The total number of respondents who participated in this research is 1864 students, of which 813 are male and 1051 are female students, aged 18-22. Based on this, we can conclude that there are more female students in this research, they are participated with 56.4%, while male students participated with 43.6%. The first task of this research was to determine what attitudes students have about the On the participation in cultural sports activities of students. The results of the research are given in table 1.

Table 1. Participation in cultural and sports activities.

| | No | Questions | Answer | | | |
|---|----|--|--------|------|--------------|------|
| | | | Yes | No | I'm not sure | |
| Participation in cultural and sports activities | 1 | Do you participate in cultural or sports activities at the university? | N | 569 | 1237 | 58 |
| | | | % | 30.5 | 66.4 | 3.1 |
| | 2 | Do you participate in cultural or sports activities outside the university? | N | 766 | 1002 | 96 |
| | | | % | 41.1 | 53.7 | 5.2 |
| | 3 | Are you an active member of any cultural or sports organization? | N | 478 | 1169 | 217 |
| | | | % | 25.6 | 62.8 | 11.6 |
| | 4 | Are you satisfied with the organization of sports and cultural activities at the university? | N | 496 | 1179 | 189 |
| | | | % | 26.6 | 63.3 | 10.1 |
| | 5 | Are you satisfied with the number of sports and cultural activities at the university? | N | 543 | 923 | 398 |
| | | | % | 29.1 | 49.5 | 21.4 |

Based on the results shown in table 1, it can be concluded that the vast majority of students, 1237 or 66.4% of them, it's not participating in cultural or sports activities at the university, 569 students or 30.5% of them, participate in cultural or sports activities at the university, while only 58 students or 3.1% of them, it's not declaration, about this issue. The majority of students 1002 or 53.7% of them, it's have declaration are not participating in cultural or sports activities outside the university, 766 students or 41.1% of them it's have declared are participating in cultural or sports activities outside the university, while only 96 students or 5.2% of them, it's not declared about this issue. The majority of students 1169 or 62.8% of them, it's not active member of any cultural or sports organization, 478 students or 25.6% of

them answered that they were active member of any cultural or sports organization , while only 217 students or 11.6% of they answered that they have no opinion or attitude related to this issue. The majority of students 1229 or 62.8% of them, it's not satisfied with the organization of sports and cultural activities at the university, 496 students or 26.6% of them disagree with this position, while only 389 students or 21.4% of them they have no opinion or attitude related to this issue. The majority of students 1159 or 49.5% of them, it's not satisfied with the number organization of sports and cultural activities at the university, 543 students or 29.1% of them disagree with this position, while only 398 students or 21.4% of them have no opinion or attitude related to this issue. Therefore, based on the answers received, it can be concluded that the majority of students do not participate in cultural or sports activities at the university, they believe that the university does not organize enough sports and cultural activities, they are not satisfied with the number and organization of sports and cultural activities at the university.

Table 2. The follow the cultural and sports activities

| | No | Questions | | Answer | | |
|--|----|---|---|--------|-------|--------------|
| | | | | Yes | No | I'm not sure |
| Following cultural and sports activities | 1 | Do you follow the various cultural and sports activities that are organized at the university? | N | 457 | 1275 | 132 |
| | | | % | 24.50 | 68.40 | 7.10 |
| | 2 | Do you follow the various cultural and sports activities that are organized outside the university? | N | 1076 | 647 | 141 |
| | | | % | 57.71 | 34.73 | 7.56 |
| | 3 | Do you follow the various sports and cultural activities that are shown on television? | N | 1378 | 312 | 174 |
| | | | % | 73.92 | 16.73 | 9.35 |
| | 4 | Do you like cultural sports activities? | N | 1718 | 123 | 23 |
| | | | % | 92.16 | 6.59 | 1.25 |
| | 5 | Are there enough spaces for cultural and sports activities at the university? | N | 794 | 813 | 257 |
| | | | % | 42.6 | 43.62 | 13.79 |

The second task of the research was to determine the students' attitudes about whether they follow the cultural sports activities. The results showed in the table 2, indicate that the vast majority of students 1275 or 68.4% of them, it's not follow the various cultural and sports activities that are organized at the university, 457 students or 24.5% of them disagree with this position, while only 132 students, or 7.1% of them, have no opinion or attitude related to this issue. The majority of students 1076 or 57.7% of them, it's follow the various cultural and sports activities that are organized outside the university, 647 students or 34.7% of them it's not follow the various cultural and sports activities that are organized outside the university, while only 141 students or 7.6% of them have no opinion or attitude related to this issue. The majority of students 1378 or 73.9% of them, it's follow the various sports cultural activities that are shown on television, 312 students or 16.7% of them, it's not follow the various cultural and sports activities that are shown on television, while only 174 students or 9.4% of them, it's not declaration, about this issue. The majority of students, 1718 or 92.2% of them, have declared that they like cultural and sports activities, 123 students or 6.6% of them have declared that they do not agree with this attitude, while only 23 students or 1.3% of them have answered that they are not sure if you like cultural and sports activities. The majority of students 794 or 42.6% of them, it's declared there are enough spaces for cultural and sports activities at the university, 43.6 students 43.7% of them, it's declared there are not enough spaces for cultural and sports activities at the university, while only 257 students or 13.8% of them, it's not declared about this issue. So, based on the answers received, it can be concluded that the majority of students do not follow cultural sports activities, but they follow cultural sports activities on television, as well as cultural sports activities outside the

