Bulletin of the *Transilvania* University of Braşov
Series IX: Sciences of Human Kinetics • Vol. 16(65) No. 2 – 2023
https://doi.org/10.31926/but.shk.2023.16.65.2.13

MOTOR DEVELOPMENT AND SKILLS TRAINING STUDENTS' SPORTS WITHIN THE FRAMEWORK OF THE SCHOOL – FAMILY PARTNERSHIP

Victoria LEȘCO[1]

Abstract: *The partnership between school and family in the physical education of students is essential for the promotion of a healthy life and for the harmonious development of children. The school has the role of offering a well-structured curriculum in the field of physical education, lessons and activities adapted to the age and level of development of the students. Physical education teachers can organize various activities, such as sports lessons, games, competitions and special events, to support the motor development and training of students' sports skills. On the other hand, the family has an essential role in supporting and encouraging students in practicing physical activity. Parents can be role models for children by adopting an active and healthy lifestyle.*

Key words: *physical education, motor development, training sports skills, school-family partnership, early school age.*

1. Actuality

The school – family partnership in the physical education of students is extremely important for their harmonious and healthy development. Physical education plays an essential role in their training both physically and mentally, improving their motor skills, endurance and overall health. Thus, this partnership must be based on a close collaboration between parents and teachers. Parents must be aware of the importance of physical education and support and encourage their children's participation in sports classes and extracurricular sports activities.

Physical education teachers can organize information sessions for parents to introduce them to the importance of physical education in children's development and give them advice and recommendations to support them in developing skills and practicing regular physical activity. Teachers can also communicate regularly with parents

[1] PhD, The State University of Physical Education and Sport, Chisinau, Republic of Moldova, victorialesco18@gmail.com

to provide them with updated information on their children's progress in sports lessons and to discuss any problems or special needs they may have.

At the same time, parents can contribute to children's physical education by supporting and encouraging them to practice a regular physical activity outside of sports classes. They can be role models for children by actively participating in sports activities or by supporting them financially and logistically. Parents can also talk to children about the importance of a healthy lifestyle and promote a balanced diet and physical activity in the family.

The school-family partnership in the physical education of students can contribute to increasing the motivation and involvement of children in physical activities, as they will have support and encouragement, at home and at school. Also, this partnership can help to quickly identify and solve any problems or difficulties encountered by children in physical education and practicing sports activities.

It is important to mention that the school-family partnership in the physical education of students contributes to their overall development, the formation of healthy habits and the prevention of obesity and other health problems associated with sedentary lifestyle. Through close collaboration between school and family, constant support can be ensured for students and a favorable environment can be created in which they can develop physically, but also emotionally and socially.

The Aim of the Work, consists in the motor development and the formation of sports skills of the students within the school-family partnership.

2. Methods of research

Within the school-family partnership in the motor development and training of students' sports skills, various research methods have been used to evaluate and monitor student progress. Among the research methods used we mention:

Pedagogical observation: Teachers and parents made direct observations of students' behavior and performances during motor and sports activities, at the same time they identified the strengths and weaknesses of each student, which allowed us to monitor progress over time.

Standardized assessments such as various tests were used to measure students' motor skills and sports performance. These assessments gave us an objective picture of students' abilities and can be used to identify specific needs and monitor progress over time.

Through the questionnaire and the applied interview, we obtained additional information about the level of involvement, the interest of students and parents in motor and sports activities.

Analysis of documents and portfolios that contain information about students' participation in motor and sports activities, as well as documents that reflect their progress over time.

All these research methods were used in an integrated and complementary way to obtain a complete picture of motor development and training of sports skills of students. It is important that teachers and parents work closely together in

collecting and interpreting data so that they can provide appropriate support and guidance for each student's development.

3. Results

In order to establish the level of development and physical training, at the beginning and end of the basic pedagogical experiment, carried out in the conditions of physical education for the students of the 4th grade, the subjects of the experimental and control groups were tested, applying some morphological and physical training indices of children of 9-10 years. Thus, when testing the level of physical development of students from the control and experimental groups, the results were obtained as follows: in Table 1, statistical indices are reflected in the tests that define the level of physical development of the students registered at the initial testing and, respectively, the final.

