

# INVOLVEMENT OF THE FAMILY IN THE PHYSICAL EDUCATION OF YOUNG SCHOOLCHILDREN – FACTOR THAT ENSURES THE SUCCESS OF THE SCHOOL FAMILY PARTNERSHIP

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**Abstract:** *The formation of physical culture from an early age in the family, leaves its decisive imprint on the whole life of people, positively influencing development fortified through school-family collaboration, focused on the education of parents and students, in during the low school. In this research we aim to determine the foundations theoretical-applied of the formation of the physical culture of the family and their capitalization in education family. Through the theoretical approach we are going to prove that this can be successfully achieved only when the educational institution initiates, trains and guides parents in the intended direction, collaborating with the family pertinently and systematically.*

**Key words:** *family, physical education, students, family school partnership.*

## 1. Introduction

**Actuality.** Educational partnership is an essential component of school life. In the view of several researchers [1], the educational partnership is defined as a form of communication, cooperation and collaboration in support of the child at the level of the educational process. In this context, it is necessary to mention that the educational partnership takes place in parallel with the educational process and that it is a condition, but also an important factor for efficient family realization; to

transform the school into a friendly institution not only for the child but also for the whole family.

In this modern society, families faced with high demands, increased competition for children's attention, and economic burdens, which force more and more parents to work long hours and severely limit their time spend with their children. People are born, learns and socialize first of all in the family. The family is the oldest social institution, which ensures through it's functions (biological, psychological, social, cultural, economic, educational)

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the continuity of the human race, the perpetuation of culture and values, the formation of the child's personality, etc. Even if today the family, like the whole society, is facing a rather severe crisis, we cannot deny its importance for society and people. The family not only ensures the primary formation, the socialization of the human personality and his social stability, it is also an essential factor of the socio-human progress.

Consequently, the family is a product of the society that develops, changes under the impact of social, moral, economic, political, legal processes, etc. In this sense, we accept and capitalize on the definition of education, made by Romanian researcher Nicola I. who mentions that education is a cultivation, a formation of the human being, which means removing the individual from the state of nature and introducing him into the state of culture [6]. We note the close connection between family and education, which allows us to elucidate the importance of the family in the harmonious formation of the child's personality and in the transmission of axiological structures and culture, because in family education are formed the basis of all life skills necessary for current children, what will become future adults.

In the vision of the researcher Larisa Cuzneţova, family education is the educational approach of the family, oriented towards the formation-development of the child's personality, which includes all relationships, influences and actions to prepare him for optimal realization of social roles [2]. So, the purpose of family education is the formation of those qualities of personality, which would allow the child to quickly adapt to changing conditions of reality and

effectively exercise social roles. In fact, parents are the ones who have to offer dignified behavioral models, to give the first instructions to children on how to behave in the family, in society, what attitudes they should have towards their peers, to cultivate their goodwill, responsibility, understanding their feelings. and other people, accepting the point of view of peers.

Physical education plays a decisive role in the psychophysical development and formation of the students' personality as a whole. Psychophysical education, in turn, is the activity of personality formation and development, designed, realized and promoted through fundamental pedagogical values, which cultivate and maintain the general health of the growing organism, representing a general dimension of education, placed on the axis of present fundamental values. on the basis of the other general contents of education [1].

Vrajmaş E. defines educational partnership as an attitude in the field of education, a central concept for curricular, flexible and open educational approach as a form of communication, cooperation and collaboration in support of the child at the level of the educational process [8].

The partnership between teacher, pupils and family has a special role in the functioning of the school in accomplishing the objectives and can be achieved by:

- facilitating the connection between the student- the family - the school staff and the community;
- create a safer work environment in the educational institution;
- support teacher in their work;
- optimize students abilities and parental skills of adults;
- improve parents educational abilities;

•encouraging the improvement to organize healthy lifestyles.

The formation of physical culture from an early age in the family, leaves its decisive imprint on the whole life of people, positively influencing development fortified through school-family collaboration, focused on the education of parents and students, in particular during the low school age [4].

Starting from the fact that the parents teach the child to be sensitive, cooperative, wise; to appreciate, learn and experience sports values, and the family it is the real and favorable environment in which the child obtains the first experience of human interrelationship, including physical

education, we decided to investigate this issue, which is essentially being addressed fragmentary and quite modest in the literature.