university, they like cultural sports activities, and think that there is a lot of space at the university for organizing cultural and sports activities.

Table 3. Cultural and sports activities importance in social emancipation.

| Cultural and sports activities importance in social emancipation | No | Questions | Answer | | |
|--|---|-----------|--------|-------|--------------|
| | | | Yes | No | I'm not sure |
| | | | | | |
| 1 | Do you think that sports cultural activities influence the emancipation of society? | N | 1558 | 217 | 89 |
| | | % | 83.58 | 11.64 | 4.78 |
| 2 | Do you think that sports cultural activities represent the noble human trait? | N | 1588 | 183 | 93 |
| | | % | 85.22 | 9.84 | 4.94 |
| 3 | Do you think that cultural and sports activities have the ability to meet basic human needs? | N | 1351 | 397 | 116 |
| | | % | 72.48 | 21.30 | 6.22 |
| 4 | Do you think that sports cultural activities affect the avoidance of aggressiveness and stress in people? | N | 1517 | 245 | 102 |
| | | % | 81.38 | 13.14 | 5.48 |
| 5 | Do you think that sports and cultural activities affect people's well-being? | N | 1613 | 159 | 92 |
| | | % | 86.53 | 8.53 | 4.94 |

The third task of the research was to determine the students' attitudes about whether cultural and sports activities are significant for the emancipation of society. Based on the results showed in the table 3, the vast majority of students, 1558 or 83.6% of them, have an opinion that sports and cultural activities influence the emancipation of society, 217 students or 11.6% answered that they do not agree with this attitude, and 89 students or 4.8% they have no opinion or attitude related to this issue. The majority of students 1588 or 85.2% of them, it's think the sports cultural activities represent the noble human trait, 181 students or 9.8% of them disagree with this position, and 93 students or 4.9% they have no opinion or attitude related about this issue. The majority of students 1351 or 72.5%, think that cultural and sports activities have the ability to meet basic human needs, 397 students or 21.3% disagree with this position, while 116 students or 6.2% have no opinion or attitude related to this issue. The majority of students 1517 or 81.4%, think that sports cultural activities affect the avoidance of aggressiveness and stress in people, 245 students or 13.1% disagree with this position, and 102 students or 5.5%, it's not declaration, about this issue. The majority of students 1613 or 86.5%, it's have declaration that sports cultural activities affect people's well-being, 159 students or 8.5% disagree with this position, while 92 students or 4.9%, it's not declared about this issue. Based on the answers received, it can be concluded that the vast majority of students 83.6%, have an opinion that sports and cultural activities influence the emancipation of society, the majority of students 85.2%, it's think sports cultural activities represent the noble human trait, the majority of students 72.5%, think that cultural and sports activities have the ability to meet basic human needs, the majority of students 81.4% of them, think that sports cultural activities affect the avoidance of aggressiveness and stress in people , whereas 86.5% of students, it's have declaration that sports cultural activities affect people's well-being.

Table 4. Cultural and sports activities importance in rapprochement between people

| Cultural and sports activities importance in rapprochement | No | Questions | Answer | | |
|--|--|-----------|--------|-------|--------------|
| | | | Yes | No | I'm not sure |
| | | | | | |
| 1 | Do you think people would be more sociable if they engaged in any of the sports and cultural activities? | N | 1656 | 123 | 85 |
| | | % | 91.20 | 5.20 | 3.60 |
| 2 | Do you think that sports and cultural activities influence the recognition and rapprochement between people? | N | 1671 | 124 | 69 |
| | | % | 89.65 | 6.65 | 3.70 |
| 3 | Do you think that sports and cultural activities encourage communication and socializing between people? | N | 1561 | 219 | 84 |
| | | % | 83.74 | 11.75 | 4.51 |

| | | | | | |
|---|--|---|-------|------|------|
| 4 | Do you think that people would feel better and happier if they were engaged in different cultural sports activities? | N | 1615 | 152 | 97 |
| | | % | 86.64 | 8.15 | 5.20 |
| 5 | Do you think people would be more moody and cheerful if they were engaged in sports and cultural activities? | N | 1703 | 118 | 43 |
| | | % | 91.36 | 6.33 | 2.31 |