Comparative analysis of initial and final indices of physical development level of the subjects of the experimental and control groups

Table 1

Nr. crit.	Indicator	Sex	Groups	Initial indices X ± m	Final indices X ± m	t	P
1	Height (cm)	B	E	138,27±1,34	141,27±0,62	3,386	<0,01
			C	139,09±1,64	140,91±0,92	1,167	>0,05
			t	0,39	0,33	-	-
			P	>0,05	>0,05	-	-
		G	E	137,09±1,04	140,45±1,12	3,471	<0,01
			C	140,90±1,64	143,45±1,79	1,660	>0,05
			t	1,97	1,42	-	-
			P	>0,05	>0,05	-	-
2	Weight (kg)	B	E	33,27±1,75	36,36±1,85	1,929	>0,05
			C	32,18±1,85	35,09±2,05	1,664	>0,05
			t	0,43	0,46	-	-
			P	>0,05	>0,05	-	-
		G	E	33,90±1,79	36,64±2,01	1,605	>0,05
			C	31,73±1,71	34,09±1,79	1,510	>0,05
			t	0,88	0,95	-	-
			P	>0,05	>0,05	-	-
3	Chest Excursion (cm)	B	E	65,45±0,72	68,09±0,82	3,810	<0,01
			C	67,36±1,64	69,45±1,85	1,215	>0,05
			t	1,06	0,67	-	-
			P	>0,05	>0,05	-	-
		G	E	65,18±1,19	67,72±1,34	2,234	<0,05
			C	65,55±1,56	67,09±1,64	1,077	>0,05
			t	0,18	0,30	-	-
			P	>0,05	>0,05	-	-

Notă: Experimental group, boys (n=11) F= 22-2 F= 11-1
Control group, girls (n=11) t= 2,086 2,845 3,850 t= 2,228 3,269 4,587
P<0,05 0,01 0,001 P<0,05 0,01 0,001

The values recorded after applying the initial and final tests show the same degree of homogeneity for the body mass index. The level of differences is not significant for this measured index (P>0.05). It was noticed, at the end of the experiment, that the height and ECT of the students in the experimental group increased significantly, because at this age the children are in the developmental stage.

In order to carry out the analysis of motor parameters, 6 control tests were applied, respectively for the evaluation of speed and coordination of movements; resistance assessment; force evaluation; strength capacity in resistance mode of the trunk muscles; suppleness; arm strength assessment.

Comparative analysis of the initial and final indices of testing the motor activity of the experimental and control groups of boys (IV th grade, n = 22)

Table 2

Nr.	Tests	Groups and statistical characteristics	Statistical characteristics			
			Initial indices X ± m	Final indices X ± m	t	P
1	Shuttle running 3x10m (sec)	E	9,31±0,07	9,11±0,06	3,431	<0,01
		C	9,34±0,09	9,29±0,05	1,252	>0,05
		t	0,23	2,26	-	-
		P	>0,05	<0,05	-	-
2	Endurance running 800m (sec)	E	288,05±3,76	274,12±1,90	4,438	<0,01
		C	287,38±3,37	281,21±2,79	0,560	>0,05
		t	0,131	2,104	-	-
		P	>0,05	<0,05	-	-
3	Long jump from the spot (cm)	E	147,55±2,65	152,91±1,24	2,276	<0,05
		C	145,55±4,83	147,55±1,52	0,493	>0,05
		t	0,532	2,266	-	-
		P	>0,05	<0,05	-	-
4	Lifting the torso from supine in 30 sec (nr. of rep.)	E	21,27±1,03	24,82±0,92	4,057	<0,05
		C	20,82±1,03	21,64±0,82	0,969	>0,05
		t	0,31	2,581	-	-
		P	>0,05	<0,05	-	-
5	Traction in the arms at the fixed bar (nr. of rep.)	E	3,09±0,36	5,18±0,41	6,040	<0,001
		C	3,27±0,41	3,45±0,41	1,482	>0,05
		t	0,33	2,712	-	-
		P	>0,05	<0,05	-	-
6	Lean forward from sitting on the gym bench (cm)	E	3,64±1,13	7,91±1,03	4,411	<0,01
		C	3,45±0,82	4,09±0,62	1,307	>0,05
		t	0,13	3,178	-	-
		P	>0,05	<0,05	-	-

Note: (F=10) t=2,228 3,269 4,587 (f=20) t=2,086 2,815 3,850
P<0,05 0,01 0,001 P<0,05 0,01 0,001

Comparative analysis of the initial and final indices of testing the motor activity of the experimental and control groups of girls (IV th grade, n = 22)

