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**STUDY OF THE SURVEY OF PHYSICAL CULTURE TEACHERS
REGARDING THE ACTIVITY OF A SCHOOL PHYSIOTHERAPIST**

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Abstract In the schools of the Republic of Moldova, at the present moment, the physical culture teacher deals with the special group in the physical culture lesson. Since there are many students with attitude deficiencies, we proposed in this paper to argue the necessity of the activity of a physiotherapist within the physical culture lesson, namely to deal with the students from the special group, as well as outside the program hours to include physical means of recovery and kinetoprophylaxis. One of the primary aspects in the prevention and recovery activities of primary school children is the knowledge of the peculiarities of the growth and development of these children, as well as the deficiencies of the spine and the potential causes of their occurrence. Any deviation in the normal development of the locomotor system, especially attitude deficiencies, must be treated seriously. Based on the responses of the physical culture teachers from the Republic of Moldova, we find that 90% of the teachers have a positive opinion of activating a specialist physiotherapist in the school because there are many children with physical deficiencies and a special complex of physical exercises and an individualized kinetic program are needed for each student.

Introduction:

Physical therapy has developed into a large-scale structured discipline. Through the efforts of specialists in medicine, biomechanics, physiology, nutrition, pharmacology, and lines were programs to treat and prevent accidents, pains and diseases. Analysis and continuous modification of these programs are designed to achieve better health standards [5]. The detection of physical deficiencies in school-age children has always raised the issue of organizing a systematic activity to prevent and correct these children in order to ensure a normal physical development and obtain a maximum yield in work and education [2, 3, 13, 18]. The authors believe that “school is indispensable because students tend to sit bent over due to awkward bench positions, and a physiotherapist should be present in any school to prevent physical deficiencies” [11]. It is known that due to the overuse and induced pressures on the spine, they react by modifying the body posture, by

adopting vicious (antalgic) postures, which leads to the main physical deficiencies (kyphosis, lordosis, and scoliosis) [7].

In the authors' paper, some “theoretical and methodological aspects of early identification of postural deficits of the spine in prepubertal children and development of prophylactic programs for the maintenance and development of correct body posture are presented, and the aim of the paper is to identify in real time the physical deficiency of scoliosis at the level of vicious posture and to prevent its development, in which water is a conducive environment to facilitate movement and provides highly effective conditions for achieving optimal health during growth and development” [8].

To assess and then develop a recovery program we must first remember what the spine is. The vertebral column is presented as a bony pillar, consisting of 33-34 vertebrae, of which: 7 cervical, 12 dorsal, 5 lumbar, 5 sacral and 4-5 coccygeal. The normal curves give the spine great elasticity, allowing it to behave like a spring in the fall, cushioning them, unlike a flat back. All the curves, keep the projection of the center of gravity inside the support polygon. Spinal deviations or spinal axis deviations are conditions caused by different etiopathogenic factors [1, 4, 14]. Lateral deviation can be of some type, due to a vicious attitude, imposed by certain professional conditions. This temporary but prolonged lateral deviation of the spine does not represent scoliosis, but an abnormal attitude that creates possibilities for its formation. When a child, who sits for a long time in the crooked bench, voluntarily acquires a deformity, the position cannot be called scoliosis, but deviation through posture [6, 19, 20] and “regarding the recovery of the scoliotic attitude, we must take into account the degree of installed angulation and the way of developing a specific kinetic program in order to obtain favorable results for children” [9]. The problem addressed in the particularities of the development of school-age children are reflected in the works of a number of researchers:[2,18] The characteristic of scoliotic deficiencies and their physical therapy is reflected in the works specialists: [13, 4, 16, 19, 20] Etio-pathogenesis, as well as the recovery of scoliosis were investigated by the following authors: Iacob M. R., Kavacs A., Lamotte A., Blandine C. G. and the authors [10] paper confirms that “somatoscopy is a subjective method of investigation, is reason why its results must be completed and confirmed by functional tests, anthropometric measurements and finally but last but not least, imaging investigation. After using the physiotherapy programme (in the field and in water), it was found that the general alignment, ability to concentrate and adaptation to school activities improved”.

Material-method: The purpose of the research consists in the implementation of the activity of a physical therapist in the school and the improvement of the process of recovery of attitude deficiencies in students by

means of the implementation of an experimental model that would include physical means of recovery and its kinetoprophylaxis.

The objectives of the investigation:

1. Studying the specialized literature and establishing the conceptual benchmarks regarding the recovery and kinetoprophylaxis of attitude deficiencies in students in the physical education process, as well as outside the program hours. 2. Analysis and generalization of the results of the survey regarding the recovery and kinetoprophylaxis of attitude deficiencies in school, carried out among specialists of various professional orientations. 3. Assessment of the physical condition of the students' locomotor apparatus. The object of the research is the recovery process and kinetoprophylaxis of attitude deficiencies in primary school students outside of school hours through the means of physical education. The methodology of scientific research. The following research methods were used in this work: the study of specialized literature, pedagogical observation, pedagogical survey.

