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**THE INTERACTION OF SCHOOL AND FAMILY IN THE PHYSICAL
EDUCATION OF YOUNG SCHOOL – AGE STUDENTS**

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CONCEPTUAL GUIDELINES OF RESEARCH

Actuality and the importance of the approached topic. Physical education has a significant impact on the formation and development of students' personalities, being the most essential form of organizing the process of physical training and training of motor skills and abilities, but also of acquiring knowledge about the given function. At the present stage, socio-cultural realities determine the need to develop innovative approaches in designing educational systems of different types and levels. Given that the volume of physical strength and the importance of a healthy lifestyle increase suddenly and rapidly, the pedagogical society signaled the tendency to promote the values of physical education through development, self-development and physical self-improvement. The priority in this regard belongs to the family. This fact is confirmed even by the actual situation in the social environment. The interest in physical education decreased in the students. The time spent in front of the TV and the computer replaced the dynamic outdoor games, leading to the appearance of hypodynamics.

Evidence from various studies confirms that at students decrease their physical condition from year to year do not master the individual forms of physical training, thus lacking the desire to form an active attitude towards the process of physical education [12, p.30]. However, it should be noted that there is currently a lack of organization of interaction between school and family, mistakes are common in family education and the choice of methods and means of physical education. Theoretical and methodological approaches for improving the joint activities of the school and the family in the children's physical education have also been underdeveloped.

Numerous studies conducted by local and foreign scientists [3, 6, 16, 31, 36, 40, 42] have shown that in recent years there has been a negative trend of significant deterioration in the health, development and physical training of children, especially young schoolchildren. Of the total number of students of this age, healthy children represent no more than 12%. The given situation is caused by the decrease of the living standard of the population, by the deterioration of the environment, and the high incidence of diseases among the pupils [8, 16, 24, 36, 38, 39]. At the same time, the significant increase in socio-psychological and functional tasks with a low volume of physical activity affects the development of all essential systems of the human body, which harms physical and mental health.

In this regard, it is essential to pay attention, first and foremost, to young schoolchildren - the age of formation of the central systems maintaining vital functions maintenance [21, 42]. Scientific data [10, 22, 35] confirms that, nowadays, contemporary children primarily suffer from a deficit of movement, which leads to more obvious functional disorders in the child's body. Decreases the strength and performance of skeletal muscles, which leads to diseases of body posture, the appearance of spinal problems, flat feet, developmental delays. Maintaining the same body position for a long

time at school and at home increases the degree of static pressure on some muscle groups, which causes their fatigue and aggravates the side effects of hypokinesia. Such children are much more prone to injuries and get acute respiratory infections 3-5 times more often [35]. That is why, not coincidentally, the specialists in physical education and sports [2, 9, 17, 20, 27, 38] appeal to the physical education of children, to the formation of a healthy lifestyle.

Description of the situation in the researched domain and identification of researched problems. At the same time, the literature analysis shows that the issue of the priority role of the family and the efficient use of its educational potential in an integral system of physical education remains open. As a primary microenvironment, the family has a huge impact on the formation of the child's physical culture and self-development, which is proven in the works of local and foreign researchers [5, 11, 30, 32 etc.].

We can mention that physical education as a social phenomenon must be ensured primarily at the microsocial level - in the family. Therefore, the interaction of the family and the school forms a pedagogical condition for the physical education of young schoolchildren, achieved through the joint activities of teachers, parents and students. Therefore, solving the problem of parents' involvement in their children's physical education activities requires a scientific understanding of the experiences verified through practice and the means of physical education in the conditions of a positive emotional background of the everyday activities of teachers, parents and the development of individual and personalized physical qualities of pupils. The intensification of the joint activities of the family and the school in children's physical education is an indicator for parents to interact more intensely with the school in the field of physical education of children and in updating the pedagogical potential of the family.

In the current socioeconomic situations, characterized by social inequalities, mistrust, insufficient involvement of the family in school life and children's physical education, and educational policies that sometimes discourage parental involvement, school-family cooperation must be considered a priority at the national level [31, p.36]. The catastrophic proportions of the negative phenomena related to the decrease of the birth rate, the marital infidelity, the incurable disease AIDS, the abandonment of children, the proliferation of infantile vagrancy („street children”), the increase of the percentage of reconstituted families, of the number of families that do not meet educational requirements obliges us to address the problem of physical education for the family, through the family (its efficiency as a social and educational system), through education of all grades and levels [4, p.140].

The interest in the need to prepare young schoolchildren is conditioned by the fact that there is a real need for effective practical implementation of the theoretical experience of existing physical education and the development of new pedagogical models to improve pedagogical interaction

between school and family in physical education. of children of this age. The insufficiency of the level of physical education and pedagogical skills of parents in organizing the content of physical education and sports activities shared with children is an inhibitory factor in increasing the level of physical training of young schoolchildren. Thus, improving the interaction between school and family is an effective way to help students be healthy and viable, strengthen physical health and form the values of a healthy lifestyle.

In the exposed vision, the present research aims to determine and validate the theoretical-applied foundations of the interaction of school and family in the physical education of young schoolchildren. Through the theoretical and praxiological approach we will demonstrate that this can be achieved only when the educational institution initiates, forms, develops and guides effective school-family educational partnerships in the physical education of young schoolchildren.

The purpose of the paper: consists in determining, experimenting and validating the pedagogical model of interaction of school and family in the physical education of young school-age students, which includes the theoretical and methodological foundations of this process.

Research objectives: establishing the conceptual and theoretical landmarks of the physical education of young school students by studying the school-family interaction; determining the level of development and physical training of young school-age students in the context of school-family interaction; the theoretical substantiation and the elaboration of *the pedagogical model of interaction of school and family in the physical education of the young school-age students* and of *the experimental program of interaction of the school and the family in the physical education of the young school-age students*; arguing and capitalizing on the effectiveness of the pedagogic model and the experimental program of interaction of school and family in the physical education of young school-age children.

Research hypothesis. The interaction of school and family in the physical education of young schoolchildren will be effective if: we analyze and determine the theoretical and practical conceptual landmarks of the targeted process; we establish the level of development and physical training of young school students in the context of school-family interaction; we develop, experiment and validate *the pedagogical model of school-family interaction in the physical education of young schoolchildren and the experimental program of school-family interaction in the physical education of young schoolchildren*, which will lead to improved health, school success and parent-child relationships.

Research methods. The following methods were applied in the research: *general scientific* (theoretical analysis of the pedagogical and methodological literature on the studied problem; theoretical analysis of the pedagogical and methodological literature on the studied problem; synthesis, specification, generalization, systematization, modeling, research and dissemination of

advanced pedagogical experience (school and family) in the physical education of young schoolchildren; *experimental* (pedagogical observation, conversation, questioning, survey of parents and children, testing, pedagogical experiment, quantitative and qualitative processing of research results, interpretation, mathematical processing of statistical data and their graphical presentation).

The novelty and the scientific originality: the research in question aims to contribute to the revelation of the essence and the determination of the basic concepts in the context of the interaction of the school and the family in the physical education of the students through the research of the targeted process; scientific configuration and validation of the pedagogical model of school-family interaction in the physical education of young school-age students and the experimental program.

The obtained results that contribute to the solution of an important scientific problem in the thesis consists in determining the theoretical-applicative particularities of the functionality of the pedagogical model of interaction of school and family in the physical education of young school students. The practical application of the proposed model has led to the effectiveness of school-family collaboration in students' physical education, including the change of parents' attitude towards children's physical education in a positive / active one, and an improvement in health, school success and parent-child relationships.

Theoretical significance: lies in specifying the theoretical-applied foundations of school-family interaction in physical education, in consolidating and scientific argumentation of the pedagogical model and the experimental program of interaction of school and family in the physical education of young schoolchildren.

The applicative value: exposition and validation of the set of pedagogical tools and theoretical-applied foundations, merged in the components of the pedagogical model of interaction of school and family in physical education of young school-age children and of the experimental program of interaction of school and family in physical education of young students which can be effectively applied in general schools in the Republic of Moldova, as well as in the preparation and promotion of physical education in family education.

Implementation of the scientific results: The results obtained were introduced into the educational process of the Gymnasium from Rădeni, Theoretical Lyceum from Romanesti, on an experimental group consisting of children of primary school age and their parents, as well as in the educational process of the Department of Lifelong Learning Education at the State University of Physical Education and Sports, in order to determine situations on the topic under study, as well as for the validation of the pedagogical model and the experimental program of interaction between school and family in the physical education of children of primary school age.

Thesis structure: annotations, list of abbreviations, introduction, three chapters, conclusion and recommendations, bibliography (213 titles), 14 anexes, 128 pages of basic text, 40 figures and 18 tables. The results are published in 10 papers.

Keywords: school and family interaction, young school age students, family, education, family education, level of development and physical training.

THESIS CONTENT

In the **Introduction** is argued the topicality of the approached theme and the importance of the problem in question, the purpose and objectives of the thesis are specified, specifying the scientific novelty of the obtained results; the synthesis of the research methodology and the justification of the research methods on the respective topic; the way how the research results were approved.

Chapter 1, **Conceptual landmarks of the physical education of young schoolchildren**, contains four subchapters, which examine the scientific landmarks on school-family interaction and the impact of physical education on the development of the personality of the young schoolchildren. At the same time, the psychophysical peculiarities of the development of primary school pupils are presented and the history and characteristics of the school-family interaction, content, components, forms and optimal strategies that can strengthen the school-family relationship in physical education of young schoolchildren.