**The purpose of the research** is to involve the family in the physical education of children that ensures the success of the school-family partnership. The aim of the research is to involve the family in the physical education of children that ensures the success of the school-family partnership. So, based on the analyzed ideas and the structural components of education [5], we outlined the path that any educated person must follow in order to form culture, including physical education (Figure 1).

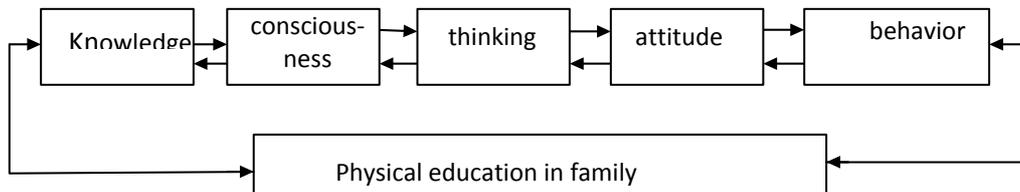


Fig. 1. *The path of physical education formation in the family*

The path of physical education formation, which begins with the assimilation of knowledge, the formation of consciousness, thinking, attitude and behavior was correlated with the initiation and preparation of parents and the moral education of the child within the family. It was shown that the intended stages are in a harmonious feedback and denote the constituent elements of the process of forming the physical culture of parents and students. At the same time, the key aspect we have established is the need to involve educational institutions (through qualified staff) in the initiation and training of parenting skills on the formation of physical culture and its use in

the family education of children.

Insisting on the idea that school and family are social institutions that have the same purpose - the formation of the child's personality, and physical education directly and substantially influences their life and activity, the physical education of all social actors becomes indisputable. This aims to guide the school, the family and the whole community towards the initiation and permanent capitalization of educational partnerships [7].

The theoretical aspects described above allowed the determination of the methodology applicable in the practical development of the research. The pedagogical experiment itself was

organized and carried out on the following axes:

- identify the main difficulties faced by the family and pedagogues in the process education of young school children.
- studying the attitudes of both parents and students regarding physical culture in the family.

## 2. Organizing Research Methods

The pedagogical experiment took place in Radeni Primary School, the 2018-2019 study year and included 150 families. The observations made and the preliminary investigation allowed us to establish three broad categories of problems, defined by us as socio-economic, socio-cultural and socio-affective impediments that we describe in Table 1 below:

Table 1

*The main difficulties faced by the family and pedagogues in the physical education of young school children*

Crt. No.	Categories of problems	Barrier
1.	<b>Socio-economic impediments:</b>	<b>Low wages, unemployment, low living standards</b> , all these contribute to the disorder of the emotional balance of the family, the disorder of communication and the abduction of adults (mother, father) from the educational function, because they work in their free time to accumulate sources of income extra for the family. <b>Social differentiation.</b> The current system has created conditions for the rich to get rich, and the poor to become poor, and the middle class to gradually disappear, which has led to the fact that the human values (honesty, honesty, truth, goodness, respect) on which it is based family education, to be no longer perceived in an adequate way by the young generation.
2.	<b>Socio-cultural impediments:</b>	<b>Parents' education and culture.</b> <b>The relationship of children with sports.</b> <b>Addiction to media and the Internet.</b>
3.	<b>Socio-affective impediments:</b>	<b>Labeling children.</b> Children have emotional needs that they do not know how to express, they often have shy, anxious, indecisive behaviors, etc., which may not meet the expectations of adults. <b>Conflict in the family.</b> The big problem of families, which leads to confrontations between adults, is that of financial deficiencies. Children participate in their discussions, and the inability to solve a problem causes anxiety and feelings of insecurity, feelings that can divert their attention from the fundamental activity at this age - learning. That is why parents must control their behavior, be responsible, become a decisive factor of stability, emotional, financial and practical support for children, giving them the necessary help.

Crt. No.	Categories of problems	Barrier
		<b>Poor communication.</b> The child will gladly communicate with his parent if the topics of discussion will be of common interest and if the parent will not dominate the discussion, will have patience and an open attitude, will not raise his voice and listen to his child, will provide examples and will ensure that his message was correctly understood.

Therefore, socio-economic impediments cause socio-cultural impediments, which cause the appearance of socio-affective impediments, thus forming a vicious circle, which complicates and distorts family life. This is the reason why the country's leadership must ensure the development and implementation of effective policies and practices to support and educate the family through investments in educational institutions and educational partnerships.

