STATE UNIVERSITY OF MOLDOVA

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FORMATIVE ATTRIBUTIONS OF THE PHONETIC SYSTEM IN THESTUDY OF THE ROMANIAN LANGUAGE BY FOREIGN STUDENTS

SPECIALTY: 532.02 – SCHOOL TEACHING ON EDUCATION LEVELS AND DISCIPLINES (ROMANIAN LANGUAGE TEACHING)

Doctoral thesis summary in Science of Education

CHIȘINĂU, 2023

The thesis was developed within the Doctoral School of Humanities and Education. State University of Moldova

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The defense will take place on October 31, 2023, at 2:00 p.m., at the meeting of the Doctoral Committee of the State University of Moldova, block III, room 505, str. M. Kogâlniceanu 65A, or. Chisinau, MD-2012.

The doctoral thesis and the summary can be consulted at the National Library of the Republic of Moldova, the Central Library of the State University of Moldova, on the website of the State University of Moldova (www.usm.md) and on the website of the National Insurance Agency of Quality in Education and Research (www.anacec.md).

The thesis summary was sent on **September 31, 2023.**

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List of abbreviations:

FA - Formative attributions

PhC - Phonetic competence

PhS - Phonetic system

TMPCT - The technological model of phonological competence training

vs - vocal system

cs - consonant system

FF - Facilitating Factors

NFF - Non-Facilitating Factors

RFS - Romanian as a foreign language

RLNN – Romanian as a non-native language

AoA – Action Oriented Activity

CONCEPTUAL ISSUES OF THE RESEARCH

The actuality and importance of the research problem derives from the need to elucidate the specifics of the modern orientation of the educational process from the perspective of re/updating and re/conceptualizing pedagogical phenomena, which ensures the reform of higher education through the prism of modern visions, gives a primordial status to the aspects related to the linguistic education of students foreigners. A pragmatic, action-oriented approach is taking shape. In this context, the assimilation of the phonetic system and the formation of phonological competence in foreign students based on learning the Romanian language is a priority. The necessary level of preparation for the act of communication in a linguistic environment in a foreign language provides, first of all, a correct communication, appropriate to the norms of the studied language, in our case, a correct orthoepic articulation of the oral expression. The unit of phonological competence is a key element of linguistic and communication competence, aimed at the ability to apply the sound framework of the studied foreign language. The effectiveness of the act of communication depends, essentially, on the level of acquisition of phonological competence - intelligibility and comprehensibility. Enrica Piccardo, member of the working group on the development of the Common European Framework of Reference for Languages (2018) notes: phonological competence plays, de facto, a significant role for language learning, since correct pronunciation is a measure of success and an indicator of the speaker's communication competence [11].

In this context, the problem of the assimilation of the phonetic system and the formation of phonological competence in Romanian among foreign students is quite current. The formation of the 9foreign student's communication skills starting from CF can become "one of the guarantees of correct and effective communication in the Romanian language" [40]. Thus, the acquisition of the Romanian language as a foreign language involves the dynamization of action-type phonological structures, which focus both on the general skills of the foreign student and on the specific skills, which can be formed and developed based on the valorization of the various formative attributes of SF. Correct expression gives the student more self-confidence. Therefore, there is also the need for the foreign student's phonological culture to be formed in the process of learning Romanian as a foreign language. The acquisition of phonological competence, as a tool for capitalizing on communication, represents an element of confluence in communication due to its productive character, it can be circumscribed relative to several "blocks of communication". Thus, the presented arguments demonstrate the relevance and importance of the research topic, the need to assimilate the process of training and development of phonological competence among foreign students is outlined: correct and intelligible pronunciation being one of the primary conditions for effective communication in Romanian as a foreign language.

Description of the situation in the field of research. In recent years, a special emphasis is placed on the praxeological aspect of the communication methodology in teaching RFL/RNNL. During the evolutionary course of specialized literature, the concept of phonetic system was introduced, the methodology of teaching the Romanian language was revised from the perspective of assimilation focused on skills, the influence of pronunciation on "lexical, verbal blocks" was supported, thus becoming the main elements of communication culture.