The fourth task of the research was to determine the students' attitudes about whether cultural and sports activities are significant for the emancipation of society. The results in the table 4, indicate that the vast majority of students, 1656 or 91.2% of them, have declared that people would be more sociable if they engaged in any of the sports cultural activities, 123 students or 5.2% of them have declared that they do not agree with this attitude, while only 85 students or 3.6% of them have no opinion or attitude related to this issue. The majority of students 1671 or 89.7% of them, think that sports cultural activities influence the recognition and rapprochement between people's, 124 students or 6.5% of them disagree with this position, while only 69 students or 3.7% of them, they have no opinion or attitude related to this issue. The majority of students 1561 or 83.7% of them, think that sports cultural activities encourage communication and socializing between people, 219 students or 11.8% of them disagree with this position, while only 84 students or 4.5% of them have no opinion or attitude related to this issue. The majority of students 1615 or 86.4% of them, it's think that people would feel better and happier if they were engaged in different cultural sports activities, 152 students or 8.2% of them, it's not it's think that people would feel better and happier if they were engaged in different cultural sports activities, while only 97 students or 5.2% of them, it's not declaration, about this issue. The majority of students 1703 or 91.4% of them, it's think that people would be more in the mood and more cheerful if they were engaged in cultural sports activities , 118 students or 6.3% of them, it's not think that people would be more in the mood and more cheerful if they were engaged in cultural sports activities, while only 43 students or 2.3% of them, it's not declaration, about this issue. Based on the answers received, it can be concluded the vast majority of students, 91.2% of them, think that people would be more sociable if they engaged in any of the sports cultural activities, 89.7% of students think that sports cultural activities influence the ecognition and rapprochement between people's, 83.7% of them, think that sports cultural activities encourage communication and socializing between people, 86.6% of students think that people would feel better and happier if they were engaged in different cultural sports activities, the majority of students 91.4% think that people would be more in the mood and more cheerful if they were engaged in cultural and sports activities.

Table 5. Cultural and sports activities importance in formation a human personality.

| Cultural and sports activities importance in formation a human personality | No | Questions | Answer | | |
|--|---|-----------|--------|-------|--------------|
| | | | Yes | No | I'm not sure |
| 1 | Do you think that cultural and sports activities influence the formation of human personality? | N | 1486 | 247 | 131 |
| | | % | 79.72 | 13.25 | 7.03 |
| 2 | Do you think that people who are involved in cultural and sports activities have more responsibilities? | N | 1523 | 176 | 165 |
| | | % | 81.71 | 9.44 | 8.85 |
| 3 | Do you think that people who are involved in cultural and sports activities are more good-hearted? | N | 1331 | 416 | 117 |
| | | % | 71.41 | 22.32 | 6.28 |
| 4 | Do you think that people who are involved in cultural and sports activities are more reasonable? | N | 1498 | 264 | 102 |
| | | % | 80.36 | 14.16 | 5.48 |
| 5 | Do you think that people who are involved in cultural and sports activities are more courageous? | N | 1582 | 195 | 87 |
| | | % | 84.87 | 10.46 | 4.67 |

The fifth task of the research was to determine the students' attitudes about whether cultural and sports activities are significant for the formation of human personality. Based on the

results showed in the table 3, can be concluded that the vast majority of students, 1486 or 79.7% of them, have the opinion that sports and cultural activities affect the formation of human personality, 247 students or 13.3% of them answered that cultural activities do not affect the formation of human personality, while only 131 students or 7.0% of them answered that they have no opinion or attitude regarding this matter. The majority of students 1523 or 81.7% of them think that sports cultural activities make a person more responsible, 176 students or 9.4% of them do not agree with this attitude, while only 165 students or 8.9% of them have no opinion or attitude related to this regarding this matter. The majority of students 1331 or 71.4% of them think that cultural activities make people kinder-hearted, 416 students or 22.3% of them do not agree with this attitude, while only 117 students or 6.3% of them have no opinion on this issue. The majority of students 1498 or 80.4% of them think that sports cultural activities make people more reasonable, 264 students or 14.2% of them do not agree with this attitude, while only 102 students or 5.5% of them do not have an opinion about this matter. The majority of students, 1582 or 84.9% of them have stated that sports cultural activities make a person more courageous, 195 students or 10.5% of them do not agree with this attitude, while only 87 students or 4.7% of them have no opinion on this issue. From the answers received, it can be concluded that the vast majority of students think that cultural and sports activities influence the formation of a person's personality, most students think that cultural and sports activities influence a person to become more responsible, kind-hearted, more reasonable, and more daring. Therefore, we can say that the majority of students in this research have declared that they do not participate and do not follow cultural and sports activities, they think that cultural and sports activities contribute to the emancipation of man, to socializing and bringing people together as well as to the formation of human personality.

