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CEBOTARU NINA

**TRAINING COMMUNICATION COMPETENCE
IN STUDENTS WITH MENTAL RETARDATION
THROUGH PHYSICAL EDUCATION ACTIVITIES**

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**ABSTRACT
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Composition of the Commission for public defense of the doctoral thesis:

1. Constantin CIORBĂ, PhD in pedagogy, university professor, State Pedagogical University „Ion Creangă” – **the chairman of the commission.**
2. Aurelia RACU, PhD in history of science, university professor, State Pedagogical University „Ion Creangă” – **PhD supervisor.**
3. Vlad PĂSLARU, PhD in pedagogy, university professor, Institute of Romanian Philology ”B. Petriceicu Hasdeu ” – **official referent.**
4. Florin VERZA, PhD in education sciences, university professor, Bucharest University, Romania – **official referent.**
5. Sergiu DANAIL, PhD in pedagogical science, university professor, State University of Physical Education and Sport – **official referent.**

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Author:

Nina Cebotaru

Scientific adviser:

Aurelia Racu,
PhD, univ. prof.

The chairman of the commission:

Constantin Ciorbă,
PhD, univ. prof.

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MMR	–	mild mental retardation
MR	–	mental retardation
LSA	–	low school age
CC	–	communication competence
EG	–	experimental group
SCG	–	standard control group
CGSEN	–	control group with special educational needs
ND	–	normal development
THS	–	theoretical high school
CCTM	–	Communication competence training model (for students with mild mental retardation)
IBA	–	the indicative basis of the action

CONCEPTUAL GUIDELINES OF RESEARCH

The timeliness and importance of the topic is argued by theoretical and practical premises.

The general importance of communication for the human being. The activity of verbal communication is defining to man and humanity. It is universal and ubiquitous and occurs independently of the characteristics of the individual – sex, age, education, social status, ethnicity, residence, etc.

However, the efficiency of communication depends on the level of development of the communication skills of the communicators. And the competence in communication presupposes the person's ability to use his internal resources to orient himself to the natural aspiration and to the communicative potential of the interlocutor in a concrete communication situation, as well as, if necessary, to identify optimal solutions to communication problems.

In modernity, due to globalization, people communicate more than ever. The formation and development of communicative competence thus becomes a matter of urgent topicality both for the person (educable) and for the national, regional, world community.

The importance of communication for the formation of the children and students personality. The development of communication skills is based on the rational and functional practice of language [14], and communication skills – on the long verbal relationship between people.

Communication competence represent the ability of the individual to interact with others, so the quality of interaction with the outside world depends on their development. The ability to establish contacts and personal relationships with those around them, along with knowledge of the main objects, laws and basic school rules, are indicators of preparing the child for an independent life.

The type of activity specific to LSA students are *games*. Within them, students develop the ability to independently cultivate new communication competence and abilities. Communication competence represent the ability of the individual to interact with others, so the quality of interaction with the outside world depends on their development. The ability to establish contacts and personal relationships with those around them, along with knowledge of the main objects, laws and basic school rules, are indicators of preparing the child for an independent life [1; 4; 9; 11;12; 18; 28; 38; 43; 47].

The importance of communication for children with special needs. One of the main difficulties faced by children with MR is their inability to engage in productive communication with both peers and adults; these children cannot remain in contact with other people for a long time, the cause of this phenomenon being the weak volitional self-regulation. The difficulties are clearly manifested in the LSA, when, normally, there is a transition from one type of directing activity to another [16; 29; 42; 45; 48; 50].

The local factor. Historically, a specific sociolinguistic framework has been established in our country, characterized by Romanian-Russian bilingualism, monolingualism of Russian-speaking people; of the increased share of the lexicon of Russian origin, etc. The share of about 11% of children with special needs in national education and about 5% of children with MMR attribute to the training of communication skills in this category of educators practical and scientific importance [19].

Theoretical and practical premises, as well as the contradictions between them, identified the **scientific problem**: the poor development of communication skills in children with MR of LSA is caused by the undeveloped theoretical and methodological framework of learning to communicate by these children.

The degree of research on the problem. The problem of training and development of communication skills in students with MR was the object of study of a large number of authors from the country and abroad: L.S. Vîgotschi [25]; A. Luria [34]; A.A. Leontev [32]; M.S. Pevzner [35]; L.M. Şipiţina [39]; D.V. Popovici [16]; E.F. Verza [20]; A. Racu [17]; E. Lapoşina [31] et al., who established that communication has an important role in the mental development of students with intellectual disabilities. These children show an underdevelopment of monologue and dialogue; have difficulty in nonverbal communication; give incomplete answers, which is why their communication / interpersonal communication skills are underdeveloped [21]. So for children with RM learning to communicate is of great importance, because it determines both the development of the actual communication capacity and the development of his whole being: psychophysical, intellectual, social, spiritual.

B.G. Ananiev [22], V.I. Lubovski [33], M.S. Pevzner [35] emphasizes that for the children of LSA with MR the most accessible type of activity, through which the communication skills are also formed, is the playful activity. For LSA students with MMR, dynamic games are the most accessible and important form of play activity. Within them, students develop the ability to independently cultivate new communication skills

and abilities. Numerous scientific data confirm that dynamic games are beneficial not only for the physical, emotional, intellectual, psycho-social development, related to communication skills, but also for the *timely correction* of the communication skills development. While playing, children learn to know the phenomena of the world from different perspectives, to take into account the actions and interests of those in otherness, to respect the norms and rules imposed by that context.

Dynamic games are practiced during physical education classes and outside them, during sports and leisure events, and their main purpose is to meet the needs of students to move and, implicitly, to strengthen their motor techniques. But such an approach, say experts, can not always take into account the full development potential of dynamic games. [24; 28].

Epistemic highlights for solving the research problem provide the products of scientific knowledge, related to the object of research, such as: the concept of competence (X. Roegiers [41]; S. Cristea [6]; Vl. Pâslaru [13; 14] et al.); the theory of formative training (V.V. Davîdov [27]; D.B. Elkonin [26]); the theory of the essential connection between thought and language (J. Piaget [15]; L.S. Vîgotschi [25]; P.I. Galperin theory on mental actions [10; 26]; the theory of infantile personality development (B.G. Ananiev [22]; L.S. Vîgotschi [25]; S.L. Rubînştein [36]; A.N. Leontiev [32] et al.); the theoretical bases of the dynamic games methodology (I. Ghimp; A. Budevici [11]; A. Rotaru [18] et al.); concepts regarding the integrated and integrative character of physical education (S.N. Danaîl [7]; C. Ciorbă [4]; I. Carp [3] et al.); concepts about the unity of the bio-psycho-physical, intellectual and spiritual spheres in the formation of the human personality (Vl. Pâslaru [8]) and the major importance of physical education in this process (V.K. Balisevici [23]; C. Ciorbă [4]).

The aim of the research: Theoretical substantiation and experimental validation of a training-development methodology for LSA students with MMR of communication skills within dynamic games.

Research objectives: Establishing in a theoretical way the particularities of learning communication by LSA children with MMR; identification of theoretical landmarks for training-development of communication skills in children of LSA with MMR in the conditions of dynamic games; study of the school practice of training-development in LSA students with MMR of communication skills; elaboration of a didactic-educational model of training-development for LSA students with MMR of communication skills and its experimental validation; developing a system of experimental didactic-educational activities within the dynamic

training-development games for MMR students of communication skills; statistical and mathematical analysis of the data of the pedagogical experiment, their commentary and interpretation through value judgments, to outline the values of students' communication skills, experimentally developed formats within dynamic games; elaboration of general conclusions and practical recommendations.