1. Research in the field of phonetics and phonology: N. Corlăteanu (1993) [15], S. Pușcariu (1959) [24], Al. Rosetti [25], Em. Vasiliu (1965) [29], I. Felix (1965). E. Petrovici (1950), S.A. Leontieva [43], (2002), P. P. Scandera Burleigh (2011), M. J. Ball, J. Rahilly (2013), T. Shevcenco (2009), M. Bogdan [9], etc.
2. Theories of foreign language teaching:L. Canepari [38], L. Calabro [36], F. Caon [39], Th. Balaban [3], M. Grigoroviță, L. Wald, R. Lado (1976) [21]; A. Pomelnicov (2011);
3. 3. Theories and concepts of the comparative-contrastive description of languages: A. Chirideakin [14], (2014); S. Berejan (1991); A. Pomelnicov (2016); I. Smirnov (2005).
4. Theories of linguistic interference:T. Burdeniuk (1978); M. V. Razumova (2007); U. Vainraih (1979).
5. The notions of communication, communicative competence:N. Chomsky (1965); D. Glumes (1972) A. Savignon (1997); L. Șoitu (2001); G. Burdeniuc (2008); M. Borozan (2009); L. Sadovei (2017).
6. Theory and praxeology of didactic training and development of phonological and pronunciation competence:A. Axan [1], I. Bărbuță [4], G. Bițuna [8], O. Bălănescu [5], N.A. Bonk [35], G. Brâncuș [10], N. Babâră [2], A. Dorobăț [17], O. Hedeșan [20], V. Moldovan

[22], L. Pop [23], M. Bâlici [6,7,33,34], I. T. Stean (1978); A. Avram (1961); V. Sofroni (1969);I. Felix (1965); S. Pușcariu (1974); Em. Vasiliu (1991); A. Chirdeachin (2011), [14]; O. Lavrova (2010) [48]; A. A. Homutova (2007) [51].

Thus, we find that in the field of assimilation of the phonetic system and the formation of phonological competence in RFL, valuable studies have been carried out. Regarding glottodidactics of the Romanian language as a foreign language: research in the process of forming the bases of phonological competence in the course of teaching - learning the Romanian language as a foreign language for foreign students can be exemplified: M. Bâlici [33,34]; identified the peculiarities of the formation of phonological competence: L. Strah [26]; C. Prigorschi, studies the problem of phonological competence formation based on multimedia means; developed didactic training and development of phonological competence: M. Canale [37]; examined the correlation between spelling (writing) and pronunciation in the language teaching-learning process: L. Canepari [38]; A. Chirdeachin [14]; described the pedagogical model of the formation of intonation skills in Arab students: A. Vrăjitoru [30]; established the ways of producing and perceiving vowels from a psychological, physical, physiological, linguistic, phonetic and phonological point of view; A. Wizard [30]; examined the process of phonological competence formation in foreign students, etc.

Until now in the Republic of Moldova, the problem of assimilation of the phonetic system and the formation of phonological competence in the teaching-learning of the Romanian language by foreign students has not been the subject of special investigations. Regarding some aspects regarding the issue of the formation of pronunciation skills in the teaching of foreign languages, it was written in a series of studies by researchers: A Vrăjitoru [31]; T. V. Sovsun [50]; A.A. Leontieva [43]; V. Serba [52,53]; L. Transylvania; M. Rivers Wilda. We noted the integrated approach to phonetic skills training activities, in this sense we list the valuable theses of researchers in the field: A. Vrăjitoru (1999) [35,36]; S. Puscariu (1959) [24]; Em. Vasiliu (1965) [29]; L. Strah (2013) [26]; Al. Rosetti (1982) [25]; I. Calota (1977) [12]; etc

The purpose of the research consists in the theoretical and methodological argumentation of the attributions of the phonetic system in the teaching of the Romanian language as a foreign language.

Research objectives:

- Determining the linguistic-didactic benchmarks of the phonetic system for foreign students, in language education;

- Elucidation of the concept of formative attributes of the phonetic system;

- The comparative-contrastive description of the phonetic system of the Romanian language from the RLS perspective;

- Establishing the criteria and determining the assimilation levels of the Romanian language through the prism of the formative attributions of the phonetic system in the process of studying the Romanian language as a foreign language;

- Development, implementation and experimental validation of the Technological Model focused on capitalizing on the formative attributions of PhS in the study of the Romanian language by foreign students.

