

Professional training of physical education teachers to provide methodological assistance to parents of preschoolers

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Abstract.

Methodological assistance of a PE teacher to the parents of preschoolers is of utmost importance and, thus, requires special training and skills acquisition. Involvement of parents in physical education and sports will create the necessary conditions for the rational organization of leisure activities for children. Joint work with the family should be based on the following principles: unity, regularity and consistency, as well as an individual approach to each child and family with respect to their interests and abilities, mutual trust and understanding, strengthening both the teachers' and parental authority. Effective interaction requires PE teachers to use different forms of work with the family. In the course of the survey, the main reasons were identified that prevented parents from paying more attention to health promotion in their children. A survey of PE teachers revealed the problems of parent-teacher interaction, as well as an insufficient level of communicative competencies. A program was developed for training PE teachers and providing methodological assistance to parents of preschoolers. The effectiveness of the program was experimentally proved, which was expressed in improving the communicative competencies of PE teachers, the level of parent-teacher interaction, and the variability of forms of work with the family.

Keywords: professional activity, professional competence.

Introduction

Being a modern PE teacher requires developing sustainable interest and motivation of children for a healthy lifestyle and conscious attendance of PE classes. Such an expert is able to effectively solve emerging pedagogical issues thanks to awareness of innovative technologies, official procedures associated with state standards and means for constant personal and professional growth. A teacher like this is able to meet the needs of participants in the educational process - children, parents (legal representatives), other teachers.

The importance of the influence of the family on the child is generally recognized, especially in the early period of life. However, special literature indicates the problem of family crisis (Madhavaram S., Laverie D. A., 2010; Liakopoulou, M., 2011; Ostroborodova A. S., Mazalova M. A., 2016).

The modernization of education raises the problem of the family-school interaction, which has not been sufficiently studied. The literature presents data about interrupted school and family connections and parents' reluctance to solve school-related problems (Wardoyo C., 2015; Bădău D., et al., 2018; Talaghir L.G., Berdilă A., Ionomescu T.M., 2019; Vagin D. Y., Nemova O. A., Zharkova M. V., 2019).

In pedagogical science, there is no clear understanding of parental competence and the methods of its formation among parents as participants of the educational process. There is no definition of professional competencies of a PE teacher, which are necessary for methodological assistance of parents.

Therefore, there is a problem of methodological assistance from PE teachers to parents, which is explored by a limited number of studies (Sharikalo N., 2018; Arnautova E., Vorobeva L., Rychagova E., 2020; Chernikov I. A., 2020; Galan Ya. et al., 2021). Moreover, this problem is quite relevant as a result of the COVID-19 pandemic, since many children have to spend most of their time with their families. The majority of parents and legal representatives are not aware enough about health promotion, physical development and physical fitness of preschool children. Research in these areas should be carried out regularly, regardless of the educational conditions of children (educational institution, special supervision, home supervision).

Aim. The paper aims to substantiate the program for a PE teacher for providing methodological assistance to parents of preschoolers.

Hypothesis. It is assumed that methodological assistance to parents will be more effective if focused on urgent and significant problems of preschoolers and based on combining the design, content and control components.

Materials and methods.

The study was carried out in seven kindergartens of the South-West district of Yekaterinburg, namely No. 338, 373, 413, 504, 516, 541, 559, and in the preschool department of the New School (No. 184) with the participation of parents (n = 1000) and PE teachers (n = 10).

The health promoting activities of parents were investigated in September 2020. A survey was conducted in the form of a questionnaire for parents of preschoolers. According to parents, the primary activity of a preschool educational institution is preparing children for school (56%), all the rest are listed as follows: intellectual development (53%), health promotion/protection (51%), artistic and aesthetic development (30%), physical development (29%).

Among the forms and types of everyday physical activity, the preference is given to walks in the open air and outdoor games. Most families (87%) have personal sports equipment, but only half of the parents (54%) have the opportunity to practice health promotion activities and, together with their children, do physical exercises several times a week. The fourth part of parents never does this, which affects both the physical fitness of children and their attitude to physical activity.

