

THE FORMATION OF PARENTAL BEHAVIORS IN THE PHYSICAL EDUCATION OF A LOW SCHOOL AGE PUPILS

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Abstract: *Reality current highlights increasingly examples illustrate the lack of a base physical both in social life, and in the family. Namely family, parents are those who, step by step guide children to the formation of personality integrity. Theoretical aspects previously described determination methodology applicable in conducting practice research. Experiment pedagogical itself was organized and held on the following axes: determination capacity parents to operationalize values sports in virtues appropriate; study parental behaviors on growing values sports in children. To determine the actual situation opposite valuing skills parental in the context of physical education, we applied the questionnaire - application for parents on physical education in the family, reflecting to: appreciation capacity parents to determine the content of physical education; identifying capacity parents to determine the conditions of achievement efficient physical education in the family; study registry values sports grown children in the family by parents and grandparents etc.*

Key words: *physical education, parental behaviors, family education, school age pupils.*

1. Introduction

Actuality. Reality current highlights increasingly examples illustrate the lack of a base physical both in social life, and in the family. Namely family, parents are those who, step by step guide children to

the formation of personality integrity. Changes level society cause confusion even among adults, because we don't have a system of values of education well defined and established on all shapes and sizes it and some coordinates value clear that direct process instructive-educational

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in its entirety [6]. We can't deny that each parent of-lifetime, its form system and scale to value, ensemble attitudes and skills, which corresponds to a culture concrete and model educational promoted [1].

Analysis framework theoretical and the experiential demonstrates that is absolutely necessary reporting skills parental the physical education, because followers will have lifetime same values and behaviors that you have inherited, they have received in the family.

An important part of life each individual under the direct influence of his parents (or those they replace) and competence manifested by them [3].

Sources sociological detach the idea that recovery skills parental contribute to social, start of the first day life of child and continuous-throughout existence. Entry of child in school creates conditions not only for cognitive development's, but also for the affective development, both in quantitative and qualitative terms.

Parents should know that moral feelings, intellectual, aesthetic, can be grown by reading, music, drawing, sport, practical activity, etc., and communication of, relations between children and parents is a source of transmission educational and language of contributions cultural perspective cognitive and source of specific feelings and in particular moral feelings [4].

Research purpose is to develop the foundations of teaching of vocational parental behaviors in the context of physical education students of low school age.

Theoretical aspects previously described allowed determination methodology

applicable in conducting practice research. Experiment pedagogical itself was organized and held on the following axes: determination capacity parents to operationalize values sports in virtues appropriate; study skills parental on growing values sports in children.

2. Methods of Research.

The pedagogical experiment has been held in primary school of Rădeni, year of study 2017-2018 and consisted of 98 families. Experiment finding was predicted by a research preliminary previously described, by which we have developed and approved scale reasons vocational skills parental on physical education. This test allowed elucidating base motivational training skills parental on physical education. In the organization and deployment experiment pedagogical with reference to recovery skills parental on growing values sports in children I started to the idea that parents not always applies suitable education family content physical education in accordance with features of age and personality. This proves either incompetence or inability joint and recovery skills parental. To determine the actual situation opposite valuing skills parental in the context of physical education, we applied the questionnaire - application for parents on physical education in the family [2].

The elaborated questionnaire was distributed to the adult subjects' adults of the sample (98 parents). It has 11 items reflecting aspects studied and aims to:

- appreciation capacity parents to determine the content of physical education;

- identifying capacity parents to determine the conditions of achievement efficient physical education in the family;
 - study registry values sports grown children in the family by parents and grandparents;
 - identifying peculiarities of age and the individual-typological of small schoolchildren and values promoted by their parents in the context of family education;
 - identifying aspects of life and work school discussed in the meetings for parents;
 - identifying aspects of life and education children family discussed in the meetings for parents;
 - setting skills parental necessary to achieve physical education in the family;
 - Identifying the negative values, the children's family conveys. [7]
- 5,8% of parents, although they tried to formulate an answer the question, offered answers erroneous (ex: "way to emphasize something", "responsibility life, seriously", "education in common "etc.).
 - 17,7% of those involved identifies physical education made within the family, though, in essence, they merge. However physical education has a sphere broader of application, being done and other social institutions.
 - 13,8% of parents confuse physical education with sport, considering the 2 concepts as synonyms.
 - 7,8% of parents considered physical education as a component of health education.
 - 29,5% of respondents identify adequately content physical education, considering that it involves the development of a harmonious and normal body, strengthening health and cultivation of qualities physical necessary labor, activity sports and intellectual. These guide the entire process to find the best possible solutions and to get the result expected (figure 1).

3. Results

In studying of parent's behaviors to determine the content of physical education, after inventory responses sample experimental were found the following results:

- 25,4% of respondents don't know what is the specifics of physical education. They have not offered no response to the question, even if it was explained concept.

