



THEORETICAL FOUNDATIONS OF COOPERATION WITH PARENTS IN EDUCATING PHYSICAL AND ECOLOGICAL CULTURE AT SCHOOL

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ABSTRACT

The article describes the interests, and motivations in shaping the physical culture of young students. The article deals with common problems of physical education are solved by affecting the physical qualities and abilities of the person. In the article, it is stated that physical culture is a part of the general culture of man and society. In the article, the author emphasizes that it is always important to direct physical education to universal, national and personal abilities, to form a need-motivational sphere, and to master and direct basic and specific knowledge, which is written in the state educational standard on the subject of "Physical education".

KEYWORDS: *physical education, parents, physical and mental health, general education, pedagogical and psychological education, factors, natural environment.*

INTRODUCTION

According to some educators and parents about the active development of hypodynamia in their children are observed in connection with the development of various diseases. This makes it necessary to attract children to the process of physical education, to use all the mechanisms and stimuli of physical growth, activating the cooperation of pedagogues and parents. In such conditions, a child's natural desire to develop his physical strength, mobility, and activity is created, which is best implemented in socially important forms of physical education and sports. Strengthening the physical and moral health of children, adolescents and young people, as well as the ability to work physically, is a strategic task in the Republic of Uzbekistan at the present time. Socio-cultural realities of modern society determine the need to develop innovative approaches to the design of educational systems at various levels.

In the process of scientific substantiation of the need to implement and create conditions for its effective implementation and mastering by students, in order to implement as a basis the decree of the President of January 24, 2020 on measures to further improve and popularize physical education and sports in the Republic of Uzbekistan on physical education It covers the pedagogical conditions. It shows that the variety of technologies (software and innovative), taking into account the personal characteristics of each learner ensures the growth of creative potential, knowledge motives, enriches the forms and methods of interaction with peers and adults. A graduate of a standard primary school is directed to the formation of personal qualities. "Portrait of a primary school graduate" covers the following qualities: respect and love for one's people, one's

country and one's homeland; acceptance of family and community values; intelligence, activity and interest in knowing the world; positive motivation for study and independent education, ability to organize oneself, independence in accepting one or another solution; kindness, communication with the interlocutor, healthy lifestyle. The formation of positive motivation in the preparation of physical education classes of junior school teachers, a healthy lifestyle, and a productive attitude to health depends, first of all, on the well-organized cooperation of the family and the school, on the activation of their educational potential, and on the purposefully organized cooperation of parents and elementary school students. The following should be reflected in the personal results of mastering the basic educational program of primary education: mastering the skills of co-operation between adults and peers in life situations, the methods of joining conflicts and finding ways out of controversial situations; caring attitude to social and cultural values; finding the ability to set goals and methods of achieving them; Adequate assessment of personal behavior and behavior of others. Compliance with the standard at the stage of primary education is carried out by strengthening the physical and mental health of students [1]. The result of mastering the basic educational program on physical education is the following concrete achievements:

- Formation and improvement of vital skills and abilities;
- Formation of necessary knowledge in the field of physical education and sports;
- Conditions and rules of physical training;
- The effect of physical training on the main systems of the body;



- Rules for independent training of motor skills;
- Basic methods of self-control during physical training;
- The role of physical culture in the family.

LITERATURE REVIEW

According to scientists, the main concept of "Physical education" means that it is characterized by all general features of the pedagogical process in the process of solving certain education-educational issues, and is primarily directed to the formation of movement skills and the development of physical qualities, strengthening health [2]. Children themselves, however, it is more effective in the conscious attitude of children to physical training, in their motivation to do sports, in developing their activity and initiative. Practice shows that the cooperative actions of pedagogues and parents (collective discussion of sports achievements in the life of our nation and some athletes, excitement at watching television sports shows, sports-themed smurfs), close emotional communication of children and adults in various situations ensure these things.