The general hypothesis of the doctoral thesis states that the training-development of communicative competence in LSA students with MMR can advance significantly in the conditions of applying a scientific methodology based on capitalizing on the educational potential of dynamic games.

The research methodology involved the following methods: *theoretical*: scientific documentation, theoretical modeling, analysis and generalization of scientific data; *praxiological*: investigation and interviewing; pedagogical observation; testing (level of physical and psychomotor development; degree of CS formation); *hermeneutics*: commenting and interpreting scientific data; *experimental*: pedagogical experiment; *statistics and mathematics*: mathematical analysis of statistical data.

The novelty and scientific originality of the research consist in:

- revealing the essence and outlining the basic concepts: *communication, communicative competence, mild mental retardation, dynamic games*;
- development and experimental validation of an original methodology for training LSA students with MMR in communication skills (*CCT Model*).

The scientific problem solved: it were established the particularities of the CS training of LSA students with MMR within dynamic games and it was specified the methodology of training these students CC during dynamic games (*CCT Model*).

Theoretical significance:

- establishing epistemic highlights (ideas, concepts, principles, theories) for the formation of CC in children with MMR through dynamic games;
- theoretical modelling of the methodology for forming CC in LSA students with MMR within dynamic games.

The applicative value of the research consists in:

- the opportunity to use the *CCT Model* for training CC in LSA students with MMR through dynamic games;
- use of data and tools of the experiment to form communication skills in dynamic games – surveys, tests, methods and procedures, etc.

The implementation of the scientific results was achieved by experimenting with the *CCT Model*, through communications to scientific forums and articles in scientific journals.

Thesis publications. The research results are disseminated in 12 scientific publications in specialized scientific journals [5], international collections abroad [4], collections of communications at scientific forums [3].

The volume and structure of the thesis. The thesis is structured in: introduction, three chapters, general conclusions and recommendations, bibliography (222 sources), 12 annexes. Basic volume of the thesis: 131 pages; 13 figures, 18 tables.

Key-words: competence, communication, mild mental retardation, physical education, dynamic games, sports activities, pedagogical model.

THESIS CONTENT

The first chapter of the paper, **CONCEPTUAL-THEORETICAL INTERPRETATIONS REGARDING THE FORMATION OF COMMUNICATIVITY IN STUDENTS WITH MENTAL RETARDATION**, presents, according to the specific object of the research and the identified scientific problem, the theoretical characteristics of *human communication*, the concept of *communicative skill*, *the peculiarities of the development of children with mental retardation*, *playfulness as a primordial and universal form of child communication*.

Communication and communication competence. Communication is the primary factor of psychosocial development and psycho-socialization of children with MMR, and playful activity – the main type of activity, the key element in forming the usual, cognitive, formative and relational communication skills, etc. ; in the development of all personality traits [42; 45].

The concept of *communicative competence* is implicit in the concept of communication: it implies the obligatory presence of the second subject of communication and a communication situation, which determines the two subjects to interact. By interacting, they commit the most important act of socialization.

Reference names like G.P. Cepec, A. Beauchesne, M. Minder, J. Henry and J. Cormier (Cf.: R. Dumbrăveanu și colab., [8], X. Roegiers [41], S. Cristea [6], Vl. Pâslaru [13] etc. they conceptualized competence as a general entity of education.

Although the definition of *competence* is still a completely unresolved scientific issue, the studies carried out so far outline its essential characteristics, such as:

- is one of the basic general entities of modern pedagogy;
- is attributed exclusively to the personality of the learner;
- is a designed entity (educational objective) and an educational purpose;
- has an inseparable structure: it is not subdivided into other components, synthesizing knowledge, skills and attitudes; affective, cognitive and behavioral character;
- is ubiquitous and transferable in other situations and activities;
- includes both the affective, cognitive and behavioral spheres, as well as the verbal, linguistic and sociocultural ones.

Summarizing the most important theses of communication competence / competence achieved at world and national level, we define *communication competence* as a unitary entity of *linguistic knowledge, capacities, abilities*,

and communication skills; of communicative and general *attitudes* – specific-implicit to the communication activity, competence that the learner forms through personal effort supported and professionally guided by pedagogues, parents, other adults, in a community socio-linguistic context, related to the educational environment[44].

Epistemic – as a value of knowledge, communication skills have essential similarities with playfulness, which gives it special didactic-educational importance.

Contentally and structurally, communication competence has verbal, linguistic and sociocultural value.

Peculiarities of children with MR (according to the consulted sources):

- are much more vulnerable than children with normal developmental pathways, as most psychophysiological mechanisms and functions and, respectively, the pace of learning-development are slowed down, diminished or even underdeveloped;

- have a limited image of the outside world;

- their intimate universe is governed by rudimentary needs, motivations and interests;

- deviant behavior, socialization problems, self-esteem disorder, etc. are associated with the low level of children's communication skills with the MR [17; 45].

These characteristics require a reduced activism in the family and in the school community, respectively, an unsatisfactory capacity for communication, cooperation and integration.

Many of the deficiencies examined, including those of communication, being addressed, studied and interpreted in a specific way, mainly individual and thorough, at the level of all learning-development processes, can be diminished or even avoided by applying special appropriate prophylaxis measures and correction.

Considering the general character of the communication functions, having children with RM such deficiencies, presents a diminished axiological, grammatical and stylistic communication, as well as a defective process of learning communication, respectively, of inter-relationship and socialization [42].

Playfulness, like communication, is a factor of general training and development of children with MR. The above-indicated characteristics of communication competence argue the research of its formation-development in LSA children with MMR primarily in the field of play – the most appropriate activity for the respective category of educators. The

pedagogical discernment of play, especially sports games, may bring expected results.

One of the ways to improve the situation of children with MR is to apply the idea of L.S. Vygotschi about the similarity of the methodological action on children with a normal course of development and those with the MR, the difference being in the pace of learning-development [25].

Respectively, *the methodology* of training in children with MMR the communication competence, according to the consulted sources, must be based on:

- the principle of the close development area;
- maintaining the priority of emotional-affective knowledge;
- maintaining the dominant activity as a recreational activity;
- diminishing the axiological-formative-communicative character of the game.

In Chapter 2, THE METHODOLOGICAL AND EMPIRICAL FRAMEWORK OF THE COMMUNICATION COMPETENCES TRAINING IN STUDENTS WITH MENTAL RETARDATION, is presented the design of the experimental research, the levels of communication skills formation of LSA students with MR (the first stage of the observation experiment), the methodology of assessing the level of psychological and psychomotor development of students with MMR, theoretical socio-pedagogical landmarks innovation in the process of training communication skills in students with MMR.

The design of research.

Research subjects: EG – 10 students with MMR from the third grade; CGSEN – 10 students with MMR from the third grade; SGC – 10 students with ND from the third grade, public institutions and THS "A.I. Cuza" and THS "Mihail Sadoveanu", Chisinau municipality.

The goal of the experiment: To develop in students with MMR the skills and abilities of verbal and nonverbal communication, related to their socialization in the environment, within the dynamic games.

The objectives of the experiment:

Development of verbal means of communication, which would facilitate the formation of communication competences.