The thorough analysis of the theoretical landmarks allowed to establish the impact of modern theories and methods of physical education which are reflected in the work of researchers: Cârstea G. [1], Manolachi V. [17], Marinescu I [19], Stănescu M. [28], Бальсевич В. [33, 34], Матвеев Л. [41], Платонов В. [42]) on the investigated aspects. Cârstea G. [1, p.58] emphasizes that young schoolchildren's physical importance is given the greatest importance, this subsystem being designated as „the core of the physical education activity or of the whole activity of practicing physical exercises”. Thus, the physical education of children is formed to develop the personality as a whole and that school means the main factor of their preparation for life, through its formative value [29, p.54].

An effective direction for the formation of a healthy lifestyle in young schoolchildren is physical education. Its impact will be timely when there is a coordinated interaction between family and school. Systematic work done together has an effective impact on changing parents' attitudes towards physical education and sports, which offers the opportunity to raise the level of knowledge in the field of physical education, to increase interest in the results of physical education of their children, which leads to training a positive attitude of children towards physical culture and healthy lifestyle. In the opinion of specialists [34, 43], an essential direction in forming of social and personal physical education is physical education in the family. This aspect of education and, especially, the

role of parents in this process requires a careful study and an active remodeling to turn it into an effective tool for managing the child's attitude towards his physical development.

The chapter describes and analyzes the psychophysical peculiarities of the development of young school children [21, 23, 25], which highlighted the importance of developing morphological indices that must ensure the harmonious development of the body, proportional growth of large muscle groups, suppleness, proper posture. For this reason, an essential role in a child's physical education during this period is the formation of an active position concerning to their health, muscular effort and hardening of the body through the example of parents which will be the most crucial incentive to acquire a lasting habit of regular exercise. At the same time, young schoolchildren do not have internal means of self-regulation, they do not know how to focus on an activity for a long time, because they can lose their optimal work pace. These factors must be taken into account by parents and teachers.

Based on what is reported, we must mention that the foundation of physical education is laid in the family, and the educational institution develops and deepens the individual's knowledge, skills and behaviors. Thus, in the view of such researchers as Cuznetsov L., Călărăș C., Etsko C., namely the family, parents must be active promoters and role models of moral behavior, physical and mental health. Obviously, it will be much easier for the school to educate, further and in parallel with the family, in collaboration and partnership with the parents, the child, training him as an actor of consolidating and maintaining his own health [5, p.81].

Successful solving of physical education problems, as already mentioned, is possible if the educational potential of the family and the school is integrated, appears parents' interest in the activities of the children in the school and, at the same time, personal participation in physical activity and motivation modeling a positive attitude towards a healthy lifestyle through personal example.

Chapter 2, **Methodological foundations of school and family interaction in the physical education of young schoolchildren**, presents the design of empirical research, describes the field, stages, material and methods of research. Also, there are shown the general characteristics of the study methodology, applied within the pedagogical experiment. The research plan developed a complex scale for evaluating the interaction of school and family in the physical education of young schoolchildren, targeting the psychophysical field, the psychomotor field, the relational field, but also the pedagogical one.

The finding experiment was carried out on a sample of 265 primary pupils (132 boys and 133 girls) from Rădeni, Romanești, Micăuți and Codreanca schools and followed: analysis of indicators of health, development and physical training of young schoolchildren based on the study and analysis of medical records; the study of the attitude of parents and young school children towards physical education and healthy lifestyle, through which we determined the main problems faced by parents

and students in physical education both in school and in the family; determining the educational potential of the family regarding the cultivation of the values of physical education in children. To create a beneficial environment for the formation and consolidation of health and an efficient organization of the instructive-educational process and physical education in the family, the pedagogical model of interaction of school and family in the physical education of young schoolchildren was developed and configured the experimental pedagogical program of the interaction of school and family in the physical education of young schoolchildren, the implementation of which can contribute to the formation of the child's personality, to the development of his individual abilities, to the formation of competences regarding the physical education system, to the education of the constant interest and skills for the systematic physical exercises.

During the **third**, final stage (2018-2019), the basic pedagogical experiment was conducted in the conditions of the Rădeni Gymnasium, Strășeni district. To carry out the experiment two experimental groups of 4th-grade pupils (experimental group: boys - 11; girls - 11; control group: boys - 11; girls - 11) and their parents. Thus, the following actions were undertaken: evaluating the efficiency of the experimental pedagogical program of the interaction of school and family in the physical education of young schoolchildren; assessing the health, development, physical fitness and academic achievement of young schoolchildren; determining the educational style within the families from the groups participating in the experiment.

To assess the effectiveness of the pedagogical experiment, all pupils were tested on a series of indicators, the full significance of which is argued by researchers in the field [1, 7, 18, 20, 27, 38].

Based on anthropometric measurements, the level of physical development of young schoolchildren was identified. Analyzing child's waist values, we want to mention that the respective index keeps the same values. It should be noted that the increase in core in girls in the third-grade was more pronounced than in boys. One of the most important indicators of physical development is body mass. This anthropometric indicator in boys of first grade was, on average, $23,27 \pm 2,36$ kg, and in girls it was smaller and amounted to $22,96 \pm 2,36$ kg. Likewise, a significant increase in weight was observed in third grade pupils, amounting to $29,98 \pm 2,05$ kg in boys and $29,93 \pm 1,85$ kg in girls. Analyzing the evolution of body mass of boys and girls of young school age, we notice no significant differences. Regarding the examination of the thoracic circumference, a slight increase of this indicator was observed in both boys and girls, from grades I – III.

Therefore, the main indicators of physical development (height, weight and examination of the thoracic circumference) in grades I – III tend to increase, reflecting the processes of growth and physical development of children, as well as the individual characteristics of their development. Figures 2.1 and 2.2 illustrate the graphical representation of the anthropometric indices of young schoolchildren.

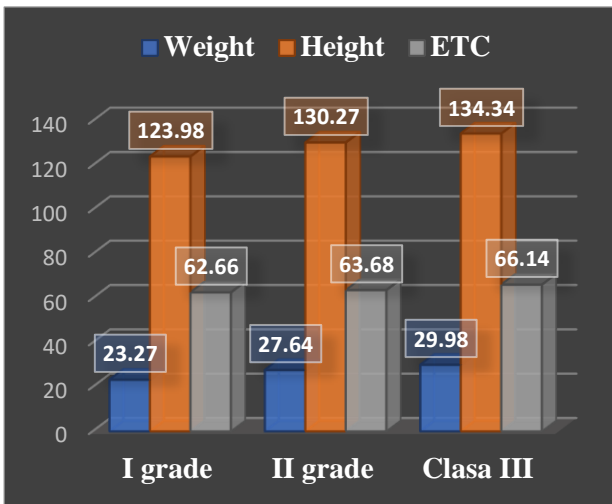


Fig. 2.1. Graphical representation of the age dynamics of the anthropometric indices of young schoolchildren (boys)

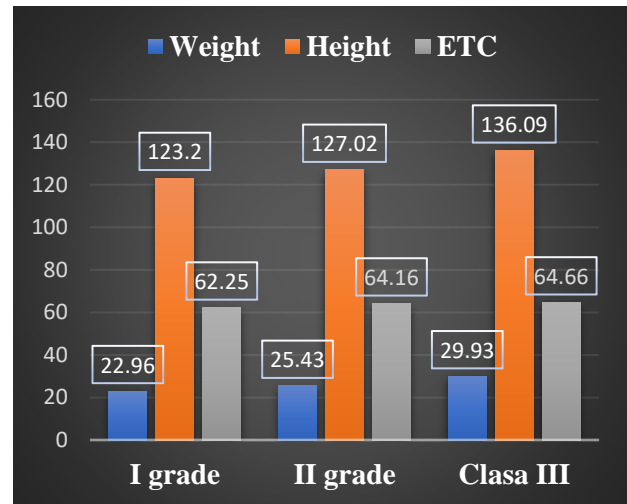
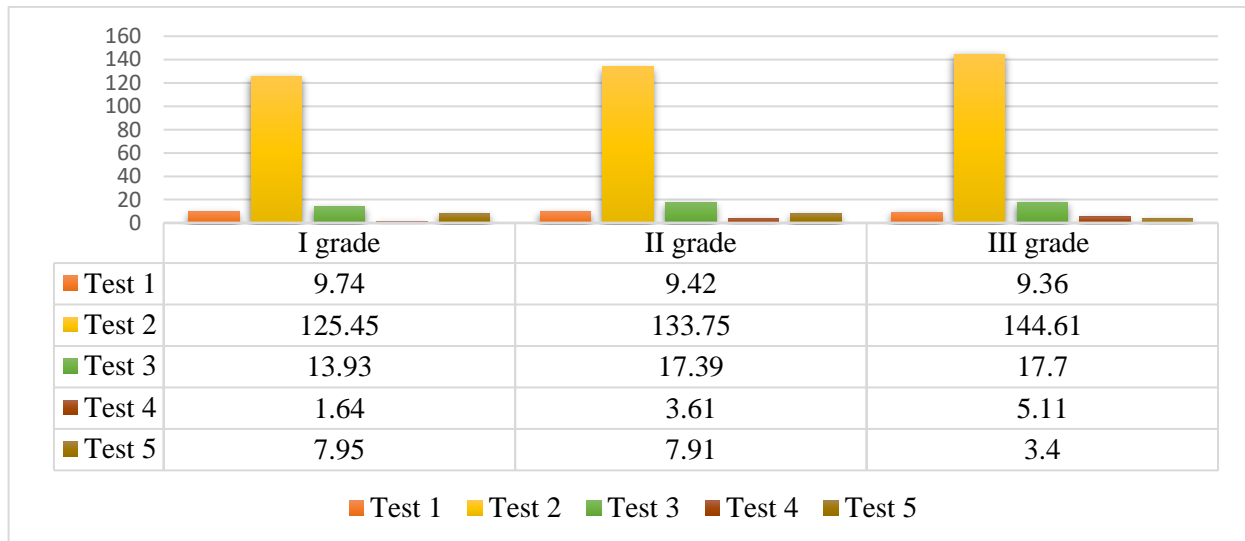