Furthermore, there are different interpretations of the concepts of "physical education" and "physical culture" in scientific-pedagogical research. Accordingly, we believe that it is necessary to determine their content-fundamental basis. Also, researchers note that physical education consists of a process aimed at forming knowledge related to the competent and effective use of physical training. The specific content of physical education consists of education with actions, education of physical qualities, mastering of special physical knowledge and formation of conscious need in physical lessons. Physical education is the active part of physical culture, which allows turn its material and spiritual abilities into human happiness [3]. Human health and harmonious overall development are seen as the most important wealth in this situation.

Currently, the basis of the physical education process of students is the State educational standard, and within its framework, the "Comprehensive curriculum for physical culture" has been prepared [4]. This program determines the goals and objectives of physical education, as well as the content and forms of work. According to this program, physical education at school primarily performs the following main tasks:

- Formation of students' knowledge about physical activity, caring attitude towards their own health;
- strengthening of physical fitness, overall development of physical and mental qualities;
- Creative use of physical culture tools in organizing a healthy lifestyle [5, 6].

The effectiveness of educational efforts is largely determined by the character of the actions of pedagogues in cooperation with the family. Involvement of parents in solving educational tasks, socially important cooperative pedagogical activities should be regular and systematic, have a sequential and complex character, and be based on the current regulatory legal framework. Today, educational institutions have accumulated a lot of experience in cooperation with parents and their substitutes and social participation, as well as conditions have been created for expanding family

participation in the organization of educational and educational activities, because the family is the main social institution and is important for all-round physical development and upbringing of children and natural environment. Thus, in our understanding, physical education in the "family-school" system consists of a purposeful and sequential pedagogical process of active use of physical culture factors by subjects of the educational process (pedagogues, parents) in the direction of harmonious physical development of children. The researchers emphasize that it is in the family and at school that regular, mandatory engagement in physical education and healthy lifestyle habits should be developed [6]. For this reason, sports and physical culture activity in cooperation between pedagogues and parents is one of the effective means of strengthening the relationship between pedagogues and parents, and it should be considered as a pedagogical tool to activate family and school cooperation. In addition, physical culture training is one of the types of cooperative activities, the main element of which is mutual understanding and influence. Kulik and Berestov believe that the physical education of students in the family predpolagaet s odnoy storony, on the one hand, determines the organization of special physical activities, and on the other hand, the creation of certain conditions by parents that affect the health of the child's body and ensure its general physical development.

Scientists also emphasize that "systematic engagement with physical training simultaneously solves the issues of increasing work efficiency and educating the efficient and purposeful distribution of one's own strength, ensures the development of internal discipline and concentration" [5]. Therefore, at the same time, "in order for the child to grow up healthy, strong and energetic, first of all, it is necessary to develop the activity and dexterity of the child" which requires the involvement of every family in this process: "cooperation of parents and children in the process of physical education - this is the creation of the cohesion of the family, the strengthening of the moral environment, human traditions, common interests. In family activities in cooperation with physical culture and sports, increasing the educational potential of the family, strengthening the relationship of parents with their children is hidden.

However, according to Simon, parents spend less time with children due to difficulties, and when they do have time they often lack the knowledge and experience to properly raise a child. If parents avoid their children from physical loads, they hide them from the influence of the environment, therefore, they make big mistakes, reducing the child's adaptation to life conditions, which slows down his physical and mental development. Limitation of the child's movement, the desire to avoid physical loads is a direct way to the deterioration of his health, because it stops the development of the organism, and forms a positive motivation for young students to engage in physical culture activities, to cultivate a productive attitude to a healthy lifestyle and health, first of all, it depends on the proper cooperation of the school and the family, on the purposefully organized cooperation of parents and elementary school students. In the active interaction of the family and the school, the effectiveness of physical culture-health activities aimed at forming a healthy lifestyle and strength the physical health of young students increases.