Table 3

Nr.	Tests	Groups and statistical characteristics	Statistical characteristics			
			Initial indices X ± m	Indici finali X ± m	t	P
1	Shuttle running 3x10m (sec)	E	9,36±0,04	9,12±0,04	6,667	<0,001
		C	9,27±0,04	9,25±0,03	0,615	>0,05
		t	1,56	2,6	-	-
		P	>0,05	<0,05	-	-
2	Endurance running 800m (sec)	E	188,13 ±3,13	172,55±1,95	6,073	<0,001
		C	187,14±3,72	182,05±2,23	1,638	>0,05
		t	0,204	3,304	-	-
		P	>0,05	<0,01	-	-
3	Long jump from the spot (cm)	E	135,54±3,20	146,18±2,90	3,980	<0,01
		C	130,55±3,50	138,73±1,22	2,789	<0,05
		t	1,053	2,367	-	-
		P	>0,05	<0,05	-	-
4	Lifting the torso from supine in 30 sec (nr. of rep.)	E	17,64±0,89	19,91±0,82	2,967	<0,05
		C	16,36±0,82	17,18±0,74	0,743	>0,05
		t	1,057	2,473	-	-
		P	>0,05	<0,05	-	-
5	Floating from a supine position with your hands on the gym bench (nr. of rep.)	E	8,27±0,45	10,73±0,52	4,234	<0,01
		C	8,36±0,52	8,91±0,45	0,947	>0,05
		t	0,13	2,645	-	-
		P	>0,05	<0,05	-	-
6	Lean forward from sitting on the gym bench (cm)	E	6,91±0,67	10,64±0,82	5,501	<0,001
		C	6,36±0,82	7,27±0,74	1,302	>0,05
		t	0,52	3,050	-	-
		P	>0,05	<0,05	-	-

Note: (F=10) t=2,228 3,269 4,587 (f=20) t=2,086 2,815 3,850
P<0,05 0,01 0,001 P<0,05 0,01 0,001

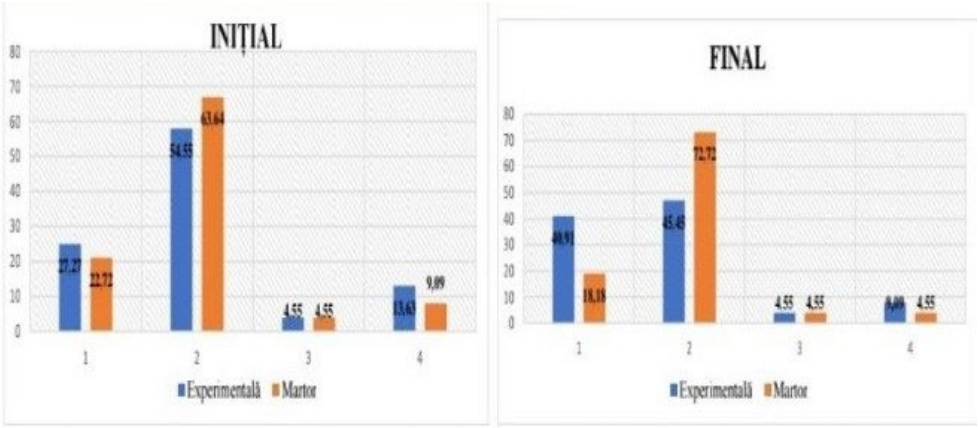
The final data confirm that, in dynamics, during the experiment, they improved considerably (P<0.01). Significant differences were recorded in terms of the indices characterizing the students' strength and speed abilities. In particular, flexibility should be noted, which registered a considerable increase (P<0.001) at the end of the pedagogical experiment.

Making a general analysis of the results of the final testing of the level of development and physical training of the fourth grade students, the efficiency of the proposed pedagogical model and the experimental program implemented within the pedagogical experiment during the school year is very well observed.

From the evaluation perspective, we will next compare the initial and final results of the survey application, to determine the attitude of parents in the experimental and control groups towards physical education and healthy lifestyle.

The data on Figure 1 indicate that parents in the experimental group saw an

improvement in their children's health by about 14%, and the number of parents who were not interested in their children's health decreased by about 5%, these results are due additional information from the experimental program developed by us.



Notă: 1the child is perfectly healthy; 2. i wish it was better; 3. the child is often sick; 4. i do not know.

Fig. 1. Assessment of children's health status by parents in the control and experimental groups

The results recorded at the beginning of the year reach insignificant values for the experimental group and for the control group. Instead, at the end of the year, we notice that the health status of the children in the experimental group has changed significantly, unlike that of the students in the control group, where the results are insignificant. Therefore, it is the state of health that influenced the school success of the students.

Regarding the answers given to the question: "How many times was your child sick during the year?" (Figure 2), it was found that the morbidity of the children in the experimental group decreased (compared to those in the control group): those who were sick once - by about 5%; twice - by about 22%; more than twice - by about 14%. In this context, we can agree with the opinions of the parents who estimate that, indeed, the health status of the children in the experimental group improved significantly.