Educating the skills of practical application of nonverbal means of communication.

Development of communication needs.

Development of communication skills and social pragmatism in various life circumstances.

Raising students' socio-emotional manners and specific positive aspects of character, which will facilitate their mutual understanding in the communication process.

Stages of experimental research: I – theoretical identification and practical exploration; II – experimental training; III – processing of experiment data and generalization of research results.

In *the first stage*, the practical values examined were subjected to scientific analysis, thus determining the purpose and objectives of the experimental research; the research hypothesis was outlined; the situation with regard to children's communication skills, level of training and physical development was outlined, the connection between the development of physical qualities and the development of communication competence of the subjects was established.

In *the second stage*, the *CCT Model* was developed, identifiable with *the methodology of training the communication skills of LSA children with MMR*, the training experiment was carried out, in which the author's methodology on the use of dynamic games with action oriented on the process of developing communication skills in children of LSA was also implemented.

At the third stage, the theoretical-methodological aspects of the physical education of the LSA children with MMR were specified; the data of the experiment were analyzed and generalized, being applied the methods of mathematical statistics; took place the implementation of the research results.

It is noted that the veracity of the results obtained was ensured by the reliable methodological basis of the research, the adequacy of the methods applied according to the objectives pursued, the considerable volume of empirical data, the selection of research subjects representative, the correctness and objectivity of the mathematical statistics methods, the application of modern methodologies and information technologies.

The pedagogical experiment. LSA is the period when the influence oriented to the child's development must affect all types of activity. The basic forms of physical education activities, which include dynamic games for the development of communication skills, are physical exercise, morning gymnastics, mobile games during walks, active rest, sports competitions.

The experiment took place in two stages: *the finding experiment* and *the training experiment*.

The data of the *finding experiment* served as a basis for identifying the predominant forms of communication in primary classes, for the

comparative analysis of morpho-functional, psychomotor, general motor training of third grade students with and without MMR, as well as for validating the effectiveness of the CCT Model.

During the training experiment, the effectiveness of the implementation of the *CCT Model* in physical education lessons was validated.

The experimental part ended with the testing of all motor, psychomotor and manual dexterity parameters for the two groups, CGSEN and EG, and for the control group (SCG), as well as with the statistical-mathematical analysis of the obtained data. Comparisons were made between the initial and final values for each group.

Theoretical assessment of the level of physical, emotional, intellectual, psychosocial and communicative *development* of the subjects. In the conditions of disontogenesis, the process of forming the communicative competence and the communication process itself are determined, in totality, by the structure of the student's deficiency, by his individual particularities, by the family's expectations in relation to the school, etc. Without taking into account these and other factors, the teacher will not have the expected success in his activity of communicative empowerment of his contingent of students, either with the MR or with the ND.

Deep studies on the characteristics of communicative competence formation in children with MR were performed by reference researchers, such as: N.Chomsky [40], D.V. Popovici [16], A.R. Luria [34] et al.

Regarding the informational, communicative, interactive, perceptual components of communicative skills, O.S. Stepina finds that LSA students with MR have a low level of information perception, they lack attention to the interlocutor's messages, the desire for dialogic communication, they prefer monologue communication, the frequent interruption of the narrator in the desire to say "his word". For these children, the low level of the ability to transmit information is characteristic, they agree to express their thoughts only with the help of suggestive questions. Their biggest difficulty is the ability to interact with a partner in jointly planning future activities. Students with MR are able to plan joint activities only if they are motivated by an adult. Otherwise, they refuse any interaction, showing absolute distrust of the interlocutor [37].

E. Verza distinguishes the instability of the verbal behavior of children with mental disabilities, rendered by the weight of logical-grammatical expression of the situation in which they are and adjustment of verbal behavior to the changes in the environment [20].

Relevant to the mentioned circumstances becomes the conception of M. Cojocaru-Borozan, according to which the communication competence represents the sum of acquiring knowledge, skills, abilities, attitudes and temperamental-characteristic traits to perform communication functions, obtained by developing communication skills [5].

Of course, compared to the many aspects and characteristics of communication and communication competence examined by reference authors, the values revealed by students in the testing process are much lower, but they are significant to the incipient level of communication competence training in a framework. strongly socialized (school), in which a new type of activity predominates, *learning*. So they can be applied in the training experiment, and in the practical recommendations at the end of the dissertation.

Communication competencies are of complex and multilateral nature, including informational, cooperative, problematic, relational, etc. aspect. All types of communication skills have a social character, being universal formations of social activity. The main role in the formation of these competencies belongs to the effort to develop communication (Table 2.1).

Table 2.1. Criteria for assessing the level of formation of communicative competence in students with MMR

Criteria	Indicators	Evaluation
Cognitive	Communicative knowledge (knowledge of the psychology of communication, of ways to understand social objects: oneself, other people, groups, etc.	1,2,3,4,5,6,7,8,9
	Knowledge of the basic rules of organizing communication; knowledge of situational norms – greeting, calling, drawing attention to similar ones.	
	Communication experience (knowledge and communication abilities).	
	Positive personal and communicative instruction (especially focuses on interpersonal interaction for the implementation of professional tasks).	
Communicativeverbal	Capacity / Ability to speak.	1,2,3,4,5,6,7,8,9
	Capacity / Ability to communicate through different forms of language: communication techniques	
	Capacity /Ability to listen.	
	Ability to use nonverbal means of communication – mimic-pantomime, appropriate expression. Paralinguistic means: mastery of intonation, ability to pause, ability to control volume, speech rhythm, melody. Kinetic means: gesticulation, facial expression. Proxemic means: postures, movements, distance of communication, as well as	

	the ability to control body movements, ie to avoid unnecessary movements.	
Emotional behaviour	Abilities to regulate the emotional state in the educational interaction.	1,2,3,4,5,6,7,8,9
	Adequate interpersonal perception skills (the ability to "read" on the face, to understand the mental state of a communication partner) and so on.	
	The ability to use verbal and nonverbal means of communication to express one's personal attitude towards what is happening.	
	Independence in decision making, tendency to success, compliance with appropriate standards of behavior.	
Interactive	The presence of a flexible communication strategy.	1,2,3,4,5,6,7,8,9
	Possessing a tactic for organizing the interaction	
	Constructive behavior in a conflict situation..	
	Mastery of the technique of persuasion in interaction.	

Thus, after the theoretical-practical analysis of the concepts regarding the formation of communication competence and the evaluation of communication competences in students with RMU, after the appreciation of their level of psychic and psychomotor development, after the analysis of sociopsychological landmarks regarding the improvement of communication skills formation in children with MMR, we determined four criteria for assessing communicative competence, the application of each criterion capitalizing on a multitude of indicators. However, we selected 4 as the most representative. Subsequently, in carrying out the formative experiment, we focused on the evaluation of CC through the *cognitive, verbal-communicative, behavioral-emotional* and *interactive* criteria.

Values of communication competence, demonstrated at the stage of finding the experiment. The methodology of the designed experiment was based on the precepts of the classical methodology of organizing and conducting the pedagogical experiment, being appropriate to the object of research – CC training in LSA students with MMR, and research subjects – young school students with MMR, and the specific sociolinguistic environment of the Republic of Moldova (phonology specific to the Moldavian language, the presence of a large number of Russisms in the usual lexicon, the Romanian-Russian unilateral bilingualism, etc.).