In this context, the pedagogues surveyed also noted a number of shortcomings that persist and hinder the quality of training and physical education of students and parents. Among which we mention:

- the insufficiency of methodological materials, textbooks and guides for teachers and parents is perceived by 75% of subjects;
- the lack of qualification / requalification courses for teachers, 28% of subjects mentioned;
- the lack of standards that set the expected performance in physical education, are perceived by 16% of subjects;
- the lack of qualified physical education teachers is perceived by 53% of subjects;
- the insufficient work and collaboration of the parents in the targeted direction, is perceived by 47% of subjects;
- the parents' negligent attitude towards physical education was designated by 58% of the subjects [3].

Despite the countless problems related to children's education, the partnership between family and school has a decisive role in the process of physical education, the educational institution having the responsibility to initiate parents, widening the range of knowledge on educational methods and strategies, culture of communication and relating to children, familiarizing them with aspects of physical education, etc. At the same time, the family, the parents must be focused on a fruitful collaboration with the school, to come up with various initiatives, such as the organization of lectureships, schools for parents, etc.

### 3. Results

The obtained results that contribute to the solution of an important scientific problem in the research consist in the scientific and methodological foundation of introducing in the pedagogical program for initiating parents and young school children in the practice of physical education, which determined the strengthening of the pupils' health state, by promoting the intellectual, motor and health components, in order to improve the quality of life.

In this order of ideas, below, we will present the results of the preliminary experiment, which was conducted on an independent experimental group (70

young schoolchildren and their parents), which allowed us to investigate and establish the attitude parents on physical education in the family. At the same time, I asked the students. Therefore, the results of the preliminary investigation are presented in the tables below (Tables 2 and 3).

Table 2

*Parents' attitude towards the family's physical culture*

No.	Question	No. of Parents	%
1.	Talk to the children about the components of a healthy lifestyle	52	74%
2.	Watch and discuss health and sports shows	31	44%
3.	Give children the opportunity to go to different sports circles	54	77%
4.	Contribute to maintaining good health and adherence to the daily diet	48	69%
5.	Encourage your child to exercise	54	77%
6.	Familiarize your child with the need to exercise	36	51%
7.	Promote the systematic practice of morning gymnastics in the family	49	70%
8.	Play sports games with your family	10	14%
9.	Take time for walks and excursions in your free time family	21	30%
10.	Promote the harmonious physical development of children within the family	8	11%

Table 3

*Students' attitude towards the family's physical culture*

No.	Question	No. of Parents	%
1.	Discuss with your family what are the components of a healthy lifestyle	49	70%
2.	Watch and discuss health and sports shows	23	33%
3.	Parents encourage you to attend sports circles	50	72%
4.	Contribute to maintaining good health and adherence to the daily diet	55	79%
5.	You like to exercise	52	74%
6.	Know why it is necessary to practice physical exercises	31	44%
7.	Promote the systematic practice of morning gymnastics in the family	33	47%
8.	Play sports games with your family	9	13%
9.	Take time for walks and excursions in your free time family	19	27%
10.	Promote harmonious physical development in the family	5	7%

In the preliminary experiment, we had a series of conversations with students and parents. Thus, we have established that most families frequently discuss the components of a healthy lifestyle. Likewise, parents and students watch

shows about health and sports but do not discuss them, that's why children do not understand how sport influences daily life.

Physical activity is beneficial to health at all ages. It is particularly important for the healthy development of children and young people. Obvious, children are more active than their parents, but their activity is reduced as they become teenagers, at present a significant number of young people do not participate in the necessary physical activities. Sport should be integrated into all school activities. Schools should promote sport through school curricula to make students active, provide adequate space and sports equipment in schools. Teachers should encourage students to come to school "on foot" or by bicycle. The lesson of physical education cannot be the only source of physical activity that is recommended for a healthy lifestyle, it must be exploited and other ways to provide the opportunity to practice physical activity.

#### 4. Conclusions

The research refers to one of the most current, important and complex aspects of family education. The formation of physical culture in students and parents is a desideratum of new education, an aspect of lifelong learning and a factor in the formation and development of the integrity, harmonious personality of children. The theoretical study and the concretization of the difficulties faced by parents and teachers in the process of physical education in children, allowed the determination and description of the specifics of physical culture formation in the context of family education; establishing the problems that arise in the way of achieving physical education;

elaboration of indicators and descriptors of physical education for parents and young school students.

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 these needs and those of his child. Being a good parent 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 parent who learns with and from this child 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- student partnership and from a perspective of collaboration based on the principles of life- long learning.

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