The main reasons that prevent parents from paying more attention to health promotion are the lack of special knowledge and skills (61%), the lack of time (40%), an insufficient level of financial security (29%), a strong believe that children are already healthy enough (27%), a strong believe that such activities are pointless (26%), and laziness (24%).

When asked about the forms of interaction with parents in preschool educational institutions, 50% of respondents noted that they provided financial assistance (renovation of buildings, sports equipment, team uniforms, prizes, voluntary donations, etc.). 50% of parents visit from time to time the official website of the organization, groups in social networks or blogs of narrow specialists, where they get acquainted with information. 60% of parents attend open classes, 70% visit sports competitions of their children, 80% of parents attend parent-teacher meetings.

A survey of PE teachers revealed parent-teacher interaction problems: for example, only 10% of respondents answered that parents asked teachers about their methodological assistance (Figure 1).

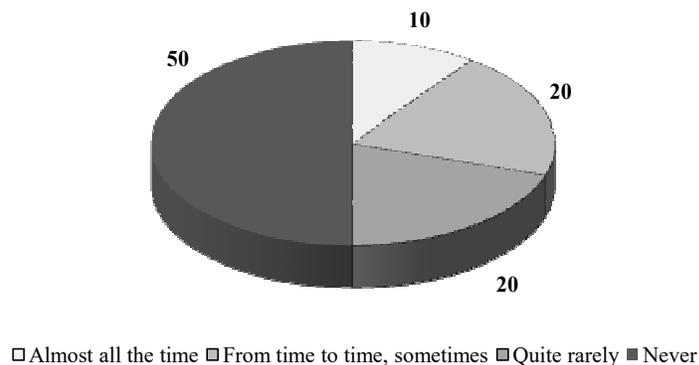


Figure 1 – Parent-teacher interaction problems (%)

The question “What forms of interaction with parents do you use?” was answered as follows:

- holding mass sports events, holidays with both children and parents;
- parent-teacher meetings;
- posting up-to-date information for parents in social networks;
- individual conversations with parents;
- open classes for parents;
- guided tours, weekend hikes, etc.

It is characteristic that PE teachers recalled more forms of interaction than the parents of preschoolers.

Many parents do not follow the daily routine due to sleep deprivation, which results in not doing morning exercises. The main task of parents is to rationally plan their time. One more problem is that 60% of parents overestimate sports abilities of their children.

The communicative competence of PE teachers and the pedagogical competence of parents were assessed by means of the V. Boyko method (Savchuk A. N., Boyko V. V., Croitor A. S., 2017). The method of T. Dubovitskaya was used for assessment of socio-perceptual attitude (Dubovitskaya T. D., Tulitbaeva G. F., Shashkov A. V., 2017). The modified method of L. Mitina, which is based on the description of verbal and non-verbal behavior, allowed to assess the level of communicative abilities of PE teachers (Mitina L. M., 2020).

Before offering PE teachers a program for improving their parent-teacher interaction skills the indicators of their communicative abilities were assessed and considered as insufficient. In the proposed program, special attention was paid to the readiness of PE teachers to provide methodological assistance to parents, and to the readiness of parents to accept this methodological assistance.

The proposed program was based on the following principles:

1 Friendly communication between PE teachers and parents. A positive attitude towards communication is a solid foundation on which pedagogical interaction is built. Categorical and demanding tone is inappropriate in communication. Any thoroughly developed model of parent-teacher interaction will remain theoretical if the teacher treats parents incorrectly. Parent-teacher interaction influences the image of the kindergarten as a whole. Therefore, friendly interaction means much more than a well-conducted mass sports event.

2 An individual approach is necessary with both children and parents. A teacher should feel the situation and the mood of each family member. This requires the teacher's ability to comfort the parent so to think together how to help the child in a given situation.

3. Collaboration instead of mentoring. Most modern parents are literate people and well aware of how they need to educate their own children. Therefore, simple exploitation of teacher's authority and propaganda of pedagogical knowledge is unlikely to bring positive results today. It will be much more effective to create an atmosphere of mutual help and support for the family in difficult pedagogical situations, demonstrating interest in family problems and a sincere desire to help.

4 Dynamism. Kindergarten today is a flexible system, so it is very important to quickly respond to changes in educational needs and requests of parents. This should influence the work of a PE teacher (Shchurkova N. E., Ryndak V. G., 2018).

