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THE ROLE OF PHYSICAL DEVELOPMENT AND PARENTAL EDUCATION IN THE FORMATION OF MOTOR SKILLS AND PHYSICAL EDUCATION KNOWLEDGE OF YOUNG SCHOOLCHILDREN

Abstract. The deterioration of children's health status and the steadily increasing number of children with illnesses highlight the need to update approaches to cooperation between educational institutions and families. The purpose of this study was to determine the role of parents' physical development and educational level in the formation of physical skills and physical education knowledge of primary school pupils.

Methods. The study employed analysis and synthesis of scientific literature, sociological methods, pedagogical observation, a pedagogical experiment, and methods of mathematical statistics.

The pedagogical experiment was based on the implementation of a specially designed program of joint school–family activities aimed at improving parents' physical education literacy and enhancing children's physical fitness indicators. The theoretical component included lecture-based sessions focused on developing parents' conscious attitudes toward a healthy lifestyle and physical activity. The practical component involved the organization and implementation of "family-based activities," within which parents actively participated in the educational process of physical education.

Analysis of the obtained results revealed statistically significant positive changes in pupils' physical fitness indicators. In particular, girls demonstrated improvements in speed, strength endurance, overall endurance, and flexibility tests, whereas boys showed statistically significant increases in coordination and endurance performance.

Thus, the findings of the study confirm the effectiveness of parental involvement in the physical education process and demonstrate the achievement of the research objectives. The implementation of the proposed measures contributed to increased pupils' interest in physical activity and, consequently, to improved physical fitness outcomes.

Keywords: *physical development, parents, physical education, school, children.*

Степанюк С. І., Городинська І. В., Коваль В. Ю., Глухова Г. Г., Тонконог Е. М. Роль фізичного виховання і батьківської освіти у формуванні фізичних навичок та фізкультурних знань молодших школярів. *Погіршення стану здоров'я та все зростаюча кількість дітей, які хворіють, актуалізує проблему оновлення підходів до співпраці закладів освіти з родинами. Педагогічний експеримент ґрунтувався на впровадженні спеціально розробленої програми спільної діяльності школи та сім'ї, спрямованої на підвищення фізкультурної освіти батьків і покращення показників фізичної підготовленості дітей. Теоретичний блок включав лекційні заняття та був зорієнтований на формування в батьків усвідомленого ставлення до здорового способу життя та фізичної активності. Практичний передбачав організацію та проведення «сімейних занять», в межах яких батьки брали активну участь у навчально-виховному процесі з фізичної культури.*

Реалізація зазначених заходів сприяла підвищенню зацікавленості учнів фізкультурною діяльністю та в результаті сприяла покращенню результатів фізичної підготовленості.

Ключові слова: *фізичне виховання, батьки, фізична підготовка, школа, діти.*

Problem Statement. Contemporary approaches to children's physical education increasingly emphasize the significance of parents' physical education literacy as an important factor in shaping the physical culture of schoolchildren. One of the key objectives of the general secondary education system is the preservation and promotion of the health of the younger generation. However, in recent years Ukraine has exhibited a persistent negative trend toward the deterioration of physical condition and physical fitness levels among school-aged children.

According to specialists in pedagogy, psychology, medicine, and physiology, there has been a substantial reduction

in children's natural motor activity [1; 3]. The intensification of the educational process is accompanied by increased cognitive load and heightened pressure on the neuro-emotional sphere of pupils. Medical and school hygiene research indicates a tendency toward the "rejuvenation" of cardiovascular and neurological diseases, as well as metabolic disorders. In this context, the negative impact is caused not by intellectual activity itself, but primarily by a sedentary lifestyle [2; 4].

Human physical capabilities are largely genetically determined; however, under contemporary conditions, numerous adverse factors hinder the full realization of this potential. The traditional system of physical education does not always meet the needs of primary school children, as it is often characterized by insufficient motor activity, academic overload, and passive leisure patterns in the home environment.

The current situation necessitates the search for more effective forms and methods of strengthening children's health. One promising direction is the organization of systematic physical activity for schoolchildren within the family environment, under supervision and with the active participation of parents, which allows for regular and targeted influence on the child's organism.

Given the socio-economic and socio-political conditions shaping the functioning of the modern Ukrainian family, the need to clarify the conceptual foundations of child upbringing and to ensure their harmonious development becomes particularly relevant.

Analysis of Recent Research and Publications. The increasing number of frequently ill children encourages educators to reconsider traditional forms of school–family interaction. Analysis of scientific sources indicates that the formation of children's positive attitudes toward physical education and sports largely depends on parents' positions on this issue, their understanding of the importance of physical activity for the overall development of both the growing child and the adult, as well as on whether parents themselves engage in sports activities and at what level [5; 6].