Fig. 2.2. Graphical representation of the age dynamics of the anthropometric indices of young schoolchildren (girls)

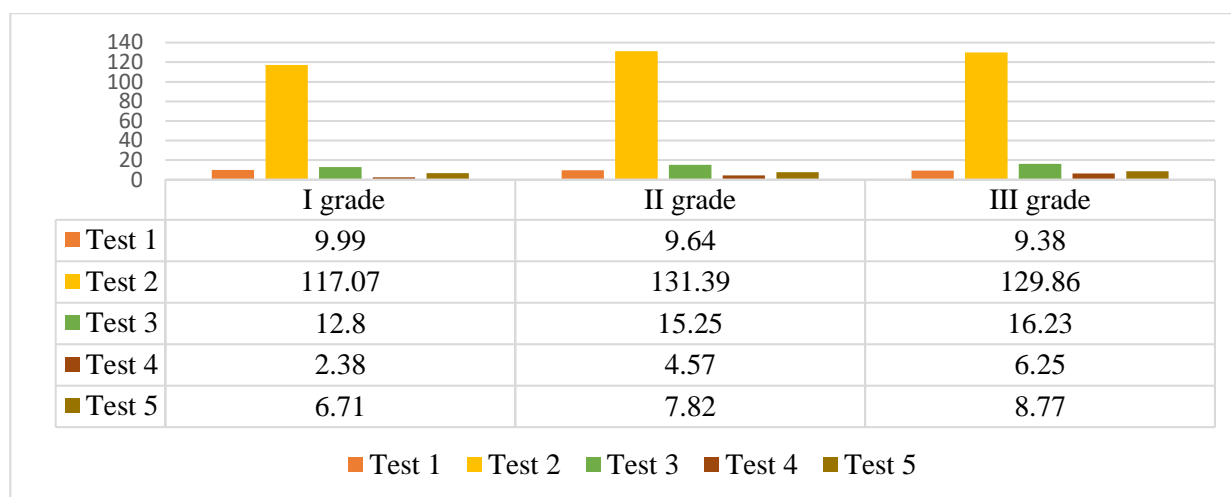
To assess the physical component of development in young schoolchildren, it is necessary to determine the level of physical training. In our case, the determination of the level of physical activity of primary school pupils took place through motor tests, provided by the school curriculum, as follows: shuttle running 3x10m (sec); long jump from the spot (cm); lifting the torso from supine in 30 sec (no. of repetitions); bending forward from sitting on the gym bench (cm); push-ups lying on the bench (no. of repetitions) / traction in the arms at the fixed bar.

Figures 2.3 and 2.4 show the indices of motor skills in young schoolchildren undergoing research.



Note: Test 1: Shuttle run 3x10m (sec); Test 2: Long jump from the spot (cm); Test 3: Lifting the torso from the dorsal bed in 30 sec (nr. of rep.); Test 4: Leaning forward while sitting on the gym bench (cm); Test 5: Traction in arms at the fixed bar (nr. of rep.).

Fig. 2.3 Achieving the norms corresponding to the level of motor training of boys from I – III grades



Note: Test 1: Shuttle run 3x10m (sec); Test 2: Long jump from the spot (cm); Test 3: Lifting the torso from the dorsal bed in 30 sec (nr. of rep.); Test 4: Leaning forward while sitting on the gym bench (cm); 5: Floating from a supine position with your hands on the gym bench (nr. of rep.).

Fig. 2.4. Achieving the norms corresponding to the level of motor training of the girls from I – III grades

Comparing the results obtained with the norms provided by the school curricula for physical education, we can mention that the level of motor training for both boys and girls does not reach the values indicated for any of the tested parameters, which influences the degree of morbidity in children. Thus, in studying the physical condition of the pupils from grades I - III, a series of diseases were identified, (the state of health is presented in Table 2.1).

Table 2.1. The physical condition of primary school students during year of study (%)

Nr.	INDICATORS	Young schoolchildren from Rădeni, Romanești, Micăuți, Codreanca					
		Girls (n=133) X ± m			Boys (n=132) X ± m		
		I grade	II grade	III grade	I grade	II grade	III grade
1	Respiratory diseases	18	16	18	23	14	27
2	Intestinal parasitosis	13	14	16	18	18	16
3	Endocrine, nutritional and metabolic diseases	9	11	7	11	11	20
4	Myopia	11	5	9	5	2	11
5	Neuroses	2	2	5	7	2	2
6	Platipodia	-	-	7	5	-	2
	Total diseases (%)	53	48	62	69	47	78

According to our data, on average, in primary school students the diseases were 60%. In the case of students in the third grade, the highest level of illness was registered (70%), compared to those in the first grade (61.5%). It should be noted that boys with diseases are in a higher number (64,6%) than girls (54,3%).

The intensification of the schooling process and overload, as well as other reasons lead to a decrease in the volume of physical activities, to the increase of cases of diseases, such as: respiratory diseases, endocrine, nutritional and metabolic diseases, diseases of the osteoarticular system, muscle and connective tissue and other children's health problems. Therefore, today it is necessary to optimize the motor regime of young schoolchildren, taking into account their physical condition.

At the same time, we must mention that the attitude of young schoolchildren towards physical education has not been sufficiently studied. Therefore, we conducted research by interviewing young schoolchildren based on a specially designed questionnaire (Figure 2.5).

Based on the results recorded, we found that students love physical education lessons and gladly participate in them; they especially like play and dynamic activities; physical education lessons twice a week are not enough for them; a small number of students attend sports sections; most do not do gymnastics and, respectively, do not meet the curricular standards of school physical education.

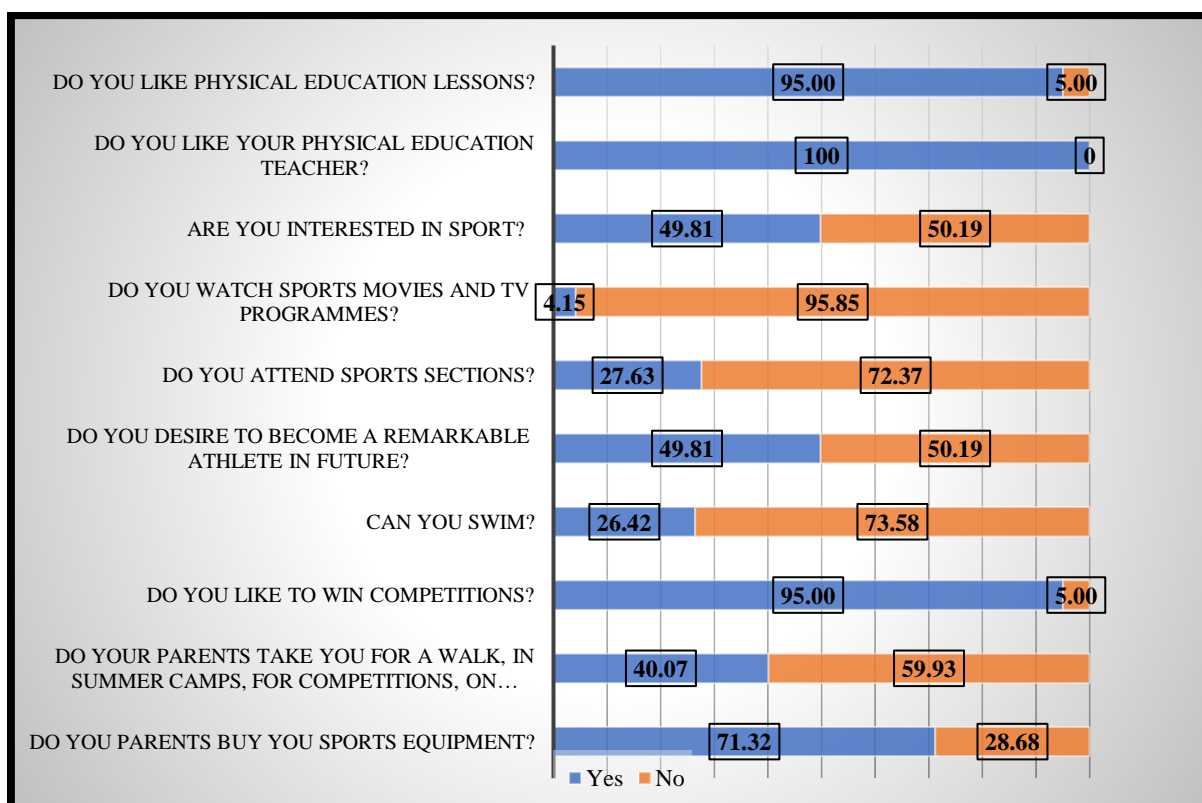


Fig. 2.5. Distribution of the answers offered by young schoolchildren regarding the importance of physical education (%)

It is important to mention that parents play the main role in educating children of young school age, namely they must be the ones who cultivate their children's love for physical activities and sports. By interpreting the results of the experiment we can highlight that most parents (79,37%) consider that physical education is a fundamental component of children's general education. At the same time, they state that they do not pay the necessary attention to organized physical activities for children

and, in most cases (87,55%), do not have a healthy lifestyle, explaining this situation by lack of free time (61,48%) or lack of knowledge about physical education (38,52%). It should be noted that 46,69% of respondents indicate that the school and physical education teachers should be involved in shaping children's interests in sports activities. Starting from the results of the experiment, we find that parents prefer the forms of physical education that involve the joint activity of parents, children and teachers.