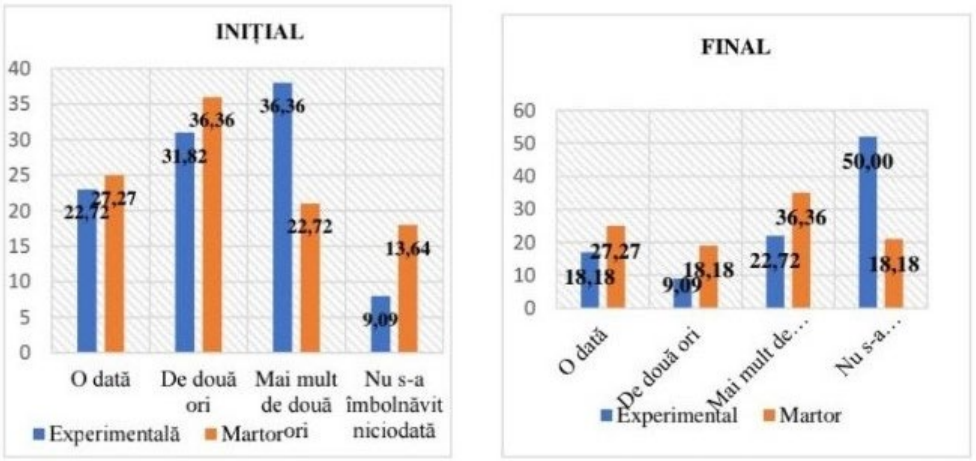
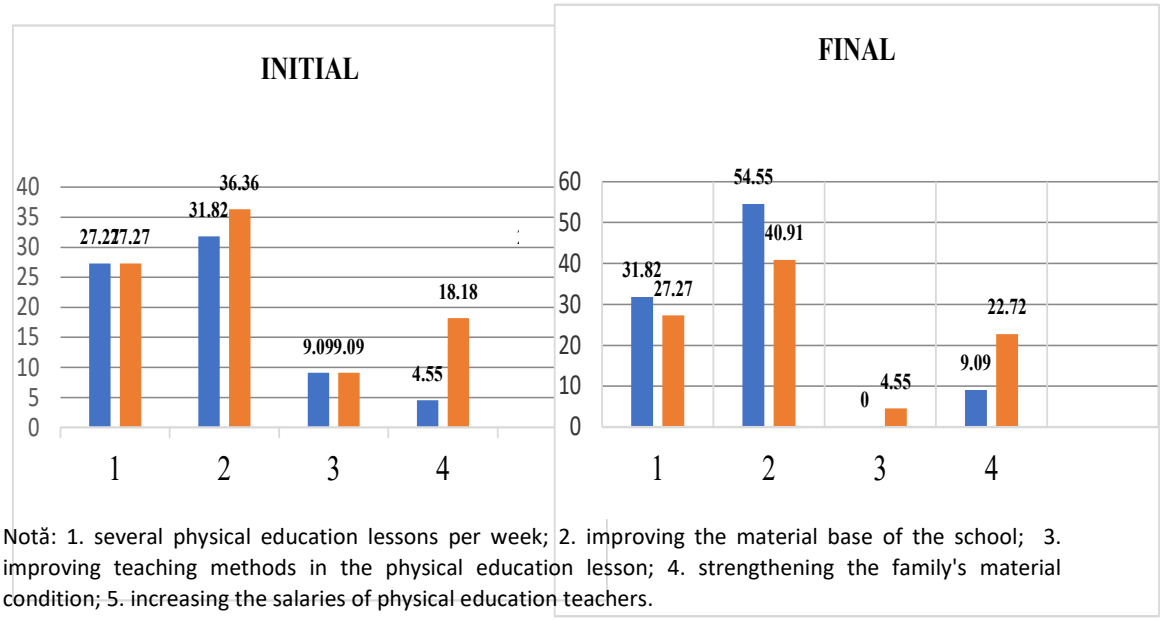


Fig. 2. *The number of cases of illness of children in the experimental and control groups during* the year

If before the experiment not all parents were sure of the benefits of physical exercises for strengthening and maintaining the child's health, then after the experiment, most of them were convinced of this fact, at the same time 80% of respondents believe that physical education lessons are not enough, being other forms of physical activities are also needed, such as sports circles, sports sections, leisure and recreation activities. Based on the answers, we found that, after the experiment, more parents took the time to get involved in organizing and carrying out the process of development and physical training of their children (30% more), they acquired knowledge and skills to achieve physical activities with children - about 6% more than at the beginning of the experiment.