The importance of communication for general and special development is unanimously supported by specialists in the field and confirmed by research

subjects, who generally have positive attitudes towards communication and participants in communication (parents, teachers, classmates, etc.). Children with MMR communicate most easily and efficiently in the play activity. Playfulness also takes precedence in the form of expression. However, there is a sharing of physical and intellectual recreational activity (computer games). However, about half of the children with MMR often have communication blockages, the fact itself representing the implicit driving force of the development of communication skills.

The synthesis of theoretical data on the importance of communication in the mental and psychomotor development of children with RMU has outlined a complex picture of them, which highlights the general conclusion that the general delay in mental and psychomotor development is the main cause of the process of training. verbal communication skills. In particular, it was found:

- reducing the level of development of emotional and volitional spheres and verbally communicative;
- psycho-emotional instability;
- inability to integrate the whole part;
- diminished imaginative and correlative capacity;
- low capacity to report cause-effect relationships;
- poor possession of the elements of verbal language, etc.

From this we deduce that the adjustment of training-development activities of children's communication skills with MR must involve the training of all mental and physical processes and phenomena, combined with their correction activity. One of the most effective training-development strategies for children with MR of communication ability, advanced by specialists in the field confirmed by experimental research, is their psychological and pedagogical training grounded and didactically organized in a system of physical education activities within the sports games.

The application of statistical-mathematical analysis to commenting- interpreting the data of the first part of the finding experiment also showed that LSA students with MMR and those with ND have a homogeneous physical and psychomotor development, the difference being in the low level of indices in LSA students with MMR compared to that of children with ND. So the training of communication skills in students with MMR can be streamlined in physical education, especially through dynamic games, applying a special methodology that integrates appropriate educational guidelines and pedagogical influences.

It was thus established that the importance of communication for general and special development is unanimously mentioned by the reference authors in the field, which also outlines the general picture of the characteristics of children's communication skills with the MR:

- 75% of the subjects consciously appreciate the importance of communication for their own training-development;

- generally has positive attitudes towards communication with parents, teacher, classmates / playmates, strangers (strangers);
- notes classmates as more important in communication;
- prefers oral communication;
- communicates most easily and efficiently in the playful activity;
- the playfulness also has the primacy in the form of expression;
- over 60% of the subjects prefer to spend their free time at the computer, which, in the context of the object of our research, represents a significant transfer of the activity center from the field of physical play to the field of intellectual play;
- about half of the children often have communication blockages – the awareness of this blockage being the implicit driving force of the development of communication skills.

In Chapter 3, **METHODOLOGY OF TRAINING COMMUNICATION SKILLS FOR STUDENTS WITH MILD MENTAL RETARDATION**, describes the training experiment – development, results, analysis, comment-interpretation and conclusions. The presentation of the experiment is anticipated by the presentation of the *CCT Model*.

In the second part of the finding experiment, the characteristics of the communication competence in the subjects from the three groups involved in the experiment were established: EG, SCG, CGSEN – in order to establish their degree of homogeneity. The tests performed to establish the degree of homogeneity of the groups of students trained in the experiment showed that they are, in general, homogeneous in all tested samples, recording results that fall within the limits of homogeneity, insignificant differences being attested only in the long jump test ($P < 0.05$). This defining result validated the conduct of the training experiment.

Methodology for training communication competence in students with mild mental retardation (CCT Model).

The CCT model (Figure 3.1) is based on the epistemic landmarks established in the theoretical chapters of the thesis regarding communication, communication competence / competence, playful activity / dynamic games, the particularities of LSA students' communication with MMR, etc .; establishes a specific system of methods-procedures / techniques-forms-means of training LSA students with MMR of communication skills in the conditions of their training in dynamic games, in physical education classes and outside them.

The CCT model was based on concepts, principles, and theories about learning and learning verbal communication, including by children with MMR. The conceptual basis of *the CCT model* has determined its other components: methods-procedures / techniques-forms-means. In Figure 3.1 their representation is inverse, from simple (left) to complex (right), all components relying on certain principles and theories.

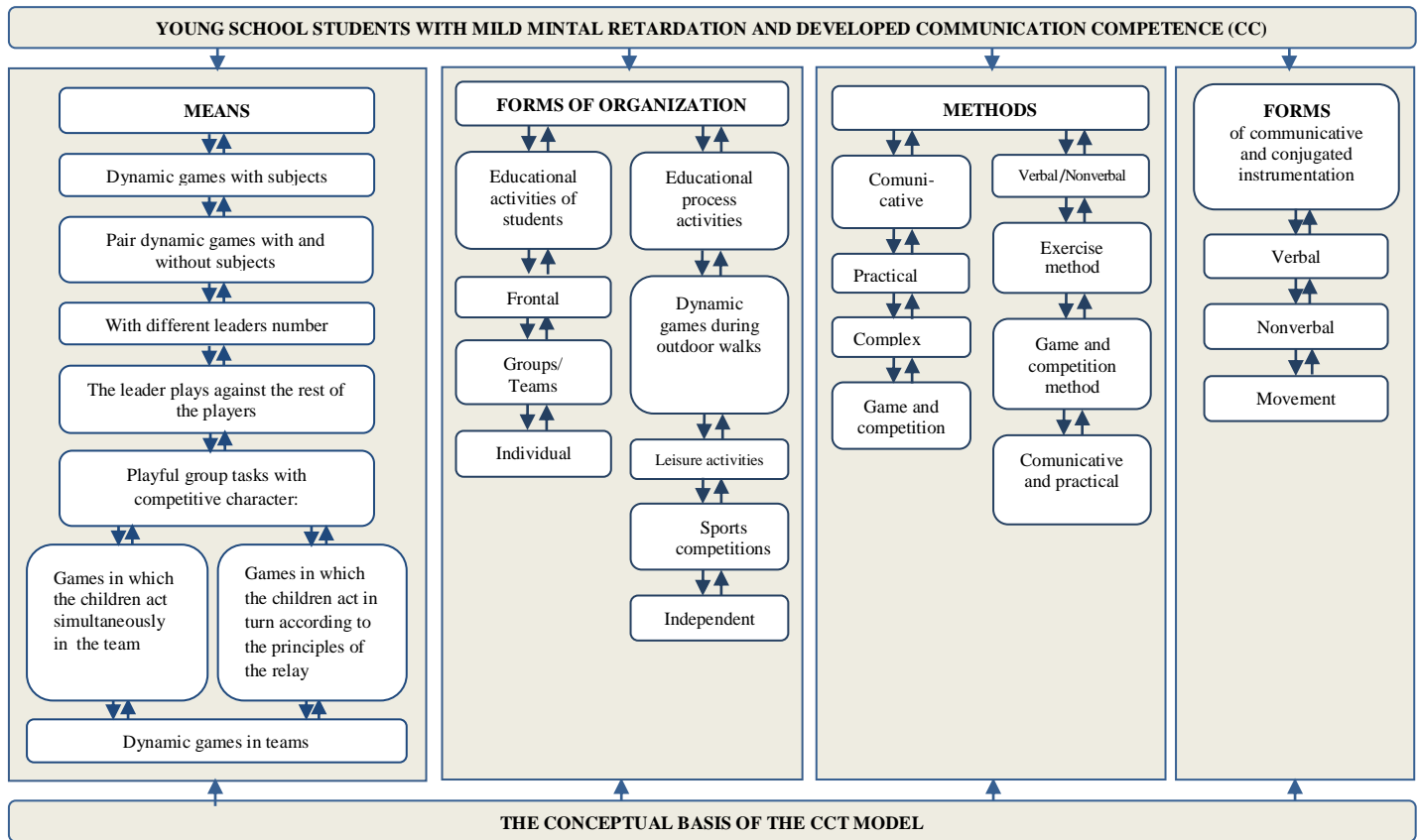


Fig. 3.1. Structure of the communication competence training model for young school age students with MMR

The principles of *the Model* built by us are to be examined as a whole and in their interdependence. Considered unanimously and in their systemic interaction, they are also important means of guidance for distinct pedagogical intervention through utility.