CONCLUSIONS

(The purpose of this research was to determine the attitudes of the students of the University of Prizren towards the importance of cultural and sports activities. The other goal was to determine what attitude students have regarding their participation in cultural and sports activities, what attitude students have regarding the follow-up of cultural and sports activities on their part, what attitude students have regarding the impact of cultural and sports activities on social emancipation, what attitude do students have regarding the influence of cultural and sports activities on socializing and getting closer between people, and what attitude do students have regarding the influence of cultural and sports activities on the formation of human personality. One thousand eight hundred and sixty-four students (1864), of which 813 male students and 1051 female students, aged 18-22, from 6 different faculties of the University of Prizren participated in the study. Based on the results of this research, it can be concluded that the majority of students have a positive attitude towards cultural and sports activities, they agree that due to numerous student and life obligations they cannot participate in cultural and sports activities, nor do they have the opportunity convey them. Students are not satisfied with the organization of cultural and sports activities at the university or with the number of cultural and sports activities, only 31% of them participates in cultural and sports activities inside and outside the university. Students like cultural and sports activities, they think that the university has enough spaces for cultural and sports activities. Students happily follow the various cultural and sports activities that are broadcast on television. Most of the surveyed students agree that sports and cultural activities influence the emancipation of society, they are think that cultural and sports activities influence the formation of noble human traits, that cultural and sports activities have the ability to meet the basic needs of human, that cultural and sports activities influence the avoidance of aggressiveness and stress in people and that cultural and sports activities influence people's well-being. The vast

majority of students think that people would be more sociable and friendly if they were involved in any of the sports cultural activities, the students think that cultural and sports activities influence the acquaintance and rapprochement between people, they are think that sports cultural activities promote communication and socializing between people, that people would feel better and happier if they were engaged in various cultural sports activities, most of them think that people would be in a better mood and happier if they were engaged in cultural and sports activities. The majority of students declare that they want to engage in cultural and sports activities, they that they want to engage in some sport (football, basketball, handball, athletics, tennis, swimming, karate, as well as being involved in some cultural and artistic student society, etc.). The cultural and sports activities of students should be a common concern of society, professors, leaders and the institution where the students are educated. The joy and well-being students experience during cultural and sports activities creates conditions for better physical, psychological and social health. The cultural and sports activities of the students enable students nobility, self-control, self-confidence, release from tension, stress and aggressiveness, as well as provide them with humor, joy, well-being, happiness as well as healthy socialization and personality. As we believe that culture is the cure for every kind of destruction and evil, we hope that future researchers in this area will find a better condition and that they will use the results of our research to illustrate a greater representation of cultural and sports activities not only when it comes to students, but in general in the entire human population.

REFERENCES

- Brane Mikanović, Slavojka Panzalović (2014). Cultural activities in the free time of primary school students, *Research* 2014, 6/59-74. - UDC 379.8-053.6(497.6)
- Branković, D. (2009). Culture and freedom. In the collection *Scientific and spiritual foundation of the presented reforms*, (497 – 507). Banja Luka: Faculty of Philosophy.
- Dedaj, M. (2010). The role of the family in the physical education of children. Novi Sad: Pedagogical reality.
- Grandić, R. (2000). *Free time - handbook*. Novi Sad: Author.
- Ibri Lulzim (2011). Razlike u morfološkim karakteristikama, motoričkim i funkcionalnim sposobnostima kod dječaka džudista i nesportista. *Sportske Nauke i Zdravlje* 2011, 1 (2):164-169.
- Kačavenda-Radić, N. (1988). Free time – pedagogical and andragogic problem In the magazine: *Nastava i vaspitanje* no. 4, (332 – 351). Belgrade: Pedagogical Society of Serbia.
- Krivokapić, N. (2008). Leisure and mass consumer culture. *Sociological port* no. 1, (62 – 79). Nikšić: Faculty of Philosophy.
- Mikanović, B. (2010). Pedagogical aspect of free time. *Works, journal for humanities and liberal sciences*, no. 13, (163 – 177). Banja Luka: Faculty of Philosophy.
- Nedeljko Rodić (2018) *Teaching Methodology of Physical Education*, Faculty of Education in Sombor.
- Pedagogical encyclopedia* 2. (1989). Belgrade: Institute for textbooks and teaching aids.
- Polić, M. and Polić, R. (2009). Time, free from what and for what. *It was said: Philosophical research* no. 114, (255 – 270). Zagreb: Croatian Philosophical Society.