Research hypothesis: Capitalizing on the formative attributions of the phonetic system in the study of the Romanian language by foreign students would have a positive impact on the process of training linguistic and communication skills, if it is carried out within the integrative concept of a technological model assisted by adequate resources from a strategic-methodical and procedural perspective.

The scientific research methodology includes theoretical methods: scientific documentation – the study of the specialized bibliography for the analysis of the researched concepts from a historical perspective; description – for the elucidation aspects of index variations from a temporal point of view; classification, comparative-contrastive analysis – to configure the impact that the user's linguistic experience has; analytical-synthetic - for the systematization, generalization of theoretical and practical content elements.

Empirical methods: pedagogical experiment – to determine the validity of the research hypothesis, questioning – to establish the details of qualitative interpretation, conversation, interviewing, observation.

Statistical-mathematical methods of processing experimental data and research results. The theoretical-methodological approach prominently present during the research process has a specific character of the triple perspective: establishing the level of configuration of the concepts used; correlation of content aspects with canonical approaches of pedagogical research; alternating diagnosis and prognosis regarding the pedagogical experiment.

Suggested methods and techniques: „Gura devine mână"; „Foneme în imagini"; „Semaforul fonetic"; „Intersecții"; „Dictare fonetică"; „Redactare fonetică"; „Telefonul stricat"; „Recuperarea sensului".

The research problem refers to the need to develop a pedagogical model, a productive system of exercises aimed at the didactic valorization of phonological competence, in which we would have a well-determined content and structure, regarding the integrated learning of semantic-verbal blocks in the formation and development of phonological competence. We would like to highlight some issues related to this field:

1. The formal content of the linguistic education in Romanian as a foreign language of foreign students and the necessary level of phonological competence for the qualitative assimilation of this language.

2. The insufficient degree of research in the practice of teaching the Romanian language as a foreign language, its application in the training of the new communicator in the Romanian language with the aim of developing the phonological culture and the communication competence of the foreign student, the need for a methodological concept (Technological model of competence training phonological skills in Romanian for foreign students).

These divergent opinions generate **the research problem**: the theoretical substantiation of didactic strategies based on the notion of "phonetic system" and the theoretical-praxiological premises of the formation and development of phonological competence in Romanian among foreign students in order to improve the efficiency of communication in Romanian as a foreign language.

The ways to solve the research problem have a praxeological character centered on the validation of the educational experiment in correlation with the proposed methodical-didactic supports.

The obtained results highlighted the fact that there is an increase in the value indices for users who benefited from the resources adjacent to the Technological Model for training phonetic-phonological skills in foreign students.

The limits of the research were manifested during the realization of the thesis, having objective and subjective characteristics:

1. The time component for RLS study within the curricular program was

small enough, only 6 months. The progression of changes in phonodidactic skills was limited to a period of 6 months - maximum 8 months.

2. The training stage was carried out outside the curricular course of RLS study.

The linguistic circumstance at the training stage was different from the observation one, because the users were in a completely different academic, university environment (first year of study). Linguistic influences have become more multiple and varied.

2. The diversity of linguistic influences outlined a larger niche of subjectivity in the presentation of the value indices of the experiment.

3. The theoretical significance of the research resides in the presentation of bibliographic resources on the research topic from a diachronic and synchronic perspective. The diachronic approach had a dual route: the phonodidactic element was interpreted from a content and procedural-didactic perspective.

4. The implementation of the scientific results was carried out in the period 2018-2023 within the RLS course for foreign students.

5. The applicative value of the thesis consists in the implementation of the elements of the Technological Model for the formation of phonetic-phonological competence in foreign students. Concrete didactic strategies for the application of phonodidactic principles were proposed, in the concept of the Technological Model. The didactic resources used were ideational derivatives of the paradigmatic structure proposed by the Technological Model for training phonetic-phonological skills in foreign students.

6. Summary of the sections of the thesis. The content of the doctoral thesis includes: introduction, three chapters, general conclusions, bibliography of 137 titles, 200 pages of basic text, 31 tables, 26 figures.

Key words: phonodidactics, didactic strategies, phonetic-phonological skills, technological model.