The theory of the gradual formation of mental actions was developed in the 1950s, but its origins stem from the earlier visions of L.S. Vygotski on the development of higher mental functions. Opposing subjective-idealistic views on the nature of the psychic, L.S. Vygotski was convinced of the connection between the psychic and behavior. Thus, according to *the principle of introversion*, the mental-internal action is formed as a transformation of the initial practical action, its gradual transition from existence in material form to existence in the form of external speech, then "external speech to itself" (internal pronunciation) and, finally, limited domestic action.

The theory of the staged formation of mental actions is based on the psychological approach to internalization by L.S. Vygotski and also refers to the process of transforming external objective activity into internal mental activity, causing the formation of internal intellectual structures of the psyche by assimilating external social reality. It follows that teaching-learning-training can be examined / appreciated as a process of internalization. The problem is how to best manage this process. P.Ia. Galperin argues that one of the ways to solve this problem is to create the conditions to ensure the formation of mental actions with predetermined properties. The psychologist distinguished two parts of the mastered objective action: its understanding and the ability to accomplish it. The first part plays the role of orientation and is called "indicative", the second aims at realization and is called "executive". He attached special importance to the provisional part, considering it a "governing authority" and would later call it a "navigator's map"[26].

The condition for the formation of actions is *the indicative basis of the action* (IBA) – a system of guidelines and instructions, information about all components of the action (subject, product, means, composition and procedure for carrying out operations). P.Ia. Galperin and N.F. Talizina made the BOA typology according to three criteria: its degree of completeness (presence of information about all components of the action: subject, product, means, composition, order of operations); a measure of generality (the area of the class of objects to which this action applies); method of obtaining (how the subject became the owner of this IBA) [10].

The set of measures regarding the development activities of the communicative competence determined: the individual and differentiated

approach, starting from the particularities of the development of each student; psycho-dynamic discharge – the succession of phases of mental strain and motor activism, reducing the differences between training and daily activity: communication skills are formed / developed in students with MMR at school, in the process of student dynamic activity.

The examination of the theories regarding the formation of communication skills in students demonstrates that they can be applied in the case of the activity of training-development of communication in LSA students with MMR. The staging of the training activities of this communicative skills student's category capitalizes on the external and internal formative aspects of the instructive-educational activity to a significant extent, especially by applying motor (play) activities, largely characteristic for LSA children. As a result, these children register satisfactory and good levels in the formation of such defining values of communication competence, such as socio-affective integration and inter-relationship with ordinary communication partners – parents, teachers, colleagues, etc.

The general epistemic landmarks of the CCT methodology for LSA students with MMR were concretized for each component of the *CCT Model*. For example, for the *Dynamic Games* component, *selection principles, conditions* and *rules* have been structured for their application with maximum efficiency:

- *the principle of no coercion* in any form: children will only come into play if they want to;
- *the principle of dynamic game development*;
- *the principle of maintaining a playful atmosphere* (stimulating children's real feelings);
- *the principle of the relationship between games and non-play activities*; for educators it is important to transfer the main meaning of play actions into children's real life experience;
- *the principle of moving from simple games to complex forms of play*; the logic of the transition from simple to complex games is related to the gradual deepening of the diverse content of tasks and rules of the game – from the state of the game to game situations, from imitation to game initiative, from local games to games expanded as space, from age-related to "universal" games.
- *Methods*. From the diversity of the development methods of the communication competence, *the method of demonstration* was

highlighted as a priority, in our case this having assisted reproductive value (from the physical education teacher) of *the communicative models* applied within the dynamic games. In the educational-didactic projects (presented in the Annexes) each method is decomposed, as the case may be, into procedures / techniques-forms-means.

The most important forms of the activity of training students in communication competence during the dynamic games were the class lesson and various extracurricular activities: sports games, walks, etc.

The means recommended by *the Model* and used in experimental activities are the typology of dynamic games (which also have a function of factor, method, etc., thus explaining their multifunctionality, the character of multiaspective educational influence).

In order to develop a MMR student's communication, training programs were gradually developed and subsequently implemented in the context of weekly physical education activities, according to the disciplinary curriculum, which provide for play and communication activities appropriate to specific students.

It was found that the earlier such programs are implemented – preferably from the moment the child's deficiency was confirmed – the more significant the correctional-formative results.

With the subjects trained in the experiment, satisfactory and good results were obtained in the formation of the communication competence. They validate the *theoretical values* – the epistemic, psychological and pedagogical foundations, and *the practical values of the CCT Model* – the methods-procedures / techniques-forms-means, especially with application in dynamic games to classes and activities outside the physical education class.

A special value of the application of the *CCT Model* is the one represented by the formative influence and polyvalent development of the psychophysical, motor and cognitive spheres of the students. Or, it is known that the communication activity is complex sui generis, so its training-development activity must have characteristics of the complexity and versatility of educational purposes. The LSA students with MMR, who participated in the experiment, demonstrated that their acquisitions in the communicative field have certain polyvalent and multifunctional characteristics.

General conclusions of the pedagogical experiment. The experimental application of *The Model for training students in communicative competence* validated the following results.

LSA students with MMR:

- the formation of communicative competence in young school-age students with MMR takes place in accordance with the same laws that determine the development of a normal child;
- the mental retardation, behavior and developmental characteristics of a student determine the specifics of the formation process of communicative competence and the need for its special organization;
- LSA students with MMR find it difficult to form communicative-verbal training, eg, the transition from the position of speaker / transmitter to that of listener / receiver;
- have poorly developed the need for communication;
- have a low level of development of the communication sphere;
- are unable to express all components of communication;
- are rarely the initiators of communication, due to lack of interests and motives, shyness and inability to start a conversation;
- have a poor vocabulary;
- in some cases tries to replace the verbal answers with certain nods, generating a monosyllabic answer (*yes, no*);
- are overly distracted
- find it difficult to focus on the conversation, especially when there are side visual and auditory stimuli that distract them; forget what they were talking about and stop listening to the interlocutor;
- do not use non-verbal means when communicating: facial expressions and gestures are rarely used, and when they use them, they are slow, monotonous, etc.

At the same time, being scientifically organized the activity of learning communication (eg, according to the *CCT Model*), LSA students with MMR:

- engage with pleasure in dynamic games;
- easily assume roles in dynamic games;
- manifests itself emotionally in the activity within the games;
- socialize much easier than in a regular communication;
- show a higher degree of attention, memory and operative thinking in dynamic games than in other communication learning activities;
- pronounce words and terms related to dynamic games more easily than usual words;
- use the lexicon specific to dynamic games more easily than the usual lexicon;

- learn more easily phrases, sentences and even phrases related to dynamic games;
- in dynamic games they get the most lasting and intense well-being, etc.