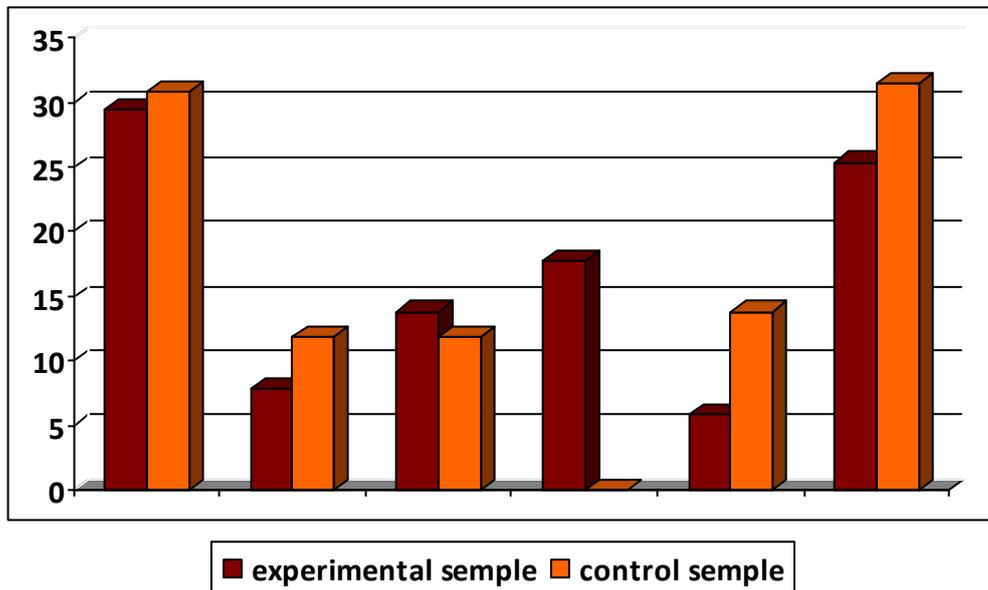


Fig. 1. *Father's representations about physical education*

Parallel, we researched and tracked the identification of family conditions to achieve physical education. Thus, the following results were obtained (Figure 2):

- 13.7% of the experimental sample respondents and 11.7% of the control sample respondents find it difficult to identify the family conditions for achieving physical education;
- 23.6% of the experimental sample subjects and 35.4% of the control sample subjects believe that physical education can be carried out under the conditions of a family culture so that parents only know and promote authentic values in the context of child care through family and national customs and traditions;
- there are 31.4% in each of the two samples involved in the experiment that asserts that the physical education within the family cannot be random, but presupposes a family climate that would favor and make efficient the development of this important process;
- 11.7% of respondents to the experimental sample consider decisive in the efficient development of physical education the condition of a complete / biparental family. Of the total number of subjects in the control sample, 7.8% share this opinion;
- 9.8% of respondents in the experimental sample and 3.9% of those in the control sample assert that there can be no effective physical education unless there are material conditions that would favor this process;
- 9.8% of the respondents of each of the samples provided other answers, but they represent ways of developing the physical education and not the effective conditions of this important process.

The inventory of the answers to the question "What aspects of life and school activity are discussed in parenting sessions?" Has elucidated

that in the discussions in parenting sessions, emphasis is placed on student achievement (23), their discipline during study and pause periods (22), peer-to-peer relations (10), but less

discussion of aspects related to the activities by which certain sports values are cultivated by pupils of low school age (3).