SUMMARY

In **Chapter 1** entitled **Theoretical References regarding the formative attributions of the phonetic system in the Romanian language**, the fundamental concepts of the research are elucidated, from a theoretical perspective: valential attributions of the phonetic system from the perspective of content and didactic process.

Thus, from the perspective of the notion of phonodidactics, the contental valences of the phonetic system specific to the Romanian language are highlighted. Language formation in a foreign language depends entirely on the assimilation of sound form. The sounds of human speech form a very complicated system that serves the other compartments of language." The phonetic system of any language consists of a number of sounds – type, phonemes. Knowledge of the phonetic values of speech sounds is of major importance for those who learn a foreign language, in our case, Romanian. Certainly, the contentural aspect of the phonetic system necessary for the phonodidactics department in the RLS study includes the inventory of sounds – type of Romanian language, which, in fact, is a matter of principle of Romanian phonology, is especially related to the phonetic nature, to the phonological *status of simple*, composed sounds (diphthongs, triphthongs), *vowels in hiatus*, vowels and *double consonants*, anterior vowels, medial, posterior. A characteristic aspect presented in chapter 1 is the outlining of the generalizer-integrative valences of the phonetic system, thus were presented the classification characteristics of ascending and descending diphthongs, triphthongs, vowels in hiatus as well as of the consonant component of the phonetic system specific to the study of Romanian as a language of study. To pronounce vowel sounds in Romanian it is necessary to use *the degree of aperture* in their pronunciation.

In the opinion of scientist Em. Vasiliu, in the Romanian language we distinguish balanced triphthongs (ascendants – descendants). In the context of quality and quantity, we would like to mention that in Romanian ascending diphthongs and ascending triphthongs (S-S-V) can entail changing their meaning, obtaining a different word – an assertion supported in the first chapter by multiple relevant examples. The phonematic role of diphthongs and triphthongs in Romanian language is complemented by differences in articulation between long-short paired sounds [16, p.43-50], says researcher Dobrișan N.

The study of phonetic-phonological issues has both practical and pragmatic importance, respecting the proper use of phonetic means for transmitting the semantic values of the Romanian language, in our case international students. In our research we also drew attention to the consonantal system to practice with international students a progressive and authentic phonetics, forming the *phonodidactics* of the Romanian language with the perspective of implementing applicative phonetics. The sources of the starting points for phonetic consciousness are combined between verbal and nonverbal, and the way of acquiring phonological consciousness involves capitalizing on the systems of consonants and vowels to form the sound image of the lexeme, but also understanding intonation in communication with the other in order to understand the attitudes and feelings transmitted, the skills of correlating tone inflections with verbal meta messages are important for full recovery of meaning in various cultural contexts and in message interpretation activities in intercultural circumstances. [32, p.15].

Exposing phonetic competences in correlation with the scale of descriptors proposed by CEFR is appropriate to analyze the level of reflection of content units and methodological strategies in the curricula of mother tongues as foreign. The following finding shows the correlation between skills and competences included in the study process. The study of the consonantal system in the process of configuring the theoretical landmarks regarding the formative valences of the phonetic system exposed, in the first part of chapter 1, that the consonantal system can be analyzed according to 3 criteria: the participation of the vocal cords, the articulation mode, the place of articulation, and from the perspective of phonodidactics the contental aspects are harmoniously combined with the abilities specific to each component of phonetic competence and the formation of competence versus phonological consciousness. Also, the specific approach of the thesis consists in the elaboration of the case study, the comparative-contrastive presentation of the phonetic systems of the Arabic language, which is the native language of the user and the studied language -Romanian language. The classification of diphthongs and triphthongs in Romanian and Arabic according to the conditions of pronunciation in both languages – would solve several problems if the correct standard of pronunciation in Romanian were an immutable benchmark. According to phonetician George Grigore [18], in the process of teaching/learning Romanian for Arab students, the teacher must take into account the authenticity of the pronunciation of diphthongs and triphthongs and their transformation "into cognitive structures" of communication [18, pp. 9-15].

