



Activation of pedagogical cooperation between school and family in physical education

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ABSTRACT

The article describes the issue of developing ecological culture in physical education classes, high-class students are encouraged to work together with parents and pedagogues on the formation of tourism and ecological knowledge in natural landscapes, but the effective solution of educational tasks is possible only in the conditions of family and school cooperation. Also, the article deals with the study of view of researchers who consider the cooperation of teachers and parents in pedagogical activities in determining the indicators of the level of pedagogical cooperation between school and family: firstly, teachers and parents stimulate and create conditions for students' self-development, self-discipline, and independent education as the art of developing a private pedagogical position.

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Jismoniy tarbiya fanida maktab va oilaning pedagogik hamkorligini faollashtirish

Kalit so'zlar:

jismoniy tarbiya,
faollashtirish,
pedagogik hamkorlik,
ta'lim,
maktab,
oila,
ota-onalar va pedagoglar.

ANNOTATSIYA

Maqolada jismoniy tarbiya darslarida ekologik madaniyatni rivojlantirish masalalari yoritilgan, yuqori sinf o'quvchilari tabiiy landshaftlarda turizm va ekologik bilimlarni shakllantirish bo'yicha ota-onalar va pedagoglar bilan birgalikda ishlashga da'vat etiladi; lekin tarbiyaviy vazifalarni samarali hal etish oila-maktab hamkorligi sharoitidagina mumkin. Shuningdek, maqolada maktab va oila o'rtasidagi pedagogik hamkorlik darajasining ko'rsatkichlarini aniqlashda pedagogik faoliyatda o'qituvchilar va ota-onalarning hamkorligini hisobga olgan tadqiqotchilarning

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nuqtai nazari o'rganiladi: birinchidan, o'qituvchilar va ota-onalar o'quvchilarning shaxsiy pedagogik pozitsiyasini rivojlantirish san'ati sifatida o'z-o'zini rivojlantirish, o'z-o'zini tarbiyalash va mustaqil ta'lim olishlarini rag'batlantiradilar va sharoit yaratadilar.

Активизация педагогического сотрудничества школы и семьи в физическом воспитании

АННОТАЦИЯ

Ключевые слова:

физическое воспитание, активизация, педагогическое сотрудничество, воспитание, школа, семья, родители и педагоги.

В статье рассматривается вопрос развития экологической культуры на уроках физической культуры, старшеклассникам предлагается совместная работа с родителями и педагогами по формированию туристско-экологических знаний в природных ландшафтах, но эффективное решение воспитательных задач возможно только в условиях семейно-школьного сотрудничества. Также в статье рассматривается точка зрения исследователей, которые рассматривают сотрудничество учителей и родителей в педагогической деятельности при определении показателей уровня педагогического сотрудничества школы и семьи: во-первых, учителя и родители стимулируют и создают условия для саморазвития учащихся, самодисциплины, самостоятельного обучения как искусства выработки частной педагогической позиции.

INTRODUCTION

Family is the first micro-community for a child as it plays a very important social role. In the context of reforming the education system of our country, the problem of family and school cooperation in all its aspects is particularly urgent. Parents and pedagogues are two powerful forces in the process of personal formation of each person, the role of which can never be exaggerated. Cooperation based on mutual understanding is of great importance in the education and training of the growing generation. When we say activation of pedagogical cooperation between school and family, we understand the process that ensures the following:

1) Developing a pedagogical position and unifying the interests of parents based on the integration of physical and developmental activities and the formation of healthy lifestyle values in pedagogues, parents and children;

2) Creative involvement of theoretical knowledge and practical skills in the practice of physical education, development of motivational need in developing principled new forms, methods and tools of physical education;

3) Develop the ability of pedagogues and parents to consciously and appropriately organize the process of children's physical education, to introduce timely corrections to the educational process based on pedagogical reflection.

As Slobodchikov defines the position as "a rather whole characteristic of the important behavior of an adult who freely and productively defines his worldview, principles and the harmony of behavior in the child-adult space".