Taking into account the aspects reflected in the preliminary study, which allowed us to identify that many parents and pupils need support, counseling, help, etc., we concluded that an experimental approach is needed to lead to the improvement of the school - family partnership in the physical education of young schoolchildren.

To identify the educational potential of each family, a study was conducted on the academic potential of families in the control and experimental group. The level of age, education, financial status, family composition were determined and analyzed. Based on the recorded results, we distributed the families according to their educational potential. When choosing the academic potential of the family, it was revealed that in the researched groups:

- 54,81% of families are socially and educationally healthy;
- 39,42% are socially healthy, but educationally vulnerable;
- 5,77% are socially unhealthy, educationally vulnerable.

Taking into account the above results, we must mention that the families involved in the pedagogical experiment have hidden, new educational reserves, and the school's task is to create conditions that allow the full realization of the academic potential of the family, to help parents, independently or together with school teachers, to effectively solve current problems related to the child's physical education [14, p.64].

Today, many parents recognize that it is difficult to be a parent, especially financially; they also acknowledged that they could hardly cope with the child's needs, and the time allocated for the instructional process. We live in a century of speed, with an exhausting pace of life; what prevails, in the parents' opinion is the provision of what is necessary for living: food and clothing. The lack of time also stems from the fact that parents often try to work extra to obtain additional sources of money in the family budget. From the point of view of educational support, parents cannot always help their children in mastering the material and completing homework, because the programs are very complicated [26, p.6].

In order to solve the above-mentioned problems and in order to create a beneficial environment for health training and consolidation and an efficient organization of the instructive-educational process and physical education in the family, we developed the *Pedagogical model of school and family interaction in physical education of young schoolchildren* (Figura 2.6).

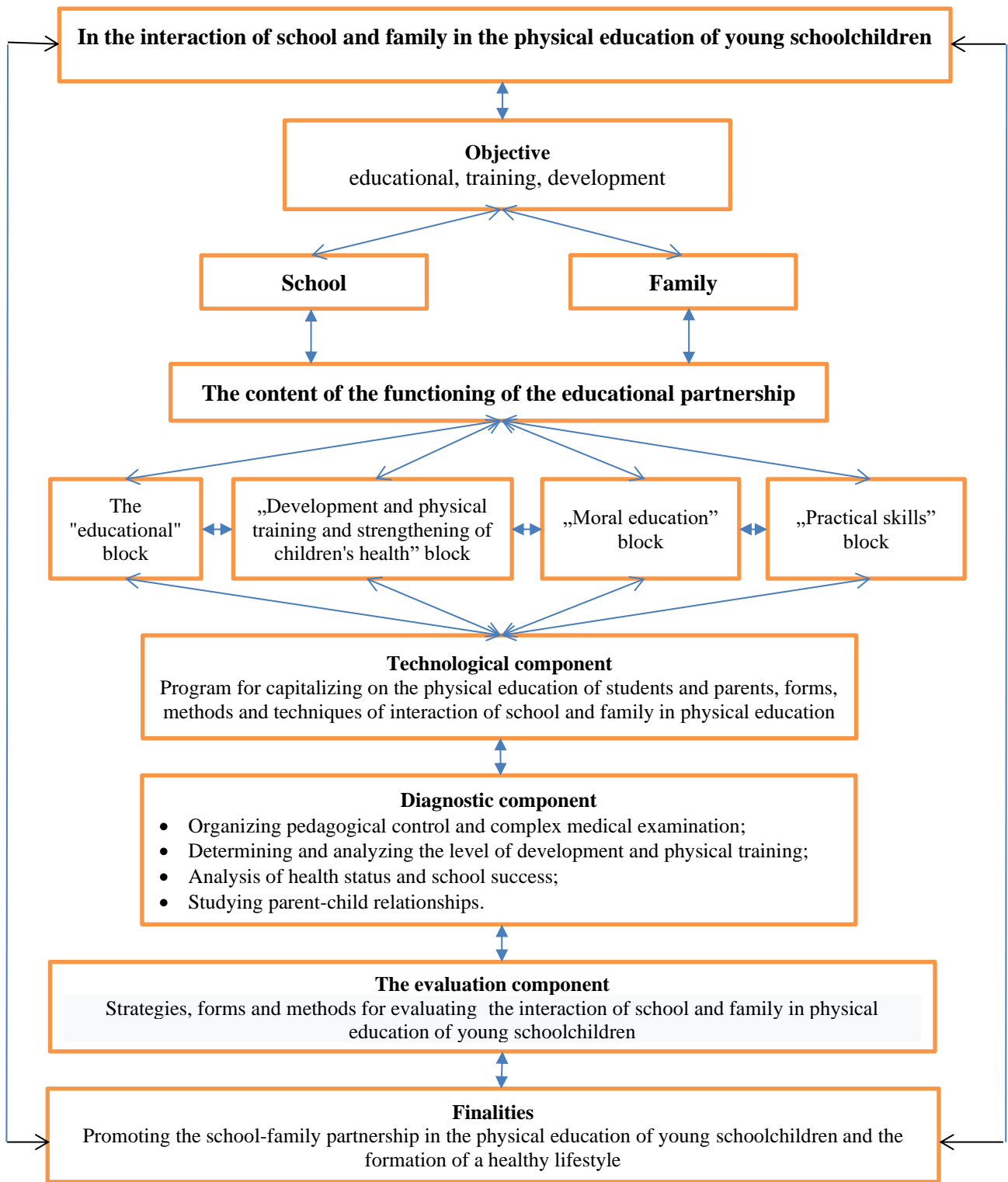


Fig. 2.6. Model of school-family interaction in the physical education of young schoolchildren

All components of the school-family interaction model in the physical education of young school-age students are interrelated and aim at promoting the school-family partnership in the physical education of young school-age students and the formation of a healthy lifestyle.

According to the Pedagogical Model of interaction of school and family in the physical education of young schoolchildren, the Experimental Program for 4th grade students and their parents was proposed, in order to solve the researched problem. The emphasis in our curriculum was on training the skills needed for a person to make the decision to practice physical education activities and to adopt a healthy lifestyle in family.

Below we present the content of the experimental program for 4th grade students (Tabelul 2.2).

Table 2.2. The content of the experimental program for 4th grade students

Nr.	Contents of the course unite/module	The form of the lesson		
		Theoretical	Practical	Individual
	Educational block	9		
1	Health status of young schoolchildren	1		
2	Psychophysical peculiarities of the development of young schoolchildren **	1		
3	Valeology - the science of health *	1		
4	Indicators of children's health and physical development	1		
5	Methodology for compiling general development exercises complexes*	1		
6	The basics of school hygiene * Rational nutrition **	1		
7	Strengthening health and hardening principles of the human body *	1		
8	Bad habits. Smoking, alcoholism, abuse of harmful substances	1		
9	Psychological foundations in health **	1		
	Development and physical training and strengthening of children's health block	4	12	5
1	Exercises for the child's health: - cardiovascular physical exercises (aerobic exercises); - strength exercises; - physical exercises for mobility; - physical exercises for balance and skill / suppleness.	1 1 1 1	1 1 2 2	1 1 1 1
2	Tourist excursions *		2	1
3	Conducting sports competitions, tests, contests *		2	
4	Testing children's physical abilities		2	
	Moral education block	4	4	4
1	Sporting traditions of our family *	2		4
2	Relationship of adults in the family - a model for children **, *	1	2	
3	Systematic and permanent promotion of physical education within the family **	1	2	
	Practical skills block	3		4
1	Elaboration of a daily regime and a complex of general individual development exercises	1		1
2	Testing the level of development and physical training	1		1
3	Organizing and carrying out morning gymnastics and body tempering exercises, observing the daily diet	1		1
4	Maintaining an individual journal to observe students' physical abilities			1
	Total	20	16	13
				49

** - lessons are held with the parents;

* - lessons are held with parents and children.

Based on the study, we can mention that the activities proposed in the experimental program will ensure, during the school year, joint activities with parents, children and teachers, which will aim to form a healthy family life and a healthy lifestyle of young schoolchildren, strengthening health and ensuring interest in physical education.

Chapter 3, **The experimental approach of the interaction of school and family in the physical education of young schoolchildren**, refers to the argumentation of the data provided by the basic experiment, which contains an analysis of the morphofunctional indicators and physical training of primary school students, the directions and ways of organizing the formative experiment, health and school success, and the study on the parent-child relationship. The ways of organizing and carrying out the formative experiment are presented, aiming to verify the efficiency of the pedagogical model and of the experimental program of the interaction of the school and the family in the physical education of the young schoolchildren.

From the evaluation perspective, we will further compare the initial and final results of the survey application, to determine the attitude of parents and children in the experimental and control groups towards physical education and healthy living. It should be noted that progress was made in the parents in the experimental group and there were almost no changes in the parents in the control group.

To involve parents in the activities proposed in the experimental program of the interaction of school and family in the physical education of young schoolchildren, we can mention that they managed to change their attitude towards the physical education of children from a negative / passive to a positive / activate. Thus, parents have acquired skills and abilities specific to the field of research and, at the same time, have become able to solve the problems that children face in physical activities. Also, parents began to show interest and desire to get involved in children's physical education (81,82%) and do not focus only on the activity of teachers. According to the survey the benefits of physical education have proven to be important for the development and physical preparation of young schoolchildren. Thus, parents and children began to get involved in physical activities (about 17% more) and the formation of a healthy lifestyle (32%).