Therefore, a phased and conscious phonological process by Arab students can be achieved by comparing practical ways of interpreting the contrastive attributions of diphthongs-triphthongs and the consonantal system. The tables in the text of the research are conceived from a dual perspective: the Romanian phonetic system versus the Arabic phonetic system, the exposed examples will undoubtedly constitute scientific-didactic resources for designing learning resources. In conclusion, we state that the specifics of the pronunciation of vowels and consonants in the Romanian language of diphthongs and triphthongs, "their practical color depends on where this phonetic system is used, the combination of sounds, pronunciation rules, etc." Vowels, consonants constitute the main sounds in a word and form a major category of phonemes, diphthongs, triphthongs, and participate in establishing interdependence relationships between phonetics and morphology in the process of verbal communication.

We also presented information with comparative – contrastive value in Romanian and Arabic regarding the sound groups specific to Romanian (ci, ce, chi, che, gi, ge, ghi, ghe), but which have a high degree of difficulty in pronunciation for native Arabic speaking users. Following the analysis of the vowel and consonantal system of the Romanian language, I noticed that in order to highlight the quantitative and qualitative differences, it is necessary to know the phonetic system of the Arabic language. Didactic phonetics has multiple aspects, which determine the distinction of two phonetic systems (Romanian and Arabic). The Arabic alphabet includes 28 letters representing consonants and long vowels. For the *consonantal system* of Arabic that follows *the phoneme-grapheme correspondence principle*, the basic phonetic element makes the abstract correspondence between the two totally different phonetic systems.

An objective of the first chapter was also to determine the research of the degree of evolution of the concept of formative attributions of the phonetic system in the didactics of studying Romanian language by international students. We mention that didactics based on "content pedagogy", which implied the transmission and reception of content as accurately as possible, without highlighting their formative unity and without stimulating the real potential of trainers, has changed its vector towards educational-value orientation, focused on "specific competences", which can be formed and developed based on various formative elements. Thus, as a goal of the educational process are established the actional – practical skills, values, attitudes and contents that together constitute component parts in the process of forming the phonetic system. With reference to the didactics of Romanian as a foreign language, the issue of identifying/establishing an efficient methodology for the formation of phonological skills in the process of learning Romanian by Arab students is particularly relevant. It is not by chance that a number of researchers in the field who study the problem of formation and development of communication competence in the studied language as a foreign language note that many foreign students of higher educational institutions demonstrate low phonic ability and poorly formed phonological competence in foreign languages. In the specialized literature, a series of terms have become established, including: phonetic system (N. Corlăteanu, Vl. Zagaevschi, 1993 [15], I. Bujorel, 1988, formative phonetics, A. Vritoru (1999) [30,31]; phonetic-phonological competence, F. Gibbon, (2013); phonological competence: M. Bâlici (2017-2018); D. Jones (1987) [42,]; O. Lavrova (2010) [49]).

The presence of a variety of terms attests to the interest of didacticians in studying the capacities of foreign students regarding acoustic-articulatory expression in different languages, the complexity of these hearing skills respectively, the relevance of its study in linguistic and didactic aspects, as well as the importance of continuing research on the development of didactic modalities and technologies in the process of forming this skill. Our task will be to identify the directions of approaching and learning the formative attributions of the phonetic system of a foreign language, in our case of the Romanian language, in the specialized literature, to describe its peculiarities. In the process of argumentation of this system, we will focus on the content of related terms (articulatory phonetics, acoustic phonetics, perceptual phonetics, comparative phonetics) the examination of which will help us to investigate in detail the nature of the phonetic system, to identify various opinions and approaches appropriate both to the study of the phonetic system within phonodidactics and to various contradictorily interpreted aspects. At the same time, we will follow from a diachronic perspective the way in which changes have been made and some interpretations of the phonetic system have been made and accepted in the process of learning and assimilating the four phenomena of the phonetic system (acoustic, perceptive and comparative articulatory) as an object of language mastery. Examination of the diachronic aspect of the research problem will facilitate the identification of the sequence of the study process on the relevant elements of the phonetic system, associated with the formative attributions of this system and forming phonological competence; studying scientific opinions, recent changes regarding the object of research, to determine the connection between strategy and

technology, to establish the correct ways of teaching phonodidactics and at the same time requesting didactic approaches related to this field.