RESULTS AND DISCUSSION

The essence of the concept of "cooperation" consists of individual actions resulting from each other in a cyclical causal relationship the behavior of each participant turns out to be both a stimulus and a reaction to the behavior of others. From the point of view of general philosophy, cooperation is defined as "a category that reflects the process of interaction of objects with each other, the echo of the origin and mutual support of one object from another". Based on this, the pedagogical cooperation of the school and the family will consist of creating positive conditions for the personal development and growth of children, organizing the active life of students. According to Shukaev, the main task of pedagogy in organizing cooperation with parents is to activate the pedagogical and educational activities of the family, to give it a purposeful, socially important character. According to Bystritskaya, the main condition for the interaction between school and family is to have a full idea of the functions and content of each other's actions. These subjects can understand each other and imagine the image of educational possibilities, define realistic actions of mutual assistance, report to oneself, why it is done and clearly imagine educational tasks, means and final result. Parents should be able to analyze their children's activities and behavior in order for school and family cooperation to be successful in education. Children's physical education is based on the joint cooperation of family and school, which allows students to have a healthy lifestyle, physical culture and sports, more effectively formed. Pedagogical cooperation is a type of social cooperation process to implement targeted prognostic change by influencing the object. Taking into account the above, the pedagogical cooperation of the school and the family consists of a specially organized system of influences, connections, relationships, coordinated actions and contacts of pedagogues and parents, and is directed to the activation of cooperative activities of pedagogues and parents in the course of physical education of children of small school age. Physical education of a child is the main social task, and it is solved successfully by society and family. And the family is a small social group, which is connected by kinship ties and performs the following functions depending on regular interests and abilities:

- 1) Reproductive (biological restoration of life, ensuring continuity in physical education and upbringing of children);
- 2) Social (the next generation must be more numerous than the previous one);
- 3) The function of initial socialization of children (constant introduction of the child from the family to the society);
- 4) Educational;
- 5) Economic and household (consists of ensuring the biological existence of the family);
- 6) Medical (supporting the physical health of family members).

The conditions of cooperation between the school and the family in physical education ensure the systematic and complex formation of actions and skills aimed at the development of the child's physical qualities. Researchers note that the development of physical culture in children of primary

school age is primarily carried out in the family. Physical education is one of the main meaningful components of physical culture. In this regard, we use the concept of "culture" as a basis for defining the main terms of the research, firstly, the totality of the achievements of human society in production, social and spiritual life, and secondly, knowledge, education.

Based on this, we understand physical culture as a component of general culture, which consists of a set of spiritual and material abilities for the physical improvement of people by society. This confirms that physical culture is one of the main products of the national culture and the organizer of the spiritual abilities of the society. In recent years, an understandable trend has been formed in the field of pedagogy, full of practical interpretation of classical definitions of concepts from the field of physical culture. Undoubtedly, this ensures a conscious individual choice of the goal in a broad sense, for example, learning in classes with physical training, in addition - creating individual technologies of self-improvement in acquiring and increasing the abilities of physical culture. Physical culture in the narrow, abstract sense is a component of a person's culture, the specification of which consists of clearly organized movement activity, through which the general physical, mental and psychological condition of his organism is optimized.

Each person is a carrier and owner of physical culture abilities. In relation to this plan, the essence of the concept is that "the physical culture of a person rests on material and spiritual foundations and is based on the unity of movement and intellectual components and the fact that they give rise to each other". As an axiom, we accept the theoretical plan about the interdependence of biological and social, movement and intellectual components, which, first of all, is related to the formation of the movement component affecting the physical condition of a person, and the development of its physical properties through the systematic acquisition of physical training and the correct application of technology is carried out by; secondly, to create an intellectual organizer of culture, the essence of which is to master special knowledge, the technologies of its application, and to organize the process of self-improvement. Here, it is important to pay special attention to the fact that the formation of movement and intellectual components of a person's physical culture is limited to physical (bodily) and educational (theoretical-methodical) self-improvement ability.