Results and Discussions

Through the specific exercises it offers, physical therapy is a solution for children's health problems, while teaching them that movement represents a healthy and harmonious way of life. Physiotherapy, in its broadest sense, has as its principle systematized movement in the form of physical exercises, with a therapeutic goal as its objective. The scope of the medical specialties that benefit from the contribution of physiotherapy is extremely wide and aims both at the prevention of diseases and above all at the restoration of health. Contraindications appear very rarely, only in diseases where the child is in a life-threatening situation. In most cases, the motor development of children who benefit from physical therapy is favorable. However, there are situations in which difficulties arise in the motor activity of the child and the evolution is slow or problematic. In these cases, physical therapy has specific means of intervention, maintaining the motor mobility of the child and integrating him into special centers or schools with a special regime [15, 16, 17]. The study was carried out with the help of a group of 100 physical culture teachers from different schools in the Republic of Moldova who responded to a teacher satisfaction evaluation questionnaire. The study was based on the question: What do you think about the work of a physiotherapist specialist in school? Participants responded as follows: yes, I would like to have a physiotherapist in the school, positive, it is desirable, the physical therapist needs to be involved in developing a program of special individual physical exercises, positive because there are many children with physical disabilities and the teachers do not know them, it would be good to conduct physical therapy, it is necessary, I think I have to, my opinion is that a specialist in the school is very useful, to receive more information about the given subject, in school I think it is not necessary, I think that in education it is not desirable, but in sports schools it is

mandatory, physiotherapist must, I can't argue, it would be good to have a physiotherapist in schools for children with disabilities, it is especially welcome in recovery and recovery situations, it would be very good for the physiotherapist to be active in schools because in physiotherapy there are other possible forms of exercise, a good opinion because it helps children with health problems and more, it's a must, I consider the necessity of the physiotherapist specialist in the school to deal with students with poor health and I have no opinion.

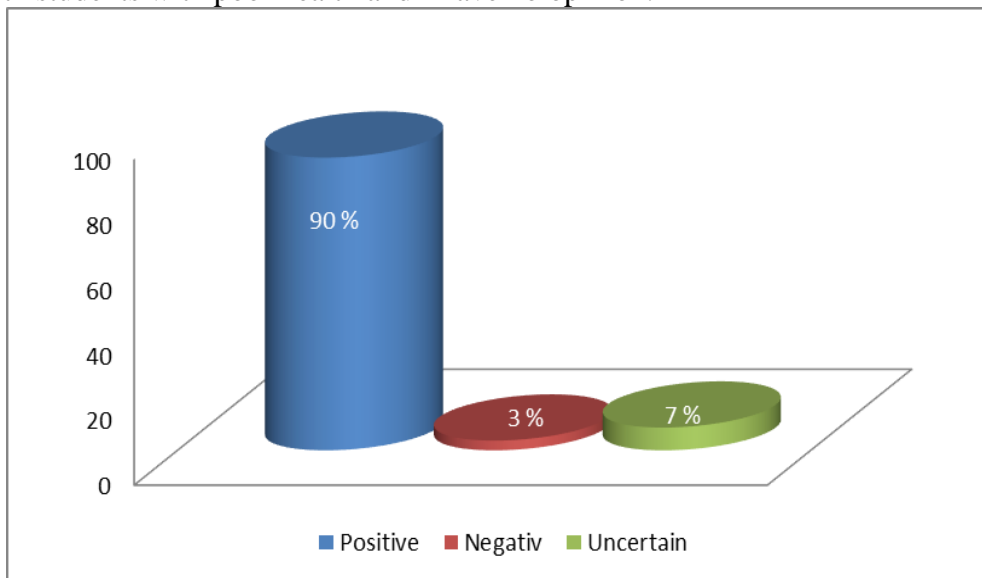


Fig. 1 Graphical representation of teachers answers from the opinion evaluation questionnaire regarding the activity of a physiotherapist in school

Based on the responses of the physical culture teachers from the Republic of Moldova, we find that 90% of the teachers have a positive opinion of activating a specialist physiotherapist in the school because there are many children with physical deficiencies and a special complex of physical exercises and an individualized kinetic program are needed for each student. But 3% of teachers have a negative opinion on the activity of a physiotherapist specialist in school because they consider that it is not necessary and not desirable in schools, but mandatory in sports schools. And another 7% of teachers were uncertain in their answers, some of whom had no opinion, others thought that it would be good for a physiotherapist to work in schools with children with disabilities and that they could not argue. Following the analysis of the obtained results, we find a deep need for the activity of a physiotherapist in the school and a practically insignificant negative opinion of him, as for the uncertain opinion of the teachers, it remains at a low level, but we emphasize it for statistical reasons. It is gratifying that teachers

know the term physiotherapy and are informed by the kinetoprophylactic regime and with small context changes they will be able to considerably solve the general state of health of the growing society. The author [12] considers that the knowledge of the class of students will start from the particularities that compose it and from the description of the psycho-social field.

Conclusions: Physiotherapy (kinesiotherapy) is a medical discipline focused on movement and human activity. It is a therapy based on the notion of body movement (kinesis means "movement" in Greek). It uses movement or, on the contrary, corrects movement through various techniques or by applying a restraint, to allow the body to perform its functions easily. The objective is to restore the body's freedom of movement, optimize comfort and soothe injuries. It is important to evaluate children with attitude deficiencies early, by means of different rigorous methods. Physiotherapy and kinetoprophylaxis are the most indicated methods for the prevention and treatment of children with attitude deficiencies. In order to ensure and maintain an optimal state of health, it is recommended to turn to specialists in the field of physical therapy and kinetoprophylaxis. Physical culture teachers from the Republic of Moldova consider it necessary to have a specialist in physical therapy in the school. Insert text here. Present the essential aspects of the research and provide perspectives for future studies.

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