From the perspective of the evolution of the concept of phonodidactics and the formative attributions of the phonetic system for the formation of phonetic skills in foreign students, the basic principles of assimilation of the phonetic system into the foreign language were formulated: awareness, communicativeness, consistency and concentricity (M. Bogdan, R. Lado, G. Rogova, M. Celce-Murcia, A. Tataru, V. Artiomov, N. Babâră, A. Chirdeakin). Techniques for sound production were evaluated: imitation of correct pronunciation, teacher's explanation, presentation of articulation, comparison of pronunciation patterns in the studied versus native language, communication and reading by the teacher, etc. A number of researchers formulate similar techniques with reference to teaching intonation in Romanian and English as foreign languages (A. Vrăjitoru, I. Bujorel, I. Cerghit, O. Bălănescu, A. Tătaru, R. Lado, P. Roach, etc). An important object for research becomes the problem of comparing the phonetic system of the mother tongue and the studied language and selecting for didactic purposes the phonetic minimum (, R. Lado [21], A. Tătaru [27], M. Bogdan [9], I. Cerghit [13], A. Vritoru [30,31], O. Bălănescu [5]. The idea of approximation in pronunciation with reference to the process of learning a foreign language was noted and developed during this period, according to us, it remains current today.

The change of the learning paradigm from classical, neoclassical to postclassical has led us to major strategies for changing the teaching-learning methods of the phonetic system: from a static element to a dynamic element (phonetic system - communication). From the point of view of the founders of the audio-lingual method, practical mastery of the phonetic system is one of the most important tasks of this methodological concept: "the main task in language learning is, first of all, mastering the sound system, to understand the flow of speech, to distinguish phonemes, and with relative accuracy, to produce them" [41]. We also note that researchers in the field paid increased attention to complexity, systemic nature, multidimensionality of skills formation regarding the perception of language units and their functionality; Great importance is attached to the sound image of these units: *sound + intonation + accent + rhythm.*

The analysis of methodological achievements of domestic and foreign researchers allowed us the following finding: with the transition from the classical to the neoclassical period of the development of "pedagogical science" (in our case of the methodology for teaching-learning foreign languages) to *the postclassical stage*, essential changes occurred in the didactics of learning the phonetic system. First of all, the complex character of the study objective was established and fixed, which presents itself as a "dynamic block" of the phonetic system, because in formulating the concept of speech ability there are also contained various groups of phonetic skills, which during the teaching-learning dynamics can become the basis of all verbal activities of the foreign student. Based on the above, the priority of learning pronunciation in foreign languages (in our case the phonetic system) is obvious. *Secondly*, it has been shown that since the acquisition of phonetic-centered skills is the foundation of all verbal activities, then in the learning process it is necessary to form and develop all forms of communication activities: listening, speaking, reading, writing (simultaneously and integrally). *Thirdly,* it was noted the achievement of great success in the process of learning the phonetic system (SF), the "value of the phonetic system" in the object of study, which is manifested in the consummate attention to conscious learning "of pronunciation in the foreign language". Thus, a new approach to the perspective of the phonetic system as a complex and dynamic process emerged and "took root". All the nominated approaches regarding a methodological archetype of learning the phonetic system at the content plane represent, in fact, a rich legacy, which allowed language didactics to move to the next stage of development, the postclassical one, where we can meet a punctual attention of research in the field for the study of complex systems based on synergetic methods. The emergence of the concept of formation of phonological competence in the post-classical period explains the multitude of approaches to interpreting the notion of phonological competence.

It is very necessary to clearly delimit and **outline the formative attributions of the phonetic system:** adequate articulation at sound unit level / articulation at intersegmental level / articulation at suprasegmental level / differentiation skills / grapheme-phoneme correspondence / adequate production and reception of grapheme-phoneme correspondence on various segments / message production according to intonational structures specific to Romanian language / communication at an appropriate pace / correct application of emphasis according to the orthoepic norms of the Romanian language. *Phonological competence* within a phonetic system is an essential component of linguistic competence, which can be considered its *first pillar*, because it implies the ability to perceive and produce the sound units of the Romanian language. Phonological competence requires a knowledge of perception and production and requires a serious attitude towards the processes of perception and production: the sound units of the