Pedagogical position has a characteristic in this sense, it includes the personal position of the pedagogue in the meeting with adults and children, as well as the professional activity position related to the creation of conditions for the achievement of the educational goal, and their private pedagogical functions in the pedagogue's political, legal, moral, religious, scientific, aesthetic and synthesizes them with characteristic visions determined by other beliefs. Educators and parents, being in a personal position, cooperate with students as another person with a unique subjective experience. Teachers and parents, having an appropriate pedagogical position, are directed to help the child to reveal all aspects of his individuality to the maximum (organization of the environment of physical culture, optimal sports and health activities). It can ensure comprehensive implementation of educational goals and educational values, including physical. In the context of our research, this is due to the parents' desire to determine the social-value nature of physical education, to know the connection between educational events and processes, to understand, remember and apply knowledge in changes in social and cultural conditions, to acquire the knowledge of children's physical education by example characterized by restoration. This level is characterized by partial instability of willpower, lack of parental interest in deepening knowledge. Its characteristic feature is the determination of the parents in the formation of will and physical qualities in achieving the set goal of the child, and high interest in stability, values and faith. Based on this, we distinguish positionality as the initial indicators that are understood by us as the willingness and ability of teachers, educators to make changes in their general activity of physical education of students, as co-creators and co-organizers of new educational practice based on the interaction of the created activity with external conditions and situations. The high pedagogical effect of educational cooperation depends on this, it ensures: a much higher level of effectiveness and productivity of the educational process, the formation of a more friendly, and humane situation in the classroom and family, the improvement of students' self-esteem and communication competence, and finally, the physical and mental development of students' health care. Secondly, as an ethical aspect of pedagogical creativity, which is plastered with motivation, or the uniqueness of pedagogical cooperation is that, in his professional activity, the pedagogue primarily relies on cooperation with parents, ethical dialogue and mutual understanding in child education. This fact is emphasized and the uniqueness of pedagogical activity is that "connections between the motivation, ethics and methods of action are clearly visible".

LITERATURE REVIEW

Today's dynamically developing school requires new creative teachers and creative thinking parents who have a deep understanding of psychological and pedagogical knowledge, who understand the characteristics of their children's development, who are interested in the formation of their children's physical health and healthy lifestyle. To determine this indicator, we relied on the following opinion of the researcher Postaluk, who emphasizes the "creativity" of pedagogical activity and distinguishes the style-creating and motivational substructure of the creative structure of activity. He adds the following qualities to the system-creating features of the teacher's creative style: ability to distinguish problems, independence of discussion, originality of thinking, ease of association, anti-conformism of thinking, ease of generation of ideas, criticality of thinking, ability to transfer knowledge and skills to new situations, readiness of mind.

Postalyuk considers that the personal correlates of the creative style of activity are the characteristics of the emotional-will sphere of a person: the ability to concentrate creative efforts, determination, propensity to take reasonable risks, boldness and independence in

discussions, optimism, high level of self-evaluation, the desire and need to introduce something new. Thirdly, it is necessary to guide children to achieve cooperation in physical education, and the existence of thinking and understanding of their educational tasks in pedagogues and parents to be, to direct the physical development of a person based on the organization of reflection by pedagogues, parents and students in school and family, to be connected with the production of plans to achieve them through the process of self-control and self-evaluation and the realization of the result. It might ensure the highest effectiveness of the work of both the pedagogue and the parents, first of all, the striving to overcome pedagogical standards and stereotypes in the work of upbringing in school and family. Reflection helps pedagogues and parents to form the expected educational results, determine the purpose of their future work on physical education, and helps students to correct their own path of personal development. It will not be out of place to cite the opinion of the scientist Khutorsky: if for a person, physical senses are the source of his external experience, then reflection is the source of internal experience, a method of self-understanding and a necessary tool for thinking.

Researcher Zotkin also expresses this opinion, he says that innovations are directly related to the formation of a pedagogical subject, because “the teacher’s personality and his worldview are the direct content of education”, and three mandatory conditions for the assimilation of any pedagogical innovations are distinguished, and they are: understanding, reflection and personal readiness”. The problematic nature of private activity, with the goal of changing it (understanding) and the ability to change it, with the pre-awareness of private social, communicative, economic and other instructions and instigation (reflection), is a mandatory condition for “awareness of a different pedagogical reality”. Based on what was said, we distinguish the following indicators of the activity of school and family pedagogical cooperation in physical education of children: positionality, creativity and reflexivity. The first component – positionality is understood by us as the willingness and ability of teachers and parents to change their new single activity of physical education of students, becoming co-creators and co-organizers of the new educational practice based on the external conditions and situations of the created activity and absorbing the innovations.