Relevant is the fact that the number of interested students has increased:

- for physical education lessons and sports events – from 61% to 78%;
- watching movies and TV shows on sports topics (from 66% to 77%);
- for attending sports sections (from 23% to 34%);
- for spending time outdoors (from 46% to 72%);
- by studying the notions about personal hygiene and respecting the daily regime (from 50% to 67%);

At the same time, the students stated that they had the permission of their parents to attend the sports sections (from 94% to 100%). In this context, we can mention that, initially, only 17% of children claimed that their parents play sports, and at the end of the experiment, we notice a significant increase of 39%. According to the children, their parents started practicing physical exercises in the morning gymnastics (initially - 15%, final - 27%).

Our research tested pupils' level of development and physical training in the control and experimental group, thus obtaining results as follows: in Table 3.1 and 3.2 the statistical indices are reflected in the tests that define the level of physical training of the students registered at the initial and, respectively, the final examination. Regarding the initial indicators of pupils' level of physical training in the control and experimental groups, no statistically significant differences were registered.

Table 3.1. Comparative analysis of the initial and final indices of testing the motor activity of the experimental and control groups of boys (IV th grade, n = 22)

Nr.	Tests	Groups and statistical characteristics	Statistical characteristics			
			Initial indices X ± m	Final indices X ± m	t	P
1	Shuttle running 3x10m (sec)	E	9,31±0,07	9,11±0,06	3,431	<0,01
		C	9,34±0,09	9,29±0,05	1,252	>0,05
		t	0,23	2,26	-	-
		P	>0,05	<0,05	-	-
2	Endurance running 800m (sec)	E	288,05±3,76	274,12±1,90	4,438	<0,01
		C	287,38±3,37	281,21±2,79	0,560	>0,05
		t	0,131	2,104	-	-
		P	>0,05	<0,05	-	-
3	Long jump from the spot (cm)	E	147,55±2,65	152,91±1,24	2,276	<0,05
		C	145,55±4,83	147,55±1,52	0,493	>0,05
		t	0,532	2,266	-	-
		P	>0,05	<0,05	-	-
4	Lifting the torso from supine in 30 sec (nr. of rep.)	E	21,27±1,03	24,82±0,92	4,057	<0,05
		C	20,82±1,03	21,64±0,82	0,969	>0,05
		t	0,31	2,581	-	-
		P	>0,05	<0,05	-	-
5	Traction in the arms at the fixed bar (nr. of rep.)	E	3,09±0,36	5,18±0,41	6,040	<0,001
		C	3,27±0,41	3,45±0,41	1,482	>0,05
		t	0,33	2,712	-	-
		P	>0,05	<0,05	-	-
6	Lean forward from sitting on the gym bench (cm)	E	3,64±1,13	7,91±1,03	4,411	<0,01
		C	3,45±0,82	4,09±0,62	1,307	>0,05
		t	0,13	3,178	-	-
		P	>0,05	<0,05	-	-

Note: (F=10) t=2,228 3,269 4,587 (f=20) t=2,086 2,815 3,850
P<0,05 0,01 0,001 P<0,05 0,01 0,001

Comparing the results obtained with the standards given in the „*Motor tests for diagnosing the level of general physical training of 4th-grade pupils*”, it was found that the development of strength and endurance abilities of the trunk muscles (lifting the torso from the dorsal bed in 30 sec) in the boys from the control and experimental group corresponds to the “medium” level of training

(number of repetitions - 21). Likewise, at the average level of development some indices characterize the capacities, such as the power-speed of the flexor muscles of the trunk and lower limbs (long jump) and the aerobic abilities of the body (endurance running 800m (sec)). A low level was noted in terms of developing speed and coordination of movements (shuttle running 3x10m), suppleness (bending forward while sitting on the gym bench) and arm strength (traction in the arms at the fixed bar).

In the case of girls in both groups, all control test indices were at an „average” level. The obtained results indicate an insufficient degree of physical training of the pupils from the control and experimental groups, who perform general development exercises only in the general school conditions.

Table 3.2. Comparative analysis of the initial and final indices of testing the motor activity of the experimental and control groups of girls (IV th grade, n = 22)

Nr.	Tests	Groups and statistical characteristics	Statistical characteristics			
			Initial indices X ± m	Indici finali X ± m	t	P
1	Shuttle running 3x10m (sec)	E	9,36±0,04	9,12±0,04	6,667	<0,001
		C	9,27±0,04	9,25±0,03	0,615	>0,05
		t	1,56	2,6	-	-
		P	>0,05	<0,05	-	-
2	Endurance running 800m (sec)	E	188,13 ±3,13	172,55±1,95	6,073	<0,001
		C	187,14±3,72	182,05±2,23	1,638	>0,05
		t	0,204	3,304	-	-
		P	>0,05	<0,01	-	-
3	Long jump from the spot (cm)	E	135,54±3,20	146,18±2,90	3,980	<0,01
		C	130,55±3,50	138,73±1,22	2,789	<0,05
		t	1,053	2,367	-	-
		P	>0,05	<0,05	-	-
4	Lifting the torso from supine in 30 sec (nr. of rep.)	E	17,64±0,89	19,91±0,82	2,967	<0,05
		C	16,36±0,82	17,18±0,74	0,743	>0,05
		t	1,057	2,473	-	-
		P	>0,05	<0,05	-	-
5	Floating from a supine position with your hands on the gym bench (nr. of rep.)	E	8,27±0,45	10,73±0,52	4,234	<0,01
		C	8,36±0,52	8,91±0,45	0,947	>0,05
		t	0,13	2,645	-	-
		P	>0,05	<0,05	-	-
6	Lean forward from sitting on the gym bench (cm)	E	6,91±0,67	10,64±0,82	5,501	<0,001
		C	6,36±0,82	7,27±0,74	1,302	>0,05
		t	0,52	3,050	-	-
		P	>0,05	<0,05	-	-

Note: (F=10) t=2,228 3,269 4,587 (f=20) t=2,086 2,815 3,850
P<0,05 0,01 0,001 P<0,05 0,01 0,001

Making a general analysis of the results of the final test of the level of development and physical training of fourth grade pupils, we see very well the effectiveness of the pedagogical model of interaction of school and family in physical education of young schoolchildren and the proposed and implemented the experimental program in the pedagogical experiment during the 2018-2019 school year. The analysis of the data obtained in the experimental group subjects demonstrated a significant improvement of all the evaluated fitness indices.

During the research, the morbidity rate of the students from the control and experimental groups was analyzed based on the data registered at the medical office of the school regarding the number of patients, but also the changes that occurred at different stages of study. Therefore, at the beginning of the experiment, the number of cases of illness in students in the experimental group reached 73%. Of the total number of diseases, 30% were respiratory diseases (bronchitis, pneumonia, rhinopharyngitis and a case of chronic tonsillitis), 18% - endocrine diseases, nutrition and metabolism, 13% - myopia, 6% - scoliosis and 6% - platypus. In the control group, also 73% of the students presented cases of illness, with a higher rate of diseases of the musculoskeletal system - 25%, of the respiratory system – 14%, and a share of 34% had cardiovascular diseases, myopia, obesity and allergic dermatitis.

Therefore, based on the results presented, we can say that at the end of the first semester, due to illness (especially colds), the girls in the experimental group were absent for 111 days (on average 10,09 days for each pupil), and in the control group - 127 days (average 11,55 days for each pupil). The school absences of the boys from the experimental group constituted 104 days (on average 9,45 days for each pupil), and of the boys from the control group - 109 days (on average 9,91 days for each pupil). The distribution of the results regarding the absenteeism of the groups participating in the experiment during 2018-2019 is shown in Table 3.3.

Table 3.3. Comparative analysis of indicators on absenteeism of students in control and experimental groups (n=44)

Indicators	Gende r	Statistical characteristics						
		Group	Nr. absent lessons	Indicators I sem. X ± m	Nr. absent lessons	Indicators II sem. X ± m	t	P
Absence from school due to illness	B	EG	104	9,45±2,77	41	3,73±2,36	2,469	<0,05
		EC	109	9,91±2,36	123	11,18±2,57	0,288	>0,05
		t		0,126		2,135	-	-
		P		>0,05		<0,05	-	-
	G	EG	111	10,09±2,67	9	0,82±0,92	4,112	<0,01
		CE	127	11,55±3,90	194	17,64±4,93	1,501	>0,05
		t		0,309		3,354	-	-
		P		>0,05		<0,01	-	-

Note : (F=10) t=2,228 3,269 4,587 (f=20) t=2,086 2,815 3,850
P<0,05 0,01 0,001 P<0,05 0,01 0,001

Based on these results, we can say that the number of absences due to respiratory infections changed significantly in the students of the experimental group. Thus, among girls, the number of school days absent due to illness decreased by 91,9%, and among those in the control group there was an increase in absences due to illness by 34,5%. In the boys in the experimental group, there was also a significant reduction in absenteeism due to illness by 61%, and in those in the control group, the number of absences due to illness increased by 11%. Of course, we cannot say that only by

practicing physical education activities and introducing a healthy lifestyle is it possible to prevent respiratory diseases, in which case the main pathogenetic factor is environmental pollution. However, the rational practice of physical education activities and maintaining a healthy lifestyle increase the body's overall resistance to any harmful elements, including environmental ones.