The pedagogical competence of parents was developed in the following areas:

1 Information and analytics. Statistical data about parents were collected in order to compile the so-called social portrait of the family. This information included the following data: age; education; the number of children in the family. Qualitative indicators of emotional and value competence were identified such as initiative, responsibility, attitude to the results of parents and children activities.

2 Cognition. This aims to increase parents' knowledge about the issues of physical education in preschool children. It requires knowing about the level of parents' awareness of educational conditions and their desires associated with the educational process. The following contradictions were revealed: the need for a large number of extra classes (choreography, sports clubs) and seeing parents' role only in providing financial conditions for studying.

3 Visual aids and communication. Work with parents were performed in the following forms: parental corners; parent handouts; parent guides; compilation of outdoor games; wall newspapers. Usually parental corners are a constant form of interaction between parents and preschool educational institutions. Parental corners were the area for discussing such topics as: "Mom's Cheat Sheets", "Reminder for moms", which provide an idea of physical education and health promotion in kindergarten with necessary games, exercises, tips and tasks that could be applied at home. The parents were more motivated when preparing wall newspapers on the topic "Our sports achievements".

4 Leisure. These activities turned out to be the most popular but also not easy to carry out. However, all events made it possible for parents to discover from the inside the problems of their child.

The following parent-children events were proposed:

- 1 Small Olympic Games sports festival.
- 2 Hello from the planet of Sport sports entertainment.
- 3 Meeting with a famous athlete.
- 4 Leisure activities.
- 5 Joint projects ("Sport is our friend!", "Ural athletes").
- 6 Family wall newspapers ("My sports family").

All events were prepared and conducted according to a specific algorithm:

- 1 Identify the goals and objectives of the event.
- 2 If necessary, consult with parents.
- 3 Develop a clear plan for the event.
- 4 Distribute roles for parents.
- 5 Prepare handouts for parents.
- 6 Arrange individual meetings and consultations.
- 7 Create visual aids for the event.

These events allowed to increase the professional competence of both PE teachers and parents. An analysis of joint events showed that 100% of families began to take an active part in educational activities and up to 50% in assessing the results. Parents began to show a sincere interest in the sports achievements of their children, learned to express admiration for the results and provided their support. 100% of parents began to attend parent meetings, actively participate in sports, entertainment, and project activities.

According to the results of repeated testing, there were no indifferent parents in the groups, the number

of motivated parents increased by 28%, the number of parents actively contributing to joint activities increased to 63%. Such forms of interaction with parents as parent evenings, university of pedagogical knowledge; parent conferences and workshops, open days, individual consultations, trainings were used.

A comparative analysis of the results of the survey revealed positive dynamics in the following components: cognitive, sense and value, reflexive, behavioral-communicative, behavior- and activity-related.

The level of the emotional and value component is shown in Figure 2. It can be seen from the figure that the parents of preschoolers began to limit their own interests to a greater extent for the sake of the interests of their children. In fact, the level of the cognitive component doubled (Figure 3). After the experiment, 52% of parents acquired theoretical knowledge about the physical education of their children, as well as their psychophysiological and personal characteristics associated with child development. In 30% of the parents surveyed, the need for knowledge acquiring was not sufficiently expressed. They knew well the physiological and age-related characteristics of child development but had insufficient knowledge in the field of their personality development. Positive dynamics was also found when comparing the levels of the communicative component (Figure 4). 30% of parents showed a high level of the communicative component. They were proficient in the methods of education, applied them correctly and were able to attract a child's attention and develop a positive attitude towards physical education, thus, creating a favorable environment for personality development.