This is the ability to realize the value of a healthy lifestyle in the given phase of educational activities at school and in the family, the professional position of pedagogues and the position of parents in relation to the physical education of children is a “courageous person”.

It represents a mechanism for teachers and parents to engage in educational activities based on a free, conscious and responsible choice of the educational paradigm and the concept of pedagogical activities. In the model of education, the pedagogue and parents remain the bearers of valuable and meaningful directions and specific purposeful instructions and are responsible for maintaining the system of commonalities – connections and relations, which enables self-determination of each person who enters it. Subjects of pedagogical cooperation activities (pedagogues and parents) in this model of education consist of the level of professional pedagogical competence and ability to go beyond its scope to learn common methods of movement in physical education of students. Such a positional generality ensures the involvement of new (innovative) pedagogical technologies in the educational process within the framework of physical education of students and allows solving the set tasks. The main task of pedagogues and parents in this position is to help the child to open a universal set of spiritual and moral abilities that belong to everyone and no one at the same time. In the “bold” position, parents are carriers of culture and spirituality, combining a wide theoretical krugozor, covering the idea of a high task of a unique style of external environment, pedagogical activity

(“pedagogical tact”). Turning the process of physical education into an educational process of ability and meaning is precisely the anthropological enthusiasm of modern education, which cannot be improved by spontaneously. Such a transition is possible only in the framework of and with the help of a special, purposeful pedagogue and the cooperation of parents, which is an adequate image activity of the child being educated. Positional self-determination of pedagogues and parents, choosing the method of “implementation of basic goals and abilities of a person in interactions with others that form the basis of his position” serves as the basis of this type of pedagogical activity.

The second component is creativity (interpretive activity). The activity of the position of pedagogues and parents in the conditions of innovation in the process of physical education of children is manifested both in the management of private activities and behavior, and in the activities and behavior of other participants of the physical education process. In general, all this is a process of formation based on the self-development of the creativity of pedagogues and parents, because the professional technological culture of the pedagogue is the result of the technologically organized educational process. Therefore, as a future criterion (indicator) of the level of activation of school and family cooperation in the physical education of children of small school age, we chose pedagogical creativity, because the introduction and adoption of new approaches in educational activities show the ethics of emotions, intellect and interactions from pedagogues and parents requires doing. And they are understood by us as the ability and willingness of pedagogues and parents to produce completely new educational ideas, to search for new forms and methods of physical education of children.

Innovative pedagogical activity in physical education of primary school students is primarily related to the need to change the social environment, that is, the family. Orientation of parents to value, their interests require to change the spiritual and moral instructions, self-expression of abilities, self-awareness and to direct their children to change the situation in matters of education. It is a complex internal work based on multi-level reflection, with individual characteristics and individual boundaries. If the pedagogue does not seek to improve his professional activity, there cannot be necessary changes in education. The time and effort required for the introduction of new ideas and new methods of education into practice will largely depend on professional pedagogical activity – its values, spiritual teachings, reflection, professional consciousness and self-awareness of the subject. This field of research is closely connected with professional development problems such as the professional-positional self-determination of the pedagogue, the level of formation of the teacher's professional pedagogical position.

RESULTS AND DISCUSSION

In our opinion, the important thing is that in this process pedagogical creativity and the interdependence between pedagogues and parents' reflection play a big role in solving pedagogical tasks, which is understood following the footsteps of Slobodchikov “in connection with the need to know and diversify the reality by attaching a goal to the pedagogical situation. It is necessary to find not only one solution, but also an optimal way to achieve the specified result. The process of solving the task itself consists in the process of overcoming a difficulty or achieving a goal that at first seems impossible to achieve immediately. The process of solving a pedagogical task is creative. The idea of organizing interactive reflexive activity, which ensures the directionality of the physical education process organized in the conditions of activation of school and family cooperation of all subjects – pedagogues, parents and students, was put into the basis of innovative technologies. We therefore distinguish the following indicator – reflexivity.