Practical recommendations. Dynamic games represent the most appropriate activity and method for the general, physical, emotional and intellectual development and the specific one – communication, of LSA children with MMR.

The purpose of developing the communication / verbal communication competence of children with MR exceeds the actual communication activity, engaging the development of their entire personality. A specific aspect of the personality development of children with MR is their mental security and education of trust towards the surrounding world in the perspective of harmonious integration in this world. Therefore, pedagogues, always and everywhere, must respect and protect the interests of students, to work in multidisciplinary teams, coordinating their obligations with those of other colleagues, without separating the teaching of care; to work in close collaboration with the parents / family of the children.

An effective path of developing the communication competence of children with MR can be achieved by operating a system of punctual assistance, clearly oriented to the individual particularities of each of them, according to special rules, established by experts in the field, to provide eloquent examples, in line with its potential for understanding how a normal communication process should take place, about the advantages and importance of the act of communication for any human being, about the rules of effective communication for participants in communication:

- *For teachers, parents, other adults:*
 - evaluation and systematic diagnosis of the communication capacity of children with MR;
 - permanent, consistent and discreet observation of children's behavioral and verbal reactions in all aspects of their lives;
 - the use of a wide range of hand-held means of capturing attention;
 - individual and differentiated approach to learning / communication;
 - the complex and simultaneous approach / study of the child's perception – of the entire sensory system;
 - psycho-dynamic discharge – alternating the phases of psychic, intellectual load with those of motor activity; giving the child

time (always) to respond, to perform other acts of communication;

- motivating the interest for each concrete communication situation;
- tempo, slow, smooth, direct rhythm; benevolent intonation;
- language without subtexts; simple style figures;
- priority of comments on the objects and phenomena addressed, on the actions taken;
- accessible messages, appropriate to the age, in particular, the level of intellectual development of each concrete child;
- removing barriers between learning and daily vital activity;
- permanent and consistent communication.

• *For the children with MR*(advanced requirements for teachers and parents):

- attentive listening (*understanding by hearing*) of any element of the other's communication (pedagogue, parent, acquaintances, colleagues, etc.);
- correct articulation of words in a given context;
- avoiding the use of separate notions-words, outside the semantic context;
- the ability to connect not only the words, but also their meanings;
- the ability to listen to the message being communicated to him;
- the ability to understand the message being communicated to him;
- the ability to respect the melody of the sentence and the sequence in speech;
- maintaining a discussion based on the above requirements.

• ***Synthesis of theoretical, praxiological and experimental data of the methodology*** for training communication skills of LSA students with MMR in dynamic games:

- Testing the research subjects on the criterion of homogeneity of physical, emotional, intellectual and psychosocial development showed that they, in general, have approximately the same level of development in all criteria applied, insignificant differences being attested only by the long jump test ($P < 0,05$). This defining result validated the conduct of the training experiment.
- The experimental research validated the transfer of theories regarding the formation of CC in students in the activity of communication training-development in LSA students with

- MMR. Within the motor play activities, the staging of the CC training activities capitalizes on the external and internal aspects of the instructive-educational activity. As a result, the subjects registered satisfactory and good levels in the formation of defining values of communication competence, such as socio-affective integration and inter-relationship with ordinary communication partners – parents, teachers, colleagues, etc.
- Satisfactory and good results obtained in the formation of communication skills of LSA students with MMR validate the *theoretical values* – epistemic, psychological and pedagogical grounds, and the *practical values* of the *Model for training students in communication competence*- methods-procedures / techniques-forms-means, especially with application in dynamic games to classes and activities outside the physical education class.
 - A special value of the application of the *CCT Model* is the one represented by the formative influence and polyvalent development of the psychophysical, motor and cognitive spheres of the students. Thus, the thesis was confirmed by experiment that the communication activity is complex sui generis, so its training-development activity must have characteristics of complexity and versatility of educational purposes – conditions offered by involving children in dynamic games.
 - The methodology of the experiment, the particular data obtained at each test, as well as the tools of evaluation and testing, which school and university teachers can use in their educational and training activity, also have intrinsic practical value.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The main results of the research. The research solved *the scientific problem* of developing communication competences in children with mild mental retardation at a low school age. The following scientific values were obtained:

it were established the epistemic landmarks of the communication skills formation in LSA students with MMR, including in dynamic games during and outside physical education classes; the particularities of mental retardation and communication of LSA students were inventoried; it was done a theoretical-applied model for training LSA students with MMR communication skills in dynamic games; the application of the *CCT Model* to LSA students with MMR was experimentally validated; based on the data of the training experiment, the particularities of CC of LSA students with MMR, developed in dynamic games, were established.

The scientific-applicative value of the methodology developed for training the CC of LSA students with MMR was validated theoretically and experimentally, being confirmed by the following *conclusions*:

1. *Communication* is defining to the human being, respectively – to the pedagogy of the general development of the students of LSA with MMR and their CC formation. Playful activity is the guiding type of activity at LSA, because it offers multiple conditions for activating all spheres of personality – psycho-physical, intellectual, spiritual, therefore, and the formation of CC.

2. The main entity of communication is the *competence of communication*. Epistemic – as a value of knowledge, CC has essential similarities with *playfulness*, which gives it special educational-didactic importance. CC induces the obligatory presence of the second subject of the communication and a communication situation, determines the two subjects to interact and, therefore, to socialize. The defining elements of CC are its attribution exclusively to the personality of the learner, the quality of educational objective and educational purpose, the inseparable structure (not divided into subcomponents, synthesizing knowledge, abilities and attitudes; affective, cognitive and behavioral character). CC is ubiquitous and transferable in other situations and activities. Contentally and structurally, CC has verbal, linguistic and sociocultural value. Our research established four *criteria for assessing CC: cognitive, verbal-communicative, behavioral-emotional and interactive*, applied to the analysis of training experiment data [44].

3. *The general psychic and psychomotor retardation* is the main cause of the diminution of the verbal CC formation, which is manifested in: the diminution of the level of development of the emotional-volitional and verbal-communicative spheres; psycho-emotional instability, inability to integrate the whole part, diminished imaginative capacity and correlative

capacity; low ability to notice the cause-effect relationships, poor possession of the elements of verbal language, etc. [42].

4. *The epistemic concept of CC formation of LSA students with MMR in dynamic games* includes: theories (*development of the subjective from the objective* – Piaget; *staged training* – Galperin), principles (*proximal level of development, introversion* – Vygotschi), *concepts and ideas* (triad of the human being and the unity of the bio-psycho-physical, intellectual, spiritual spheres – Amasian), related to communication, general and communicative development of this category of educable, dynamic games – representing the conceptual basis of the methodology specific to this activity [10; 15; 25; 21; 46].

5. *Pedagogically*, the formation of CC for LSA students with MMR is conditioned by their psycho-physical, intellectual and spiritual particularities; social, linguistic and cultural-pedagogical environment; community tradition in education; the dominant general conception of special pedagogy in the educational environment of students [47]. It was established theoretically, and our research confirmed by praxiological study and experimental activity, that LSA students with MMR have diminished and / or distorted values, in relation to ND, of thinking (images predominate to the detriment of notions), perception (not includes the whole object), imagination (causally unmotivated associations, excessive distancing from the object of perception), communicative ability (passivity, spontaneity, poor lexicon, grammatically and stylistically deformed linguistic structures, etc.), socialization ability (passivity, shyness or spontaneous attachment unmotivated etc.), everyday behaviors (loneliness, alienation, conflict, attachment only to close people, etc.) [49].