Analyzing the results recorded at school success, we find that the overall average in the study subjects (except physical education) in the experimental group was much higher than in the control group, so we have the following results: „very good” grades – 48,33% , „good” – 30,33%, „sufficient” – 21,34%, and for the descriptors: „independent” – 84,86%, „guided by the teacher” – 13,71%, „with a lot of support” – 1,43%. In the control group, the grades „very good” were found – in 16,66%, „good” – 33,34%, „sufficient” – 50%, as well as the descriptors “independent” – 51,95%, „guided by the teacher” – 38,28%, „with a lot of support” – 9,77% (Table 3.4).

Table 3.4. School success (%) of students in the control and experimental groups at the final stage of the experiment

Descriptors / Qualifiers	Groups	
	Experimental (n=22)	Control (n=22)
Very good	48,33	16,66
Good	30,33	33,34
Sufficient	21,34	50,00
Independent	84,86	51,95
Teacher-guided	13,71	38,28
With a lot of support	1,43	9,77

In graphical form we present the results recorded in Figure 3.1.

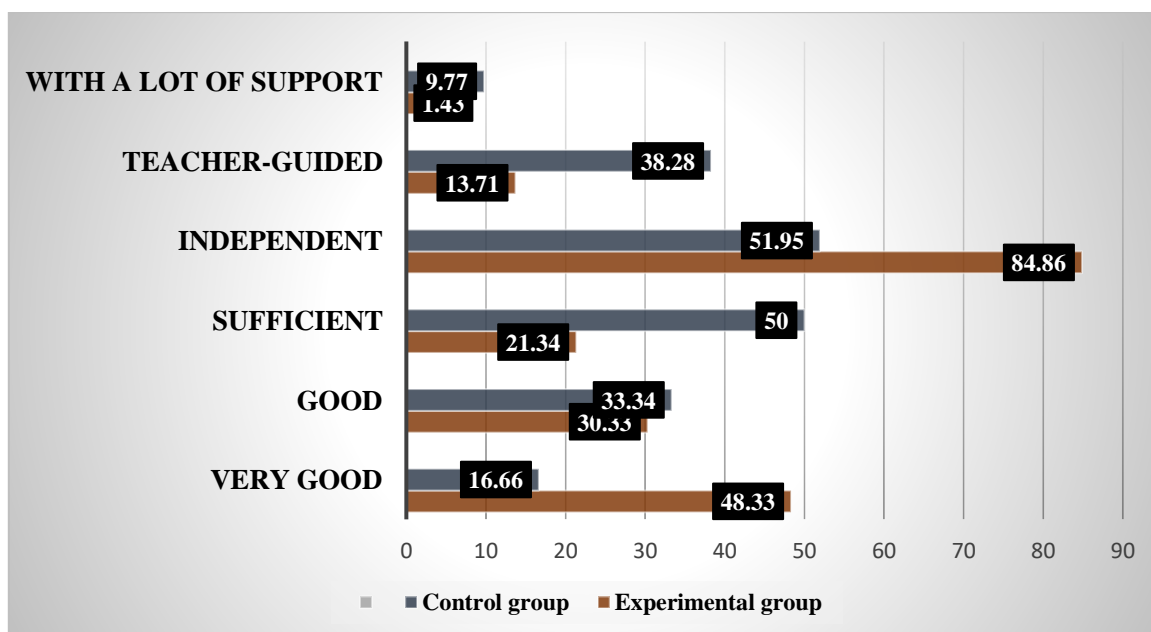


Fig. 3.1. The school success of the students of the control and experimental groups at the final stage of the experiment

Regarding the students' success in the „Physical Education” discipline, the following results were obtained: the experimental group with descriptors „independent” – 77%, „teacher-guided” – 23%, „with a lot of support” – 0%, in the control group descriptors „independent” – 23%, „teacher-guided” – 68%, „with a lot of support” – 9% (Table 3.5).

Table 3.5. Comparative analysis of school success in the discipline of „physical education” of students in control and experimental groups during the school year 2018-2019 (n=44, %)

Study discipline	Ratings / descriptors	Experimental group						Control group					
		I sem		II sem		Annual		I sem		II sem		Annual	
		nr.	%	nr.	%	nr.	%	nr.	%	nr.	%	nr.	%
Physical education	Independent	5	23,0	17	77,0	17	77,0	4	18,0	5	23,0	5	23,0
	Guided	15	68,0	5	23,0	5	23,0	14	64,0	15	68,0	15	68,0
	With support	2	9,0	0	-	0	-	4	18,0	2	9,0	2	9,0

In graphical form, the recorded results are presented in Figure 3.2.

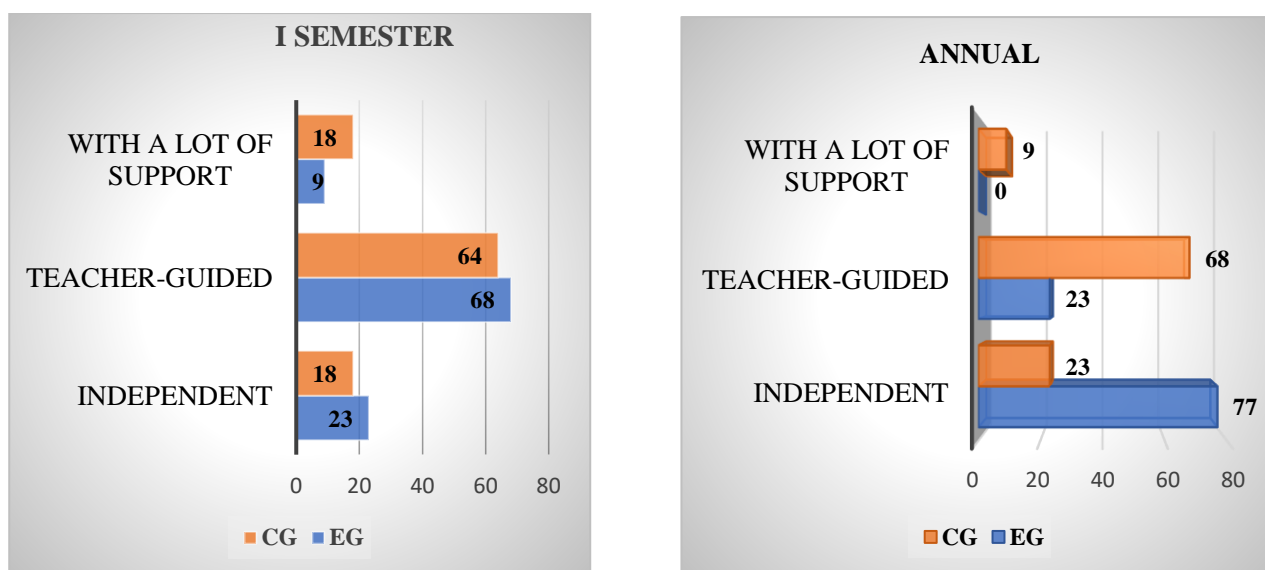


Fig. 3.2. School success of students of control and experimental groups in the discipline „physical education”

This confirms once again that in the children of the experimental group involved in the experiment there was an increase in school success both in the discipline „Physical Education” and in other school subjects. Consequently, the system of activities carried out under the experimental program in the discipline of „Physical Education”, in which different means of physical education have been used comprehensively, has convincingly shown a decrease in the level of morbidity in children, an improvement in health, school success, and an increase in physical activity during the

day. This is especially significant when considering the individual characteristics and level of development and physical preparation of the child's body.

To determine the parental attitudes, we applied the questionnaire made by the authors Varga A. and Stolin V. [36, p.22], which allowed a broad description of parental attitudes based on five attitudinal scales: *acceptance/rejection*, *cooperation*, *symbiosis*, *authoritarian hypersocialization* and *infantilization*. As a result, the teacher will be able to work with the family, be closer to the child, understand the family lifestyle, the relationships between family members, and their spiritual values. Of the five scales of the questionnaire, two reflect the social image of the parents' relationship with the child, namely: „*cooperation*” and „*acceptance*”, while the others, on the contrary, reflect the socially undesirable image of the *parent-child* relationship.

Thus, we questioned the parents of the children in the experimental and control groups, both at the beginning and at the end of the experiment, obtaining the following results (Table 3.6).

Table 3.6. Comparative analysis of the initial and final indices regarding the determination of educational styles in the control and experimental groups (n=44, parents)

Nr. of crit.	Indicators	Groups	Initial indices X ± m	Final indices X ± m	t	P
1	Acceptance-rejection style	E	13,23±1,95	9,68±1,34	2,267	<0,05
		M	12,09±1,54	13,73±1,23	1,293	>0,05
		t	0,482	2,226	-	-
		P	>0,05	<0,05	-	-
2	Cooperation style	E	6,41±0,21	7,23±0,31	3,333	<0,01
		M	6,23±0,31	6,45±0,21	0,894	>0,05
		t	0,486	2,089	-	-
		P	>0,05	<0,05	-	-
3	Symbiosis style	E	3,41±0,62	5,05±0,51	4,279	<0,001
		M	3,59±0,62	3,91±0,62	0,579	>0,05
		t	0,205	2,667	-	-
		P	>0,05	<0,05	-	-
4	Authoritarian hypersocialization style	E	5,27±0,41	3,18±0,51	4,976	<0,001
		M	5,14±0,31	4,91±0,41	0,691	>0,05
		t	0,253	2,645	-	-
		P	>0,05	<0,05	-	-
5	Infantilization style	E	1,95±0,51	0,80±0,10	2,516	<0,05
		M	1,77±0,41	1,68±0,31	0,270	>0,05
		t	0,275	2,699	-	-
		P	>0,05	<0,05	-	-

Note: (F=10) t=2,228 3,269 4,587 (f=20) t=2,086 2,815 3,850
P<0,05 0,01 0,001. P<0,05 0,01 0,001.

