

FORMING THE PARTNERSHIP IN THE PHYSICAL EDUCATION

*Leșco Victoria,**The State University of Physical Education and Sport, Chisinau, Republic of Moldova*

Abstract. Analyzing formation of educational partnership, we consider it appropriate to update and substantiate some aspects of this concept. 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. Taking into consideration the stages, objectives and the essential role of the educational partnership between the educational institution, the physical education teachers, the pupil and the family, today is one of the most effective family supporting factors in educating the pupil's personality. The educational institution teaches students, gives them opportunities to acquire the necessary cognitive and social tools to succeed in life, along with family pedagogy throughout physical education teachers and parents' education. The involvement of the family in the life and activity of the school, especially during the physical education hours, is a real use to both social institutions, because mutual support, their collaboration is centered on the formation and development of the pupil's personality.

Keywords:

The researched problem. 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.

Not in vain, researcher Vrasmas E. believes that educational partnership is a form of support, assistance and unification of formal educational influences. Collaboration between parents and teachers, family consultation at certain times of the educational process will ensure quality in education, and will improve school performance [5]. As we will analyze the defining coordinates of the educational partnership, we consider it appropriate to update and substantiate some aspects of this concept. So, Cristea S. defines the notion of educational partnership at the level of an operational concept. In this key, the educational partnership is: a commitment to negotiated joint action; an input of resources, changes, contacts, social networks in constructive terms; provi-

sion of services by social agents; a collaboration agreement between partners working together to achieve the goal; in the institutional framework to solve common problems, through coherent actions, starting from the definition of framework objectives with a clear division of responsibilities and evaluation processes (in a space and time limit) [2].

So partnership is a collaboration between two or more parties acting together to achieve common interests or goals. The parties involved in the realization of the educational partnership are usually:

- institutions of education (family, educational institution and community);
- educational agencies: child, parents, teachers, specialists in solving educational problems (psychologists, counselors, psycho-pedagogues, therapist, etc.);
- community members with an influence on child growth, education and development (doctors, representatives of church, police, etc.);
- educational influences exerted at certain times on child;
- child raising, care and education programs;
- form of education at certain times.

Vrasmas E. defines educational partnership as an attitude in the field of education, a central con-

cept 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 [5, p. 217-218]. 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 illustrious Russian pedagogue B.A. Suhomlinski 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 [6] 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.

Considering that the family is the primary environment in which the child is placed [3], we can see that through its contribution to the actions of the educational partnership, it fosters qualitative education. In this regard, it is essential that an efficient educational process-learning-evolutions, as well as the psycho-pedagogical counseling of teachers, children and their families.

The educational partnership has as a functional theme a special relationship between the educational institution (school manager, teachers, school psychologist, counselor, etc.) and beneficiary (student /parents), a relationship involving responsibility, cooperation, trust, respect and confidentiality, includes work focused on devel-

opment and personal self-sufficiency. The preliminary investigation has shown that the psychopedagogical counseling carried out in the context of the educational partnership is a complex process that includes several stages and strategies, these are: 1) pedagogy of parents focused on group development (by class or parallel, etc.); 2) activities specifically organized for teachers (the physical education teacher); 3) encouraging the recipient to communicate, so that he/she can establish a cooperative relationship with the physical education teacher and the educational institution; 4) empathic and active listening of the beneficiary (student and/or family); 5) observing the reaction and manifestation of the beneficiary (mimics, gestures, behavior); 6) participation by an effective contribution of the pupil and his family to the activities organized within the school, namely the physical education classes; 7) identifying, defining, preventing and clarifying the problems faced by student and his family; 8) identify ways to solving detected problem; 9) confrontation beneficiary with their expectations and beliefs representing sources of resistance to change; 10) examination solutions possible alternatives in order to facilitate decisions and new behavior; 11) adoption changes evolutionary (from all educational actors) [4].

Taking into consideration the stages, objectives and the essential role of the educational partnership between the educational institutions, the physical education teachers, the pupil and the family, today it is one of the most effective family supporting factors in educating the pupil's personality. The educational institution teaches student, gives them opportunities to acquire the necessary cognitive and social tools to succeed in life, along with family pedagogy through physical education teachers and parents 'education.

Educational institutions educate not only student, but also their parents. The involvement of the family in the life and activity of the school, especially during the physical education hours, is a real use to both social institutions, because

mutual support, their collaboration is centered on the formation and development of the pupil's personality.

Partnership between the family and school within hours of physical education their share and exploit responsibilities and interactions on achieving education family, for a healthy environment life is the factor that can be considered as one to explore the possibilities development successfully education psychopedagogical family (such as the preventive and focused on developing parental).

Questionnaire made in the activities of training teachers of physical education (62s) of Chisinau allowed to establish the following:

- the physical education of student and parents has a psychopedagogical character (both dimensions are recovered, the psychological and pedagogical) 95 %;
- education for parents development (in vari-

ous forms: parent meetings, parents schools, training workshops, conferences, etc.) 100 %;

- preventive education with parents (individual forms) 100%;
- preventive education with parents (collective/group) 85%;
- preventive education with students (individuals forms in collective /group) 85 %;
- crisis education of students 100%; crisis education of parents 81%;
- correctional education of students 100%;
- correctional education of parents 83%.

Organization and methods of research. In this important context we will outline the problems faced by the pupil 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.

Table 1. Problems faced by the family

No	Type of education	The problems /difficulties faced by the family	Appeals (%)
1	Education for development	Difficulties in developing the child's personality	98%
		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.

Conclusions and practical – methodical recommendations. In conclusion, we can note that the educational partnership between the educational institutions and the family is one of the most effective family support and orientation factors, through physical education teachers, aimed at educating and forming the child's 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 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.

References:

1. Caron, G. (2009). *Cum să susținem copilul în funcție de temperamentul său: la școală și acasă*. București: Didactica Publishing House. 324 p.
2. Cristea, S. (2003). *Fundamentele științelor educației. Teoria generală a educației*. Chișinău: Litera Internațional. 240 p.
3. Cuznețov, L. (2015). *Consilierea și educația familiei. Introducere în consilierea ontologică complexă a familiei*. Chișinău: Primex-Com SRL. 488 p.
4. Cuznețov, L. (2002). *Dimensiuni psihopedagogice și etice ale parteneriatului educațional*. Chișinău: UPS „I. Creangă”. 125 p.
5. Vrășmaș, E.A. (2002). *Consilierea și educația părinților*. București: Aramis. 176 p.
6. Сухомлинский, В.А. (1981). *Родительская педагогика*. Москва: Просвещение. 126 с.