6. The pedagogical experiment showed that a possible *model for training LSA students with MMR of communicative skills in dynamic games* will be based on the above-mentioned epistemic landmarks, will take into account the particularities of general and communicative development of this category of students, will structure educational content appropriate to the above particularities, will provide the application of a methodology deduced from the nature of communication, including communication in dynamic games, the dominant type of activity in LSA, dynamic games, as well as identifying the real features of communication of real students [42].

7. The application of the *Model for training students with MMR in communication skills* in experimental physical education activities has demonstrated satisfactory and good results, which validate *the theoretical values* – epistemic, psychological and pedagogical foundations, and *the practical values* of the *CCT Model* – methods-procedures / techniques-forms-means with application in dynamic games in physical education classes and extracurricular activities [43].

The values of the *CCT Model* (hence the CCT methodology for MMR students) consist of:

- offering a specific epistemology for CC formation, as well as structuring / training specific methods – playful and competitive – in all instructive-educational forms: for the class, outdoor and extracurricular activities with sanitation, sports, recreational character; thus the full potential of games is exploited in the cultivation of communication;

- structuring a typology of dynamic games for the formation of CC: a) with a predominantly individual character; b) in pairs; c) team, with competitive character;

- the multipurpose-unitary action of dynamic games (type of activity, method and factor of educational influence) on the general and communicative development of students – training, development, educational; respectively, the simultaneous activation of the psychophysical, motor, affective, cognitive, behavioral spheres and the acquisition of action-physical features, of correct thinking, of advanced memory and attention; socio-affective, inter-relational behavior, etc. [47].

8. Following the experimental application of the *CCT Model*, it is demonstrated that the students of LSA with MMR, being scientifically organized the activity of learning communication:

forms a CC based on the same laws that determine the ND; determines the specificity of CC training depending on mental retardation, behavior and its developmental characteristics; enjoys engaging in dynamic games, easily takes on roles in them, manifests emotionally; socializes much easier than usual communication, shows a higher degree of attention, memory and operative thinking in dynamic games than in other communication learning activities, pronounces words and terms related to dynamic games more easily than usual words, uses more slightly the lexicon specific to dynamic games than the usual lexicon, they acquire more easily phrases, sentences and even phrases related to dynamic games, they obtain, within dynamic games, the most lasting and intense state of well-being, etc. [43].

Practical recommendations (for teachers and parents): permanent, consistent and discreet observation of children's verbal behavior in all aspects of their lives; permanent and consistent communication, systematic evaluation and diagnosis of children's communication skills with MR, complex and simultaneous approach / study of their perception – of the entire sensory system, removing barriers between learning and daily life by: individual and differentiated approach to learning / communication; psycho-dynamic discharge; motivation of interest for each concrete communication situation; giving priority to comments on the objects and phenomena addressed, to the actions taken; use of simple language, without subtexts and style figures; practicing accessible messages, appropriate to the age and level of intellectual development of each child; using a slow, smooth, direct tempo and rhythm; of a benevolent intonation.

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42. CEBOTARU, N. *Dezvoltarea comunicării la elevii cu cerințe educaționale speciale prin activități de educație fizică*. În: „Probleme ale științelor socio-umanistice și modernizării învățământului”. Mat. conf. șt. internaț., Vol. I, Seria XXII, Ch.: UPSC, 8-9 oct.2020, p.183-188. ISBN 978-9975-46-450-5
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45. CEBOTARU, N., RACU S., *Inclusive school environment and mechanisms for the emergence of segregation barriers in school*, 2020, SPORT AND SOCIETY Interdisciplinary Journal of Physical Education and Sports, Volumul 20, nr.1, Iași, România. <https://www.sportsisocietate.ro/articol/492>
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47. RACU, S., CEBOTARU, N. *Social Inclusion of People with Disabilities Through Sports Activities*, 2018 – 4th International Conference of the Universitaria Consortium "IMPACT OF SPORTS SCIENCE AND PHYSICAL EDUCATION IN CONTEMPORARY SOCIETY", Iași, Romania, November 23-24 2018, p. 299-302. ISBN 978-88-87729-54-2.

Cărți de specialitate

48. CEBOTARU, N. ș. a. *În sprijinul voluntarilor și părinților: Importanța jocului în formarea deprinderilor de comunicare la copiii cu probleme în dezvoltare*. În: Vocea Părinților Nr.15: Tipogr. “Pro Mapix”, 2019, p. 66-71. ISBN 978-9975-3366-3-5.
49. CEBOTARU, N. ș. a. *Rolul mediului social asupra dezvoltării comunicării la copiii cu CES: Ghid teoretic-practic pentru asistență socială multifuncțională comunitară*. Chișinău: Pontos, 2018, p. 145-165. ISBN 978-9975-51-927-4.
50. CEBOTARU, N. *Dezvoltarea abilităților sociale și de comunicare prin programe de intervenție personalizată la școlarii cu cerințe educaționale speciale*. În: „10th Eastern and Central European Regional Conference on Alternative and Augmentative Communication” – Non-verbal communication as a means of achieving social and human rights: Conf. șt. cu particip. intern., 12-14 oct., Chișinău, 2015, „Tipografia Centrală”, p.158-163. ISBN 978-9975-53-549-6.

ANNOTATION

Cebotaru Nina. Training communication competence in students with mental retardation through physical education activities. PhD thesis in education sciences. Chisinau, 2021.

Volume and structure of the thesis. The thesis was consisted of an introduction, three chapters, general conclusions and recommendations, bibliography (222 sources), 12 annexes. Basic volume of the thesis: 131 pag.; 12 figures, 18 tables. The results obtained in the research are reflected in 12 scientific publications.

Key-words: competence, communication, mild mental retardation, physical education, dynamic games, sports activities, pedagogical model.

Field of study – general theory of education – language education in physical education activities.

The purpose of the research: The scientific substantiation of a training-development methodology for LSA students with MMR of the communication skills within the dynamic games.

The objectives of the research: establishing the particularities of communication in children of LSA with MMR; identification of the theoretical landmarks for the formation of communication skills in LSA children with MMR in the conditions of dynamic games; the study of the school practice of training communication skills in LSA students with MMR; elaboration of a pedagogical model for training LSA students with MMR of communication skills and its experimental validation; carrying out a system of experimental activities within the dynamic training games for students with MMR of communication skills; statistical and mathematical analysis of pedagogical experiment data; highlighting the values of students' communication skills, experimentally formed in dynamic games; elaboration of general conclusions and practical recommendations.

The novelty and scientific originality of the research consist in:

- revealing the essence and outlining the basic concepts: *communication, communicative competence, mild mental retardation, dynamic games*;
- development and experimental validation of an original methodology for training LSA students with MMR in communication skills (*CST Model*).

The results obtained which contribute to the solution of the solved scientific problem:

- specifying the particularities of forming the communication competence of LSA students with MMR within the dynamic games;
- methodology for training LSA students with MMR in communication skills in dynamic games (*CST Model*).

Theoretical significance:

- establishing epistemic landmarks (ideas, concepts, principles, theories) for the formation of communication skills in children with MMR through dynamic games;
- theoretical modelling of the methodology for forming communicative competence in LSA students with MMR within dynamic games.