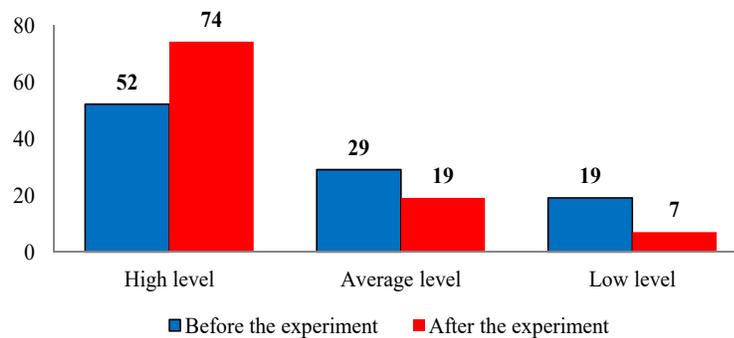


Figure 2 – Dynamics of the emotional and value component of parental competence (%)

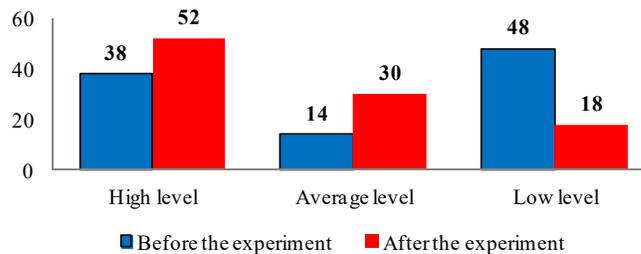


Figure 3 – Dynamics of the cognitive component of parental competence (%)

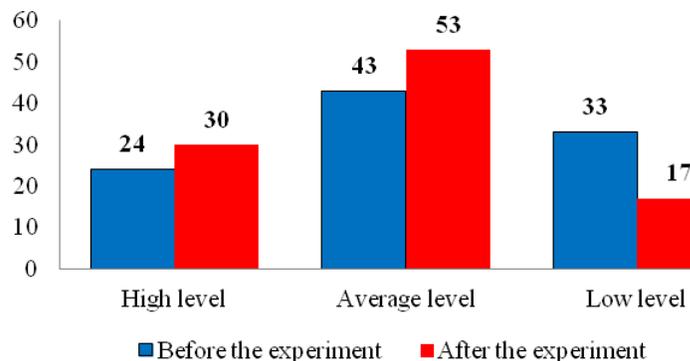


Fig 4 – Dynamics of the communicative component of parental competence (%)

The communicative attitude of PE teachers was assessed with the help of the V. Boyko method and allowed to reveal the following: a negative communicative attitude was found in 10% (1 participant), a moderately expressed negative communicative attitude was observed in 30% (3 participants), a weakly expressed negative communicative attitude was recorded in 60% (6 participants) (Figure 5).

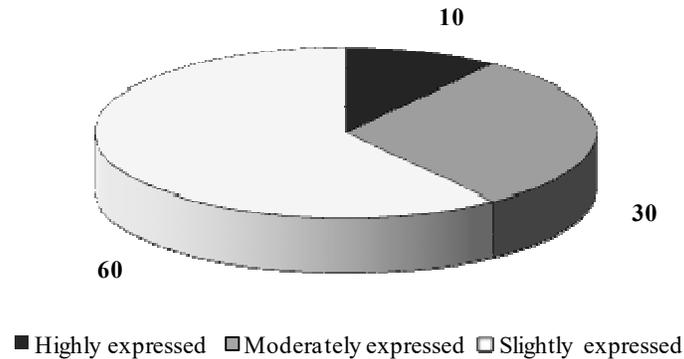


Figure 5 – Communicative attitude in PE teachers (%)

The socio-perceptual attitude of PE teachers was assessed by the method of T. Dubovitskaya. A high level of socio-perceptual attitude, which comprises a willingness to help people, emotional acceptance, and benevolence was observed in 20% (2 participants) (Figure 6).

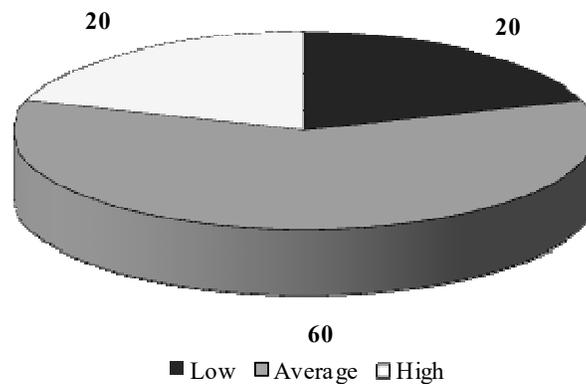


Figure 6 – Socio-perceptual attitude in PE teachers (%)

A moderate level of socio-perceptual attitude was observed in 60% (6 participants). A low level of socio-perceptual attitude, which is characterized by suspicion, expectation of a negative attitude towards oneself, a willingness to see negative manifestations in the behavior of others, emotional rejection, criticism was observed in 20 % (2 participants).