After the scientists who developed the idea of reflection in thinking based on the psychological content of reflection (V.V. Davydov, A.Z. Zak, J. Piaget, S.L. Rubinstein, A.G. Asmolov, R. Burns, V.P. Zinchenko and other), reflexivity in the context of our research is the ability of pedagogues and parents to consciously organize and control the process of children's physical education, the ability to make timely corrections to educational actions in the process of education based on self-thinking, self-awareness and cooperation, children's physical education is innovative.

We assume that as the process of choosing forms and methods (constitution of the methodology "Questionnaire for the study of reflection"). Three levels (low, medium and high) were distinguished by us in accordance with the characteristics of the indicators. The high level of activation of school and family cooperation means the development of a unified position on the attitude to physical education of children and the understanding of abilities and healthy lifestyle, the willingness and ability to change the cooperative action on the physical education of students based on the principle of creativity, the external conditions and situations of the external conditions and situations of new educational practice are characterized as co-organizers based on the interaction of activities created. Parents actively present their readiness to develop completely new educational ideas, pedagogues and parents actively participate in the search for new forms and methods of physical education of children, ensure cooperation and compatibility of educational activities, and provide an opportunity to choose innovative forms and methods of physical education. The average level of activation of school and family cooperation is characterized by a little indifference of parents in organizing and participating in innovative educational activities, they do not always demonstrate the ability of pedagogues to apply completely new educational ideas, while at the same time recognizing the value of a healthy lifestyle, but initiative and cooperation on children's physical education does not show initiative in changing pedagogical activities and physical development of children, training them and finding effective modern forms and methods. The low level is characterized by the fact that parents are the carriers of value-meaning directions and specific purposeful instructions, but they lack the competence and ability to search for general and pedagogical methods of action in the physical education of children. Pupils do not have a common position within physical education and are poorly provided with the methodology of introducing new (innovative) technologies into the educational process. Such a situation shows that parents' positional self-expression, pedagogical creativity and reflection in solving pedagogical tasks do not exist. Parents will not be able to choose innovative forms and methods of physical education of children.

CONCLUSION

Thus, when we say the activity of pedagogical cooperation between school and family, we mean the process that provides the integration of physical, educational, developmental activities in the development of ecological culture in physical education lessons, the healthy lifestyle of parents and children, and the general issues of physical education of parents and children. and the development of a pedagogical position and the integration of the interests of ecological culture to solve the tasks, the creative introduction of theoretical knowledge and practical skills to the practice of physical education, the development of a motivational need for the production of completely new forms, methods and tools of physical education, the development of the motivational need of pedagogues and parents for children's physical education we understand the ability to organize the process consciously and appropriately,

correcting the educational process in a timely manner based on pedagogical reflection. This is, first of all, the organization of actions of pedagogues, parents and students aimed at understanding and solving concrete educational problems, with the help of the teacher's ability to achieve the concrete goal of physical education and physical development indicators of parents and young students with the help of special intellectual, moral and moral strength mobilization for healing. It refers to the implementation of three objective instructions in a complex: positionality, creativity and reflexivity.

Furthermore, when it comes to activation score, school and family pedagogical cooperation assessment of the activity of physical education of young students in the conditions of cooperative activity is determined by the following indicators: positionality as the readiness and ability of teachers and parents to change their new single activity in the physical education of students, assimilates innovations and new educational practice of the created activity co-creators and co-organizers based on the connection with external conditions and situations, the ability to realize the abilities of a healthy lifestyle in the given phase of educational activities, recognition and formation of the creative professional position of teachers and parents (positional community – general issues of physical education of children by pedagogues and parents and association to solve tasks, and theoretical knowledge is introduced into the practice of education); creativity as the ability and willingness of pedagogues and parents to develop completely new educational ideas, search for new forms and methods of physical education, and reflexivity as the ability of pedagogues and parents to consciously organize and control the process of children's physical education, based on self-thinking, self-awareness and cooperation the phase of introduction and the compatibility of educational actions, the phase of timely correction of the educational process, the selection of innovative forms and methods of physical education of children.

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