The applicative value of the research consists in:

- the opportunity to use the *CST Model* in training communication skills in LSA students with MMR through dynamic games;
- use of data and tools of the experiment to form communication skills in dynamic games – surveys, tests, methods and procedures, etc.

The implementation of the scientific results was achieved by experimenting with the *CST Model*, through communications to scientific forums and articles in scientific journals.

АННОТАЦИЯ

Чеботару Нина. Формирование компетенций общения у школьников с умственной отсталостью методами физического воспитания. Диссертация на степень доктора педагогических наук. Кишинев, 2021 г.

Объем и структура диссертации. Диссертация состоит из введения, трех глав, общих выводов, рекомендаций, библиографии (222 источников), 12 приложений. Основной объем диссертации: 131 стр.; 12 рисунков, 18 таблиц. Полученные в рамках исследования результаты отражены в 12 научных публикациях.

Ключевые слова: компетенция, общение, легкая форма умственной отсталости, физическое воспитание, подвижные игры, спортивные мероприятия, педагогическая модель.

Область исследования: общая теория воспитания, языковое воспитание в рамках мероприятий по физическому воспитанию.

Цель исследования: научное обоснование методологии формирования/развития компетенций общения у детей с легкой формой умственной отсталости младшего школьного возраста при помощи подвижных игр.

Задачи исследования: выявление особенностей общения у детей младшего школьного возраста с легкой формой умственной отсталости; определение теоретических основ формирования компетенций общения у детей младшего школьного возраста с легкой формой умственной отсталости в условиях проведения подвижных игр; изучение педагогической практики формирования компетенций общения у детей младшего школьного возраста с легкой формой умственной отсталости; разработка педагогической модели формирования компетенций общения у детей младшего школьного возраста с легкой формой умственной отсталости и ее экспериментальное подтверждение; применение системы экспериментальных действий в рамках проведения подвижных игр, призванных сформировать у школьников с легкой формой умственной отсталости компетенций общения; статистический и математический анализ данных, полученных в рамках педагогического эксперимента; отражение параметров, характеризующих компетенции общения у школьников, сформированные в рамках подвижных игр; представление общих выводов и прикладных рекомендаций.

Научная новизна и оригинальность исследования выражаются в следующих аспектах:

- раскрытие сущности и формулирование основных концептуальных понятий: *общение, коммуникативная компетенция, легкая форма умственной отсталости, подвижные игры;*
- разработка и экспериментальное подтверждение оригинальной методологии формирования компетенций общения у детей младшего школьного возраста с легкой формой умственной отсталости (*Модель ФКО*).

Полученные результаты, способствующие решению поставленной научной задачи:

- уточнение особенностей формирования компетенций общения у детей младшего школьного возраста с легкой формой умственной отсталости в рамках проведения подвижных игр;
- методология формирования у детей младшего школьного возраста с легкой формой умственной отсталости компетенций общения в рамках проведенных подвижных игр (*Модель ФКО*).

Теоретическая ценность исследования выражается в следующих аспектах:

- установление эпистемологических основополагающих понятий (идей, концепций, принципов, теорий) формирования у детей младшего школьного возраста с легкой формой умственной отсталости компетенций общения в рамках подвижных игр;
- теоретическое моделирование методологии формирования у детей младшего школьного возраста с легкой формой умственной отсталости компетенций общения в рамках подвижных игр.

Прикладная ценность исследования выражается в следующих аспектах:

- целесообразность использования *Модели ФКО* для формирования у детей младшего школьного возраста с легкой формой умственной отсталости компетенций общения в рамках подвижных игр;
- применение экспериментальных данных и инструментов формирования компетенций общения в рамках подвижных игр: опросы, тесты, методы, приемы и т. д.

Внедрение результатов научного исследования проводилось путем экспериментирования *Модели ФКО*, в рамках представленных на научных конференциях докладах и опубликованных в научных журналах статей.

ADNOTARE

Cebotaru Nina. Formarea competențelor de comunicare la elevi cu retard mintal prin activități de educație fizică. Teză de doctor în științe ale educației. Chișinău, 2021.

Volumul și structura tezei. Teza s-a constituit din introducere, trei capitole, concluzii generale și recomandări, bibliografie (222 surse), 12 anexe. Volumul de bază al tezei: 131 pag.; 12 figuri, 18 tabele. Rezultatele obținute în cadrul cercetării sunt reflectate în 12 publicații științifice.

Cuvinte-cheie: competență, comunicare, retard mintal ușor, educație fizică, jocuri dinamice, activități sportive, model pedagogic.

Domeniul de studiu – teoria generală a educației – educația lingvistică în cadrul activităților de educație fizică.

Scopul cercetării: Fundamentarea științifică a unei metodologii de formare-dezvoltare la elevii de VȘM cu RMU a competențelor de comunicare în cadrul jocurilor dinamice.

Obiectivele cercetării: stabilirea particularităților comunicării la copiii de VȘM cu RMU; identificarea reperelor teoretice de formare a competențelor de comunicare la copiii de VȘM cu RMU în condițiile jocurilor dinamice; studiul practicii școlare de formare la elevii de VȘM cu RMU a competențelor de comunicare; elaborarea unui model pedagogic de formare elevilor de VȘM cu RMU a competențelor de comunicare și validarea experimentală a acestuia; desfășurarea unui sistem de activități experimentale în cadrul jocurilor dinamice de formare la elevii cu RMU a competențelor de comunicare; analiza statistică și matematică a datelor experimentului pedagogic; evidențierea valorilor competențelor de comunicare ale elevilor, formate experimental în cadrul jocurilor dinamice; elaborarea concluziilor generale și a recomandărilor practice.

Noutatea și originalitatea științifică a cercetării constau în:

- revelarea esenței și conturarea conceptelor de bază: *comunicare, competență comunicativă, retard mintal ușor, jocuri dinamice*;
- elaborarea și validarea experimentală a unei metodologii originale de formare la elevii de VȘM cu RMU a competențelor de comunicare (*Modelul FCC*).

Rezultatele obținute care contribuie la soluționarea problemei științifice soluționate:

- precizarea particularităților formării competenței de comunicare elevilor de VȘM cu RMU în cadrul jocurilor dinamice;
- metodologia formării la elevii de VȘM cu RMU a competențelor de comunicare în cadrul jocurilor dinamice (*Modelul FCC*).

Semnificația teoretică:

- stabilirea reperelor epistemice (idei, concepte, principii, teorii) de formare a competențelor de comunicare la copiii cu RMU în cadrul jocurilor dinamice;
- modelizarea teoretică a metodologiei formării competenței comunicative la elevii de VȘM cu RMU în cadrul jocurilor dinamice.

Valoarea aplicativă a cercetării constă în:

- oportunitatea utilizării *Modelului FCC* în formarea competențelor de comunicare la elevii de VȘM cu RMU în cadrul jocurilor dinamice;
- utilizarea datelor și instrumentelor experimentului de formare a competenței de comunicare în cadrul jocurilor dinamice – anchete, teste, metode și procedee etc.

Implementarea rezultatelor științifice s-a realizat prin experimentarea *Modelului FCC*, prin comunicări la foruri științifice și articole în reviste științifice.

CEBOTARU NINA

**TRAINING COMMUNICATION COMPETENCE
IN STUDENTS WITH MENTAL RETARDATION
THROUGH PHYSICAL EDUCATION ACTIVITIES**

Speciality: 534.01 – Special Pedagogy

**ABSTRACT
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