The ecological and hygienic physiological pedagogical basic concepts of physical culture are physical culture education, which requires knowledge acquisition and knowledge methods in the field of physical culture. In relation to this, we give another definition in our report. Education in the field of physical culture is the process and result of the formation of knowledge, ways of knowing, the use of certain tools and methods aimed at the physical improvement of a person's physical culture, and the development of the ability to spread such acquired knowledge to others based on personal experience. Thus, what has been described allows us to confirm that all concepts related to the physical culture of a person (physical education, physical education, etc.) are interrelated and interdependent. Physical education and training is carried out in preschool, secondary and higher



educational institutions within the framework of curriculum implementation, and it includes educational subjects called "physical education" or "physical culture". We emphasize that physical culture is one of the main and mandatory subjects of the general school curriculum. It is aimed at improving the vitality of the organism in order to improve physical and intellectual self-improvement of physical culture. In the process of teaching the subject "Physical culture" at school and preschool educational institution, children are given the opportunity to acquire theoretical knowledge (as much as possible), practical knowledge and skills, and methods of applying them in life. Training of the mentioned subjects is aimed at the formation of ideas about the capabilities of one's organism, control of the level of health, and the independent and competent creation of a self-improvement program at a much older age. From all of the above, it is necessary to emphasize the origin of a very important aspect of teaching subjects related to physical culture.

In today's school, physical education classes usually require active movement recreation or movement training aimed at sports results. Therefore, at the same time, it should be noted that the curriculum has a chapter on the theory of theoretical knowledge that students need to acquire in the field of physical culture. In fact, physical training classes cannot fulfill their function in full due to a number of objective and subjective reasons. The effect of physical education depends on a flexible system of cooperation between family and school. Accordingly, one of the pedagogical tasks will be to organize effective pedagogical cooperation in the physical education of elementary school students of the school and the family in the following areas:

- joint traditional and innovative sports-health activities of pedagogues, students and parents, public holidays, important social and educational actions (Health Day, "Father, Mother and I - sports family", Little Olympic Games, spartaki, etc.) improvement based on organization;

- acquiring the culture of students' parents in the process of holding open-door days, pedagogical councils on various topics, organizing meetings of parents, publishing information materials and reports on the end of educational work during the year;

- to involve parents in active physical culture and sports activities by organizing and activating the activities of the school council, the school parents' committee and the students' class community, holding joint actions at the school, family and micro-district level. Every family is obliged to surround children with care and attention, because children have the right to a happy childhood.

On the other hand, in many cases, the "blind" love of parents has a negative effect: they are hyper-caring and strive to provide their child with everything he wants, without realizing that this is the reason for the creation of difficulties both for himself and for those around him. Family and school are two educational phenomena that give a child a unique social experience, form social connections and relationships [5, 6]. They only provide optimal conditions for the harmonious interaction and cooperative activity of a small person in the larger world, where a healthy lifestyle should be manifested as a common ability. Therefore, the physical education of the child in the family is an important part of the

formation of the personality from an early age, which provides parents with special requirements necessary to lay the foundation of the child's physical and spiritual development in time. Studies of the last decade can show that modern physical education classes are not always effective in terms of their content, form, students' achievement of physical condition, and health formation. However, it is the responsibility of pedagogues and educators to develop the technology for implementing this direction as a functional obligation [7, 8].

CONCLUSION

Thus, the concept of "physical education" is part of the general concepts of "physical culture", "physical education" and "education". It could organize the solution of certain educational tasks, such as education, is characterized by all the general features of the pedagogical process. In the process of physical education, the student acquires the following theoretical knowledge in the field of physical education and sports: the conditions and rules of physical training, the effect of physical training classes on the main systems of the body, independent training of movement skills, the main methods of self-control during physical training classes, the role of physical culture in the family.

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