The study of the communicative abilities of PE teachers by the method of L. Mitina revealed the following (table 1).

Table 1 – Diagnostics of the communicative abilities of PE teachers (%)

№	Components of communicative abilities	Level (in points)				
		Low	Below average	Average	Above average	High
		1	2	3	4	5
1	Speech	0	30	40	20	10
2	Voice	0	20	50	20	10
3	Body language	0	20	50	20	10
4	Emotions	0	20	50	20	10
5	Content	10	20	40	20	10
6	Observation skills	0	20	50	20	10
7	Behavior	10	20	40	20	10
8	Efficient time management	10	30	50	10	10
9	External conditions	30	20	20	20	10
10	Pedagogical culture and tact	0	20	50	20	10

The study of communicative competencies revealed the existing shortcomings and was taken into account for developing a program for PE teachers aimed at providing methodological assistance to parents of preschoolers.

After the experiment, there was a significant improvement in the communicative attitude of PE teachers as assessed by the method of V. Boyko (table 2).

The socio-perceptual attitude of PE teachers also demonstrated a significant improvement as assessed by the method of T. Dubovitskaya (table 3).

Table 2 – Comparing communicative attitude in PE teachers by the method of V. Boyko (n = 10)

Parameter, points	September (X±σ)	May (X±σ)	t	p
Latent violence	7.23±0.5	5.91±0.5	6.60	< 0.05
Open violence	6.29±0.7	4.72±0.8	7.14	< 0.05
Justified negativism	4.89±0.3	3.83±0.3	6.62	<0.05
Grumbling	7.13±0.9	5.79±0.9	5.83	<0.05
Negative communicative experience	9.31±1.0	7.14±1.1	8.04	<0.05

Table 3 – Comparing socio-perceptual attitude in PE teachers by the method of T. Dubovitskaya (n=10)

Parameter, points	September (X±σ)	May (X±σ)	t	p
Socio-perceptual attitude	15.43±2.5	19.12±1.9	10.25	< 0.05

A low level of socio-perceptual attitude was not revealed, while the number of persons with a high level doubled - from 20% before the experiment to 40% after the experiment.

The study of the level of the communicative abilities of PE teachers assessed by the method of L. Mitina after the experiment revealed a significant improvement in all the considered parameters with the exception of the “voice” parameter (table 4).

Table 4 – Comparing the level of communicative abilities in PE teachers by the method of L. Mitina (n = 10)

Parameter, points	September (X±σ)	May (X±σ)	t	p
Speech	3.1±0.3	4.6±0.2	9.38	< 0.05
Voice	3.3±0.6	3.8±0.7	1.92	> 0.05
Body language	3.2±0.5	4.1±0.6	4.50	< 0.05
Emotions	3.2±0.7	3.9±0.7	3.18	< 0.05
Content	3.0±0.8	4.5±0.9	6.25	< 0.05
Observation skills	3.2±0.4	4.2±0.5	3.23	< 0.05
Behavior	3.2±0.7	4.4±0.9	6.00	< 0.05
Efficient time management	3.1±0.4	4.6±0.8	5.56	< 0.05
External conditions	2.9±0.8	3.6±0.7	3.50	< 0.05
Pedagogical culture and tact	3.2±0.7	4.6±0.9	7.00	< 0.05

Thus, the improvement of the communicative competencies of PE teachers confirms the effectiveness of our program.

The results of the implementation of the program were:

- improving parents' attendance (parent meetings, mass sports and other events): from 60% to 80%;
- improving the satisfaction of both PE teachers and parents with each other as evidenced by the results of the survey;
- increasing the variability of forms of work with the family (in addition to traditional forms, such as parent meetings, conversations, open classes, such forms as joint weekend activities, excursions, sports competitions should be used)

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