Researchers emphasize that behavioral models adopted by children are formed under the influence of adults [6]. In this regard, the educational environment and the teacher play a crucial role in ensuring the purposeful development of a culture of health preservation and a responsible attitude toward one's own physical condition. At the same time, scholars note an insufficient level of parents' knowledge and practical skills in organizing children's physical education, which limits the potential for forming the physical culture of the schoolchild's personality.

Therefore, strengthening the educational component of physical education activities in families raising primary school-aged children is of particular relevance. The better organized the initial physical education within the family and educational institution, the more effectively a child's need for regular physical activity is formed.

Purpose of the Study. The purpose of the study was to determine the role of parents' physical development and educational level in the formation of physical skills and physical education knowledge among primary school pupils.

Research Methods. The research employed a set of complementary methods, including analysis and synthesis of scientific literature and specialized online resources, sociological data collection methods, pedagogical observation, the organization and implementation of a pedagogical experiment, and quantitative methods for processing research results.

Presentation of the Main Material. The questionnaire survey was conducted at the Kherson Educational Complex No. 48 of the Kherson City Council. A total of 80 parents participated in the survey, including 52 women and 28 men. The questionnaire included items aimed at identifying the level of parents' physical activity, the characteristics of organizing children's motor activity within the family, and the difficulties encountered in physical education.

Analysis of the responses showed that nearly half of the respondents do not engage in sports activities, which may indicate limited opportunities for transmitting physical education knowledge to their children. At the same time, only a small proportion of respondents reported having sports experience or relevant qualifications. More than half of the children were not involved in systematic sports activities, and morning exercises were practiced in only half of the families.

A positive finding was that the vast majority of parents reported that their children adhere to personal hygiene rules. However, only a small number of families practice hardening procedures, despite declaring awareness of their basic principles. The most common sports equipment available in the home environment included balls, skipping ropes, and hoops, whereas stationary sports complexes were present only in a limited number of households.

Most children spend their after-school leisure time watching television or playing computer games, which indicates a deficit in motor activity. Parents identified lack of time and insufficient knowledge as the main difficulties in organizing physical education.

The pedagogical experiment involved the implementation of an author-developed program of school–family interaction in the field of physical education. The program consisted of theoretical and practical components. The theoretical block comprised four lecture sessions devoted to daily routines, hygiene, the importance of physical exercise, the organization of homework, and the role of the family in children's physical education.

The practical component was implemented through "family-based physical education lessons" with active parental participation. This form of work contributed to increased children's motivation, activation of their motor activity, and a positive emotional climate during the lessons.

The experiment lasted two months and involved 30 third-grade pupils and their parents. All children belonged to the main medical group and regularly attended physical education classes.

Table 1

Dynamics of Physical Fitness Indicators of Third-Grade Pupils (n = 30)

	Tests	Sex	before M±m	after M±m	t	P
	Running 30 m, s	girls	6,2±0,03	5,9±0,07	2,23	<0,05

		boys	6,0±0,04	5,8±0,05	1,49	>0,05
	Shuttle Run 3x10 m, s	girls	9,6±0,13	9,1±0,18	2,07	>0,05
		boys	9,3±0,12	8,9±0,11	2,44	<0,05
	Pullups on the high/ low bar, times	girls	16,6±0,45	11,3±0,81	5,61	<0,001
		boys	2,3±0,18	3,4±0,90	1,20	>0,05
	Standing Trunk Tension, cm	girls	5,3±0,41	7,5±0,83	2,26	<0,05
		boys	1,8±0,37	4,1±0,98	2,01	>0,05
	Running 1000 m, s	girls	384,7±3,36	345,5±4,76	5,20	<0,001
		boys	372,8±3,46	335,0±6,01	6,48	<0,001

A comparative analysis of physical fitness indicators before and after the experiment revealed statistically significant positive changes. Among girls, significant improvements were observed in the 30-m sprint, pull-ups, the 1000-m run, and the flexibility test. Among boys, positive dynamics were recorded in the shuttle run and the 1000-m run indicators.

Summing up the results:

1. Parents started devoting more time and effort to their own physical activity, paying more attention to details, looking for additional knowledge and scientific data.
2. The purpose of doing sports by parents moved from getting muscle mass or losing weight to motivating their own children to develop their skills, to follow their example and to be physically active.
3. Significant growth of interest in physical education lessons as well as the impact of these lessons on promotion and formation of a healthy lifestyle.
4. Most of the parents expressed a desire to enroll their children in sports clubs or sections, demonstration interest to the requirements of selection and their kid abilities, talents and goals.
5. Pupils became more active during physical education classes, as evidenced by significant improvements in physical fitness indicators.

Conclusions. The obtained results confirm the dependence of primary school pupils' physical fitness levels on the level of their parents' physical education literacy. Successful achievement of physical education objectives is impossible without the active and competent involvement of the family. The formation of parents' correct understanding of daily routines, motor activity, and a healthy lifestyle is a primary task of the physical education teacher.

Thus, the approbation of the developed program demonstrated its effectiveness and confirmed the achievement of the stated research objectives.

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