Figure 3 shows the initial and final results regarding the opinions of the parents surveyed to the question: "In your opinion, what would be the first step to improve children's physical condition?" As can be seen from the Figure, only an insignificant part of those questioned noted that the methods of teaching physical education lessons, the material condition of the family, the salaries of physical education teachers are important in improving the physical condition of children. However, the number of parents who expressed the opinion about the need to improve the school's material base (54.55%) and conduct more physical education lessons per week prevails.



Notă: 1. several physical education lessons per week; 2. improving the material base of the school; 3. improving teaching methods in the physical education lesson; 4. strengthening the family's material condition; 5. increasing the salaries of physical education teachers.

Fig. 3. *Parents' opinions regarding ways to improve children's physical condition*

In this sense, we must mention that we agree with the opinion of the parents surveyed, because the children need better organizational and material conditions, at the same time, the number of physical education lessons for children (one or two hours per week) is not enough for physical and motor activity.

4. Conclusions

1. The significantly better results of the students of the experimental group are explained by the fact that during the physical education classes held outside of class, according to the experimental program, their individual characteristics were taken into account. Similarly, during the school year, children's physical development was acted upon through educational activities. The use of various means of physical education and forms of organization of the pedagogical model and program contributed to the formation of constant interest in the practice of physical education by students of small school age, thus ensuring the improvement of the general tone and the creation of the necessary premises for the formation of moral and physical qualities. All this, taken together, contributed to the formation of positive motivation, the desire to practice physical exercises and, as a result, to the improvement of the physical condition of the body.

2. The involvement of parents in the activities provided in the experimental curriculum allowed them, first of all, to change their passive attitude regarding the physical education of their children into an active one.

3. At the same time, it is important to mention that parents have accumulated knowledge both in the field of physical

education and about physical education activities in the family - thus, they have become able to manage the problems that children face in the process of organizing physical education activities.

4. It is relevant that the interest and desire of the parents to get involved in the physical education of the children has appeared and that they do not focus, as at the beginning of the experiment, only on the educational activity of the teachers.

5. Thus, according to the results of the survey, parents and children were convinced of the benefits brought by physical education, getting involved in physical activities and forming a healthy lifestyle.

References

1. Cârstea, G.: *Teoria şi metodica E.F.S. (Theory and methodology of physical education and sports).* Bucureşti, Editura AN-DA, 2002, 58 p.
2. Cuznețov, L.: *Educația pentru familie din perspectiva educației permanente. Cadru conceptual și metodologic*. *(Education for the family from the perspective of permanent education. Conceptual and methodological framework).* Chișinău, Editura Primex-com SRL, 2013, 9 p. ISBN 978-9975-4253-2-2.
3. Epuran, M.: *Metodologia cercetării activităților corporale în educație fizică și sport. (Research methodology of physical activities in physical education and sport)* Vol I. București, 1996. 241 p. ISBN 973920256.
4. Goncearuc, S., Leșco, V.: *Cultura colaborării școală-familie în educația fizică a elevilor de vârstă școlară mică* (*The culture of school-family collaboration in the physical education of young school-age students). In materials of the International Scientific Conference "Continuous training of the physical culture specialist in the modern acmeological concept*". Chişinău (Valinex SRL) 2 decembrie 2021. pp. 54-58. ISBN 978-9975-68-440-8.
5. Leșco, V., Goncearuc, S., Cijic, Ș.: *Motivarea elevilor pentru practicarea exercițiului fizic în cadrul parteneriatului școală – familie (Motivating students to practice physical exercise within the school-family partnership).* In: Materials of the International Scientific Congress "Sport. Olympism. Health", Chișinău, USEFS, 15-17 septembrie 2022, pp. 177-183. ISBN 978-9975-68-460-6 (PDF).
6. Maistrenco, G.: *Promovarea unui stil de viaţă sănătos la copii şi adolescenţi. (Promoting a healthy lifestyle in children and adolescents)* In: USMF Scientific Annals „Nicolae Testemițanu”, vol. 2. Chișinău, 2013. 319 p. ISBN 978-9975-918-81-7.
7. Mitra, G., Mogoş, A.: *Dezvoltarea calităţilor motrice (Development of motor skills)*. In: The activity of physical education and school sports. Bucureşti: Sport-Turism, 1977, 228 p. ISBN 796.012.
8. Racu, I.: *Psihologia copilului*. *(Child psychology)*. Chișinău, Institute of Continuing Education, 2011, pp. 124-132. ISBN 978-9975-9872-7-1.
9. Rădulescu, E., Țârcă, A.: *Şcoala şi comunitatea. Ghid pentru profesori.*

(School and community. Guide for teachers). București, Humanitas Educational, 2005. 6 p. Available at: https://ibn.idsi.md/sites/default/files/imag_file/254_264.