It should be noted that the results obtained on all five scales in the control and experimental groups did not have significant differences before the experiment. At the same time, the results indicate that most parents have an authoritarian attitude in raising a child, but at the same time, they greatly appreciate the child's abilities and promote initiative and independence.

The results on the scale of 32 points „*acceptance – rejection*”, show an increase in the number of parents in the experimental group, who accept their child as it is, respect his individuality, seeks to spend more time with him and approves his interests and dreams. The values for the 9 point scale, which indicates the parent's *cooperative* attitude toward the child, reflect that parents have begun to take an interest in the child's needs and goals, help him, appreciate intellectual and creative abilities, encourage initiative and independence. Regarding the results for the 7 point scale, which indicates the *symbiotic* attitude of the parent towards the child, denotes that the parents want a symbiotic relationship with the child, but also feel anxiety for the child and strive to meet all needs and protect him from social problems. There were also positive values in the experimental group at the 6 point scale, representing the attitude of „*authoritarian hypersocialization*” (3,18±0,51 point). Special attention was paid to the results from the last scale (7 points), *infantilization*, which reflects the characteristics of the child's perception and understanding by the parent (from 1,95±0,51 point, at the beginning of the experiment, to 0,80±0,10 point at the end of it).

The change in the experimental group results is explained by the fact that, in carrying out educational activities and training in the circle of physical education and family health, the interests of parents and children were taken into account, and conditions were created for personal interaction between teachers and parents about successes and failures, doubts and reflections in educating the child in the family, using various forms and methods of educational work, which aim to create an atmosphere of cooperation, interaction between school and family.

Thus, the implementation of the experimental program, followed by the comparison and highlighting of the differences obtained between the results of the children from the experimental and control groups, demonstrated that the school-family interaction facilitates the preparation of children in the physical education process.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The results of our experimental research led us to formulate the following general conclusions:

1. The analytical study of the investigated problem contributed to the revelation of the essence and the determination of the basic concepts in the context of the interaction of the school and the family in the physical education of the pupils. The conceptualization of the interaction of school and family in the physical education of young schoolchildren has generated analysis of the history of the process that has beneficial effects on the activity and the development of the student's personality, and for this knowledge and capitalization will create an optimal climate the child will evaluate harmoniously. This fact leads us to an in-depth study of physical education in the development and physical preparation of the child through the joint efforts of the school and the family.

2. The analysis of the psychophysical peculiarities of young schoolchildren highlighted the importance of developing morphological indices that must ensure the harmonious development of the body, the proportional increase of large muscle groups, suppleness, correct posture. For this reason, an essential role in a child's physical education during this period is the formation of an active position about their health, muscular effort and hardening of the body through the example of parents which will be the most important incentive to acquire a lasting habit of regular exercise.

3. The results recorded in the finding experiment reflect young schoolchildren health, development and physical fitness (7-10 years). Thus, it was found that 60% of primary schoolchildren face various deviations in health, and in the third grade the incidence rate is significantly higher (70%) than in the first grade (61,5%). It should be noted that more boys have health problems (64,6%) than girls (54,3%). In the structure of diseases of children from grades I-III, predominate: respiratory diseases (21% - boys; 17% - girls), intestinal parasitosis (17% - boys; 12% - girls), endocrine diseases, nutrition and metabolic (14% - boys; 9% - girls), myopia (6% - boys; 8% - girls), but also other health problems.

4. Regarding the level of physical development, it, in most cases, recorded higher values, but from a statistical point of view, most are insignificant ($P > 0,05$), and the development of pupils' physical qualities is at a low level, which demonstrates a bad influence of the didactic contents of physical education. Therefore, today it is necessary to optimize the motor regime of young schoolchildren, taking into account their physical capacity.

5. By applying the sociological questionnaire on a sample of 530 subjects (265 students of grades I - III and their parents), it was found the externalization of parents' and pupils' attitudes towards the importance of physical education. Thus, 78% of parents are convinced of the benefits of physical education and, at the same time, are interested in ways and means of optimizing this process in school and family. Likewise, preference was given to forms of physical activity that involve the joint action of teachers, parents and children. At the same time, the majority of parents (80,16%) are not involved in their children's physical education, 87,55% do not have a healthy lifestyle and 46,69% believe that teachers should attract children to practice physical activities under different forms in school and family. We should mention that almost half of the parents surveyed (41%) are indifferent or have a negative attitude towards physical education lessons, and 10% consider that this discipline interferes with their studies. Based on the students' questionnaire, it was found that most children (95%) attend physical education lessons at school of their own free will, and 27,62% of the number of children also attend sports sections.

At the same time, the idea was formulated about the need to introduce a pedagogical model and an experimental program on the interaction of school and family in the physical education of young schoolchildren, whose implementation can contribute to the formation of the child's

personality, to the development of individual abilities, to the attraction towards a healthy way of life, to the formation of competences regarding the physical education system, the constant interest and skills for the systematic physical exercises.

6. The pedagogical experiment was performed based on the *experimental program*, designed in the *Pedagogical Model of school-family interaction in the physical education of young schoolchildren*. Through the study conducted on parents and students to get involved in the activities proposed by the experimental program, we can mention that we managed to change the passive position of parents regarding the physical education of children in an active one. Thus, 6% more parents have acquired skills and abilities specific to the field of research; 81,82% of them are involved in the physical education of children and are not limited only to the activity of teachers; about 17% more parents started to involve their children in physical activities and about 32% started to have a healthy lifestyle.

7. The final testing of the physical abilities of primary school pupils made it possible to determine the effectiveness of the experimental program implemented within the circle of physical education and family health. Thus, the analysis of the results from the experimental group showed a significant improvement for all the parameters studied.

8. The activities in the experimental program also had a positive effect on reducing the morbidity rate and led to a significant increase in children's educational performance, while reducing the number of absences due to colds by 77%, increased success in school subjects: the grade „very good” – from 34,66% to 48,33%, and for the „independent” descriptor – from 64,85% to 84,86%. The following results were set regarding the students' success in the „*Physical Education*” discipline: for the „independent” descriptor – from 23% to 77%, „teacher-guided” – from 68% to 23%, „with a lot of support” – from 9% to 0%. There were no significant changes in the control group.

9. In the experimental group, there were positive, significant and credible changes in parent-child relationships through changes in scale results, which reflect the desired social image of parents' attitudes towards children („*cooperation*” and „*acceptance*”). Thus, it has been demonstrated that the pedagogical model of interaction of school and family in the physical education of young schoolchildren, proposed in the research, is effective and can be used in school physical education [15, p.71].

10. The pedagogical model of school and family interaction in the physical education of young school children contributed to the integration of family and school efforts, and the experimental program ensured the joint activities of parents, children and teachers, which aim at the systematic practice of physical education and creation, a healthy lifestyle for young schoolchildren [13, p.44].

Therefore, *the results obtained in the research* that focused on determining the theoretical-applied features of the functionality of *the pedagogical model of interaction of school and family in*

the physical education of young schoolchildren, solved the important scientific problem, which led to the effectiveness school-family collaboration in the physical education of pupils, including the change of parents' attitude towards children's physical education in a positive / active one and there was an improvement in health, school success and parent-child relationships.

Based on the conclusions and results obtained by applying the pedagogical model of interaction of school and family in the physical education of young schoolchildren and the experimental program we made the following **recommendations**:

1. For the integration of school and family in the physical development of children, health promotion, moral and intellectual education, organization of free time and the formation of a healthy lifestyle, as well as the formation of the child's personality, we recommend, as the primary form of activity with older pupils small physical education and health circles family. This is a new educational space formed as a result of pedagogical efforts organized jointly by the family and the school.

2. The pedagogical model and the experimental program of interaction of school and family in the physical education of young school children can be successfully applied in schools in the country, because the emphasis is on training the skills needed to form and follow a healthy lifestyle.

For decision-makers: elaboration and introduction in the curriculum for physical education of the primary didactic contents regarding the pedagogical education of the parents; training of teaching staff in continuing training courses and in the territory on the implementation of strategies for training partnerships in physical education; collaboration of educational factors of school institutions with parents, to streamline sports activities;

For teachers: systematic conduct of theoretical classes, taking into account the individual approach of students; the use of the media (written, TV, Internet) to promote a healthy lifestyle; improving the pedagogical education of parents on the problems of physical education; active involvement of parents in physical education and sports activities;

For parents: familiarization with the particularities of physical education and school sports; involvement in physical education activities; motivating the child for physical education activities by his example; permanent observation and systematic evaluation of the health status and level of development and physical training of children; developing a family agenda focused on a healthy lifestyle; elaboration of a physical exercise program for children of different ages, practiced in the form of morning gymnastics, combined with various forms of hardening of the body.

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ADNOTARE

Leșco Victoria *Interacțiunea școlii și familiei în educația fizică a elevilor de vârstă școlară mică*
teză de doctor în științe ale educației. Chișinău, 2021.

Structura tezei. Lucrarea cuprinde adnotări în limbile română, rusă și engleză, lista abrevierilor, introducere, trei capitole, concluzii generale și recomandări, bibliografie (213 surse), 14 anexe, 128 pagini text de bază, 40 figuri și 18 tabele. Rezultatele cercetării au fost publicate în 10 articole.

Cuvinte-cheie: interacțiune școală – familie, educație fizică, elevi de vârstă școlară mică, familie, educație, educație familială, nivel de dezvoltare și pregătire fizică.

Scopul lucrării constă în determinarea, experimentarea și validarea modelului pedagogic de interacțiune a școlii și familiei în educația fizică a elevilor de vârstă școlară mică, ce include fundamentele teoretice și metodologice ale acestui proces.