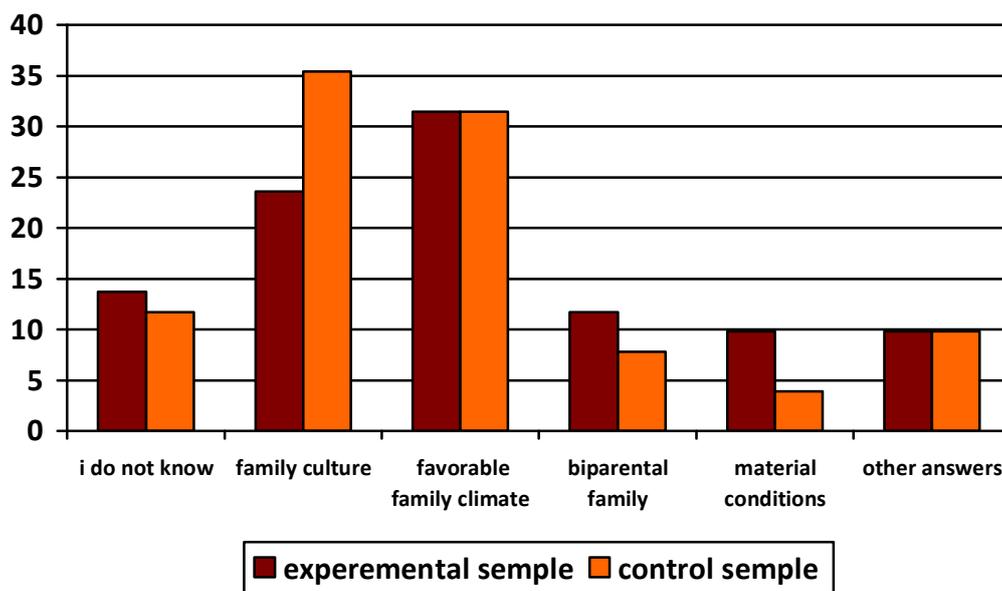


Fig. 2. *Conditions for achieving physical education*

One of the questions addressed to the subjects was to determine the life and physical education aspects of the children in the family that are being discussed at parent meetings. Another question of the questionnaire was to identify the parental competences regarding the physical education that the respondents possess. Before analyzing the results obtained in this question, it is necessary to specify that 5.8% of the experimental sample respondents and 15.6% of those in the control sample did not opt for any of the competences proposed for examination. This is due to the lack of knowledge of the proposed aspects of elucidation or the unwillingness to engage in an analysis of the proposed problem.

So, we note that the assimilation of the system of sports values and their transfer to virtues of the children within the family takes place through the imitation of behavioral manifestations of the parents, but also by exercising and capitalizing on beliefs, attitudes, positive personality traits and annihilation of the negative ones [5]. In this important context we will outline the problems faced by the student and family, most frequent. They were selected on the basis of their own questionnaire and observations; were concentrated in a table and distributed according to the previously exposed topic.

Problems faced by the family

Table 1

Nr. d/o.	Type of education	The problems /difficulties faced by the family	Appeals (%)
1.	Education for development	Difficulties in developing the child's personality	98%(practic, întregul lot)
		Cognitive development and intellectual education	90%
		Development and moral education	75%
		Development and technological education	31%
		Development and aesthetic education	47%
		Developing and forming a healthy lifestyle	93%
		First friends	47,7%
		Difficulties in family education	91%
2.	Preventive education	Respect for the right of child	25%
		Developing individual personality (every age)	83%
		Personality traits (temperament, character, skills, etc.)	86%
		Career and school success	97%
		Requirements for pupil physical and psychological development (curriculum and cognition, etc.)	92,4%
3.	Crisis education	Passing the student to school	76,4%
		Crisis of family detachment	83,2%
		Divorce of parents	27,2%
		Age crisis (protest, quarrels, conflict, etc)	57,3%
		Unfortunate family incidents (death, accidents, etc.)	21,6%
		Aggression and violence within the family	21,3%
4.	Remedial education	Stress	63,2%
		Difficulties the caused by childhood illness	38,3%
		Difficulties caused by parental illness	23,8%
		Loos of parents' job	2%
		Abusive alcohol consumption	18,7%
		Persecution by classmates	17,4%

As we can observe the psychological service and the teacher have a large work area, in which individual and group/collective help is provided to both, students and parents.

The illustrious Russian pedagogue B.A. Suhomlinschi asserts that the child's education must start from their parents, Family and school education is a unique

process. Parents must be allies who would inspire trust in the teachers [8] but also in the physical education teachers, parents will be able to better know the child, contribute significantly to its formation and development, and will also be concerned about self – education as educators and personality.

Educational institution through teaching and psycho – pedagogical counseling teaches children, gives them opportunities to acquire the necessary cognitive and social tools to succeed in life. Also, the psycho – pedagogical process contributes to the orientation and improvement not only for the children but also for their parents. Adults learn that each child is unique and has its own rhythm of development. In turn, each parent is unique. Parents must learn in the psycho – pedagogical process to know their child and personality; to respond individually to this needs and to the of his/her child. Being a good parental involves the happy encounter of two individualities: the parent and the child on the road that the child has in his development together with the parental who engages in all the child's activities so that it was to be able to grow to its maximum potential.

All aspects can only be achieved through an efficient family – school – pupils' partnership and from a perspective of collaboration based on the principles of life – long learning.

4. Conclusions

The efficiency of the values of parental behaviors in physical education has had a beneficial effect in: identifying the essence of physical education and the conditions for the efficient realization of this process of major importance; establishing the peculiarities of family physical education of children of low school age; self-analysis of parenting skills in combination with self-actualization and continuous self-refinement; developing a formative program aimed at parents and having the topic of research.

By establishing the conditions and elaborating the pedagogical foundations of the formation of parental behaviors in the context of physical education of children of low school age, the research revealed the possibilities of valorizing the science, the advanced experience, the educational practice, the culture and the possibilities of the family and of the educational institution in the process of training, permanent, lifelong learning.

So, we can conclude that familiarizing and practicing parents within one year with the specificity of physical education within the family has resulted in improvements in the style of family communication, family relationships, the proper and effective implementation of family education strategies, and of course, has substantially contributed to changing attitudes and behaviors in all family members.

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