

## ***KINESIOLOGY***

### **EVALUATIVE ASSESSMENT OF PHYSICAL DEVELOPMENT LEVEL OF PUPILS WITH RETENTION IN PSYCHIC DEVELOPMENT (RPD) BY PHYSICAL EDUCATION MEANS (PHYSICAL EXERCISE)**

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**Keywords:** physical development, pupils, RDP, physical education.

**Actuality.** "Evaluation leads to maintaining the functional feedback between teachers and pupils" (Cucos 2008). School evaluation is an act of valorisation that interferes with students' lives. But as the education is of several types, like this and the evaluation can be classified. But each type of evaluation has its specific features.

Pre-school age is a period of intensive training for all body organs and systems and a sensitive period of mental development. At this age, those motor skills, the abilities of the child that underlie his/her normal physical and mental development develop.

At present, the issue of the condition of health and the physical development of children has gained special relevance and social significance. Somatic and neuropsychiatric disorders, as well as various functional disorders, lead to violations of the child's motor development and reduce the rate of development the normal psychic pace. It is known that many children of pre-school age have abnormalities in psychomotor development, with various manifestations and causes. A frequent occurrence of a pre-school development disorder is the Retention in Psychic Development (RPD).

In special pre-school pedagogy there are no studies dedicated to the research of the motor development characteristics of children with retention in psychic development, the main directions and the content of the development works and the deficiencies in the development of their motricity have not been determined. The above allows us to talk about the relevance of the selected subject.

**The subject** is the dynamic method of physical development of children with Retention in Psychic Development (RPD).

**The aim of our work** is to determine the physical development dynamics in children with Retention in Psychic Development (RPD) through means of physical exercise.

In line with the purpose the **research objectives** have been made:

1. Identifying psychological and physiological prerequisites for corrective work under development with Retention in Psychic Development (RPD).
2. Determining the necessity and role of physical culture in the process of correcting developmental deficiencies.
3. Investigation of the Specific Characteristics of motor skills learning in Children with Retention in Psychic Development (RPD).

**Methods of research:**

1. Analysis and generalization of data from the scientific-methodological literature.
2. Pedagogical testing and pedagogical experiment.
3. Statistical and mathematical methods.

**Conclusions**

Through systematic work and well-chosen techniques in working with children with retention in psychic development in physical education, there is a dynamic in the functional development of children with disabilities. Thus, our hypothesis is proven.

**STUDY ON THE EFFECTS OF ANIMALS ASSISTED THERAPY IN CHILDREN WITH NEUROMOTOR DEFICITS**

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**Keywords:** neuromotor deficit, Animal Assisted Therapy, children, effects.

**The researched problem.** Animal Assisted Therapy (AAT) addresses the physical, cognitive, behavioral, psycho-social, emotional and language aspects of different subject categories of different ages and various physical, neuromotor, psychic, deficiencies, etc. as a result of interacting with animals. AAT can be performed individually or in a group, and the benefits to the physical domain are directed to fine and thick motricity and to improved balance and postural control.

**The purpose of the study.** The study aimed to evaluate the effectiveness of the therapeutic program to assisted with horses and dogs in order to improve the static and dynamic balance of children with neuromotor deficiencies.

**Organization and methods of research.** The study was conducted over during 3 months, on two groups of 7 subjects with neuromotor deficiencies aged 5-7 years. The experimental group followed a combined program of dog-and-horse-assisted therapy and the control group only the therapy program assisted by dogs. In the study we applied two variants of the Tinetti test from sitting and orthostatism. The results were processed in SPSS 22, targeting the following statistical indicators: mean (X), standard deviation (SD), Z score, effect size (d), for  $p < 0.05$ . For comparative analysis between groups we used the t-Student and Wilcoxon paired test.

**Analysis and study results.** The difference between groups for the Tinetti test from sitting: were: for experimental group  $M \pm SD 1.23 \pm 1.23$  and  $d = 0.98$  revealed a broad effect, and for the control group  $M \pm SD 0.61 \pm 1.12$  and  $d = 0.54$  revealing an average effect. For the Tinetti test from orthostatism, the balance evaluation reveled the folowing results: for experiment group  $M \pm SD 1.40 \pm 1.19$ ,  $d = 1.17$  reflecting a broad effect, and for the control group  $M \pm SD 0.06 \pm 0.88$ ;  $d = 0.07$  the effect being very small. The results of study for both tests revealed the effectiveness of the