Obiectivele cercetării: stabilirea reperelor conceptuale și teoretice ale educației fizice a elevilor de vârstă școlară mică prin studiul interacțiunii școală – familie; determinarea nivelului de dezvoltare și pregătire fizică a elevilor de vârstă școlară mică în contextul interacțiunii școală – familie; fundamentarea teoretică și elaborarea *modelului pedagogic de interacțiune a școlii și familiei în educația fizică a elevilor de vârstă școlară mică* și a *programei experimentale de interacțiune a școlii și familiei în educația fizică a elevilor de vârstă școlară mică*; argumentarea și valorificarea eficienței modelului pedagogic și a *programei experimentale de interacțiune a școlii și familiei în educația fizică a elevilor de vârstă școlară mică*.

Noutatea și originalitatea științifică: cercetarea în cauză își propune să contribuie la dezvăluirea esenței și determinarea conceptelor de bază în contextul interacțiunii școlii și familiei în educația fizică a elevilor prin cercetarea procesului vizat; configurarea și validarea științifică a *modelului pedagogic de interacțiune a școlii și familiei în educația fizică a elevilor de vârstă școlară mică* și a *programei experimentale de interacțiune a școlii și familiei în educația fizică a elevilor de vârstă școlară mică*.

Rezultatele obținute care contribuie la soluționarea problemei științifice importante constau în determinarea particularităților teoretico-aplicative a funcționalității *modelului pedagogic de interacțiune a școlii și familiei în educația fizică a elevilor de vârstă școlară mică*. Punerea în practică a modelului și a programei propuse a condus la eficientizarea colaborării școală – familie în educația fizică a elevilor, inclusiv s-a reușit schimbarea atitudinii părinților cu privire la educația fizică a copiilor în una pozitivă/activă, și s-a înregistrat o îmbunătățire a stării de sănătate, a reușitei școlare și a relațiilor părinte-copil.

Semnificația teoretică rezidă în precizarea fundamentelor teoretico – applicative a interacțiunii școală – familie în educația fizică a elevilor de vârstă școlară mică, în consolidarea și argumentarea științifică a *modelului pedagogic* și a *programei experimentale de interacțiune a școlii și familiei în educația fizică a elevilor de vârstă școlară mică*.

Valoarea aplicativă constă în expunerea și validarea ansamblului de instrumente pedagogice și fundamente teoretico-aplicative, reflectate în componentele *modelului pedagogic de interacțiune a școlii și familiei în educația fizică a elevilor de vârstă școlară mică* și a *programei experimentale*, ce pot fi eficient aplicate în școlile generale din Republica Moldova, precum și în pregătirea și promovarea educației fizice în cadrul familiei.

Implementarea rezultatelor științifice. Rezultatele obținute au fost implementate în cadrul procesului de studiu în Gimnaziul Rădeni, Liceul Teoretic din Romanești, pe un lot experimental alcătuit din elevi de vârstă școlară mică și părinții acestora, și în cadrul procesului formativ a departamentului de formare profesională continuă din cadrul Universității de Stat de Educație Fizică și Sport, în scopul determinării situației la tema cercetată, dar și prin validarea *modelului pedagogic* și a *programei experimentale de interacțiune a școlii și familiei în educația fizică a elevilor de vârstă școlară mică*.

АННОТАЦИЯ

Лешко Виктория *Взаимодействие семьи и школы в процессе физического воспитания детей младшего школьного возраста*: диссертация на соискание ученого звания доктора педагогических наук. Кишинэу, 2021.

Структура диссертации. Диссертация состоит из аннотации, списка сокращений, введения, трех глав, общих выводов и рекомендаций, библиографии (213 наименований), 14 приложений, имеет 128 страниц основного текста, 40 рисунков и 18 таблиц. Результаты исследования опубликованы в 10 научных работах.

Ключевые слова: взаимодействие школы и семьи, физическое воспитание, учащиеся младшего школьного возраста, семья, семейное воспитание, уровень физического развития и физической подготовленности.

Цель исследования: заключаются в определении, экспериментировании и апробации педагогической модели взаимодействия школы и семьи в физическом воспитании младших школьников, включающей теоретические и методологические основы этого процесса.

Задачи исследования: установление концептуальных и теоретических ориентиров физического воспитания младших школьников на основе изучения взаимодействия школы и семьи; определение уровня развития и физической подготовленности школьников младшего школьного возраста в контексте школьно-семейного взаимодействия; теоретическое обоснование и разработка педагогической модели и экспериментальной программы взаимодействия школы и семьи в физическом воспитании младших школьников; обоснование и проверка эффективности педагогической модели и экспериментальной программы взаимодействия школы и семьи в физическом воспитании младших школьников.

Научная новизна и оригинальность: заключается в том, что данное исследование направлено на раскрытие сущности и определение основных понятий в контексте взаимодействия школы и семьи в физическом воспитании учащихся путем исследования рассматриваемого процесса; научная конфигурация и обоснование педагогической модели и экспериментальной программы взаимодействия школы и семьи в физическом воспитании младшего школьного возраста.

Научная проблема высокой значимости, решаемая в исследовании: заключается в определении теоретико-прикладных особенностей функционирования педагогической модели. Практическое применение предложенной модели и экспериментальной программы привело к улучшению процесса сотрудничества школы и семьи в физическом воспитании учащихся, в том числе к изменению отношения родителей к физическому воспитанию детей на положительное / активное, а также к улучшению здоровья, успеваемости детей и взаимоотношений родителей и детей.

Теоретическая значимость работы: заключается в уточнении теоретико-прикладных основ взаимодействия школы и семьи в физическом воспитании, в закреплении и научном обосновании педагогической модели и экспериментальной программы взаимодействия школы и семьи в физическом воспитании детей младшего школьного возраста.

Практическая значимость: состоит в разработке и апробации комплекса педагогических инструментов и теоретико-прикладных основ, которые отражаются в педагогической модели и экспериментальной программе, которые могут быть эффективно применены в общеобразовательных школах Республики Молдова, а также при подготовке и продвижении физического воспитания в семейном воспитании.

Внедрение научных результатов: Полученные результаты были внедрены в учебный процесс Гимназии из Рэдень, Теоретического Лицея из Романешть, на экспериментальной группе, состоящей из детей младшего школьного возраста и их родителей, а также в учебном процессе Департамента Непрерывного Профессионального Образования при Государственном Университете Физического Воспитания и Спорта, с целью определения ситуации по исследуемой теме, а также для валидации педагогической модели и экспериментальной программы взаимодействия школы и семьи в физическом воспитании детей младшего школьного возраста.

ANNOTATION

Leşco Victoria *The interaction of school and family in the physical education of young school-age students* PhD thesis in educational sciences. Chisinau, 2021.

Thesis structure: annotations, list of abbreviations, introduction, three chapters, conclusion and recommendations, bibliography (213 titles), 14 anexes, 128 pages of basic text, 40 figures and 18 tables. The results are published in 10 papers.

Keywords: school and family interaction, young school age students, family, education, family education, level of development and physical training.

The purpose of the paper: consists in determining, experimenting and validating the pedagogical model of interaction of school and family in the physical education of young school-age students, which includes the theoretical and methodological foundations of this process.

Research objectives: establishing the conceptual and theoretical landmarks of the physical education of young school students by studying the school-family interaction; determining the level of development and physical training of young school-age students in the context of school-family interaction; the theoretical substantiation and the elaboration of the pedagogical model of interaction of school and family in the physical education of the young school-age students and of the experimental program of interaction of the school and the family in the physical education of the young school-age students; arguing and capitalizing on the effectiveness of the pedagogic model and the experimental program of interaction of school and family in the physical education of young school-age children.

The novelty and the scientific originality: the research in question aims to contribute to the revelation of the essence and the determination of the basic concepts in the context of the interaction of the school and the family in the physical education of the students through the research of the targeted process; scientific configuration and validation of the pedagogical model of school-family interaction in the physical education of young school-age students and the experimental program.

The obtained results that contribute to the solution of an important scientific problem in the thesis consists in determining the theoretical-applicative particularities of the functionality of the pedagogical model of interaction of school and family in the physical education of young school students. The practical application of the proposed model has led to the effectiveness of school-family collaboration in students' physical education, including the change of parents' attitude towards children's physical education in a positive / active one, and an improvement in health, school success and parent-child relationships.

Theoretical significance: lies in specifying the theoretical-applied foundations of school-family interaction in physical education, in consolidating and scientific argumentation of the pedagogical model and the experimental program of interaction of school and family in the physical education of young schoolchildren.

The applicative value: exposition and validation of the set of pedagogical tools and theoretical-applied foundations, merged in the components of the pedagogical model of interaction of school and family in physical education of young school-age children and of the experimental program of interaction of school and family in physical education of young students which can be effectively applied in general schools in the Republic of Moldova, as well as in the preparation and promotion of physical education in family education.

Implementation of the scientific results: The results obtained were introduced into the educational process of the Gymnasium from Rădeni, Theoretical Lyceum from Romanesti, on an experimental group consisting of children of primary school age and their parents, as well as in the educational process of the Department of Lifelong Learning Education at the State University of Physical Education and Sports, in order to determine situations on the topic under study, as well as for the validation of the pedagogical model and the experimental program of interaction between school and family in the physical education of children of primary school age.

LEȘCO Victoria

**THE INTERACTION OF SCHOOL AND FAMILY IN THE PHYSICAL
EDUCATION OF YOUNG SCHOOL – AGE STUDENTS**

Specialty: 533.04. Physical education, sports, kinetotherapy and recreation

Summary of the doctoral thesis in education sciences

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