language (phonemes) and their manifestation in the specific contexts of the Romanian language; phonetic features that differentiate phonemes (distinctive features: sonority, nasality, occlusion, lability); phonetic composition of words (syllabic structure, sequence of phenomena, emphasis of words, intonation, assimilation); phonetics of statement, phonetics of phrase (emphasis and rhythm of statement, phrase; phonetic reduction, vowel reduction; stressed and unstressed forms, etc.). Knowledge of the phonetic system and knowledge of the phenological value of sounds spoken in the Romanian language by Arab students is of major importance for them, in order to better understand their "own inventory of phonemes and phonetic rules" of the language studied. Phonological competence is an integral part of the phonetic system and at the same time can be an ideal method of formation and development of communication language competence of Arabic students in the Romanian language. According to the constructive paradigm of teaching-evaluating the phonetic system is the correlation between the valences of articulatory phonetics and the valences of acoustic phonetics and then the phonetic system "is modeled under the influence of didactic strategies" and must follow an objective-route from segmental phonetics to intersegmental phonetics and accept the elements of suprasegmental phonetics, says didactician A. Tătaru [27, p.100].

Thus, comparative analysis of studies on phonetic competence research as an integral part of the phonetic system showed that specialists in the field consider the phonological composition of the phonetic system as derived from the linguistic composition in the language foreign language that includes knowledge of the phonetic system of the studied language, but also abilities and skills to appreciate and reproduce normative speech in the foreign language. The difference in the opinions analyzed lies in the fact that some researchers like Al. Rosetti, um. Lazaroiu, S. Rifle, A.A. Homutova, CEFR, etc. identify within phonetic competence and the attitudinal component, considering phonological competence a complex structure consisting of knowledge, abilities/skills and attitudes. We also approach the notion of a communication competence structure based on knowledge, abilities and skills to use the phonetic system of the language, emphasis, rhythm, rhythm, intonation of the means of organizing the phonetic system as part of speech and the ability to use in the process of communication [46, pp.10-11]. In our opinion, the cognitive component refers to the preparation of Arab students for speech activity mastering the phonetic system, which is, assimilating phonetic blocks and practicing the skills to use phonetic knowledge and to operate with phonetic means of communication. The phonetic abilities of the phonetic system include: the ability to distinguish sounds and letters, vocal and consonant sounds; the ability to write and read correctly; the ability to pronounce correctly the syntagms, joints, joints, utterances; determine the place of the accent in a word, etc. At the same time, the, the pragmatic component also refers to the Arab student's willingness to convey verbal messages in various communication situations and includes skills and skills that may allow the Arab student to reproduce and understand verbal messages according to the phonetic norms of the Romanian language. At the same time, following the full analyses of the components phonological control, the Common European Framework of Reference for Languages has operationalized the above mentioned concepts by identifying three basic categories: *general phonological control, sound articulation, and, prozodic features.*

In this context, a significant role is played by the values that are formed as a result of the educational process on the formation of phonological competence within the phonetic system that must refer to: the identification of sounds/phonemes when listening; establishing the degree of articulation of sounds; quantitative determination of sounds; control of accent, intonation and rhythm; observance of intonation and tones in communication; decoding of the message heard; intelligible expression in the target language. Thus, we have established methodological milestones V. Vasiliev. [47, p.324], I. Rogova [45]; D. Jones [42]; M.O. Mc Charthy [44]; JD. A Connor R. Lado [21]; Al. Rosetti [25]; Turku [28]; M. Bogdan [9]; A. Tataru [27]; Vl. Zagaevschi [15]; as well as our practice of teaching Romanian for Arab students, we consider it opportune that at the present time, first of all, the process of teaching pronunciation in Romanian, which was not given welcome attention, with „its specificity" for Arab students. The activity of training the writing skills of the Arab student in the process of assimilation of the Romanian language is an important step of communication, which involves the competence of understanding the text/The writing-learning training activity actually involves an interaction of the Arab student with the text by involving his cognitive/cognitive competence/The development of writing skills of the Arab student occurs on the basis of various practical ways of writing: designing reactions, improving stimuli, fixing the rules of writing.

Chapter 2 entitled **Conceptual and methodological framework for the formation of phonetic-phonological skills among foreign students** (case study: arab students) refer to valorization of
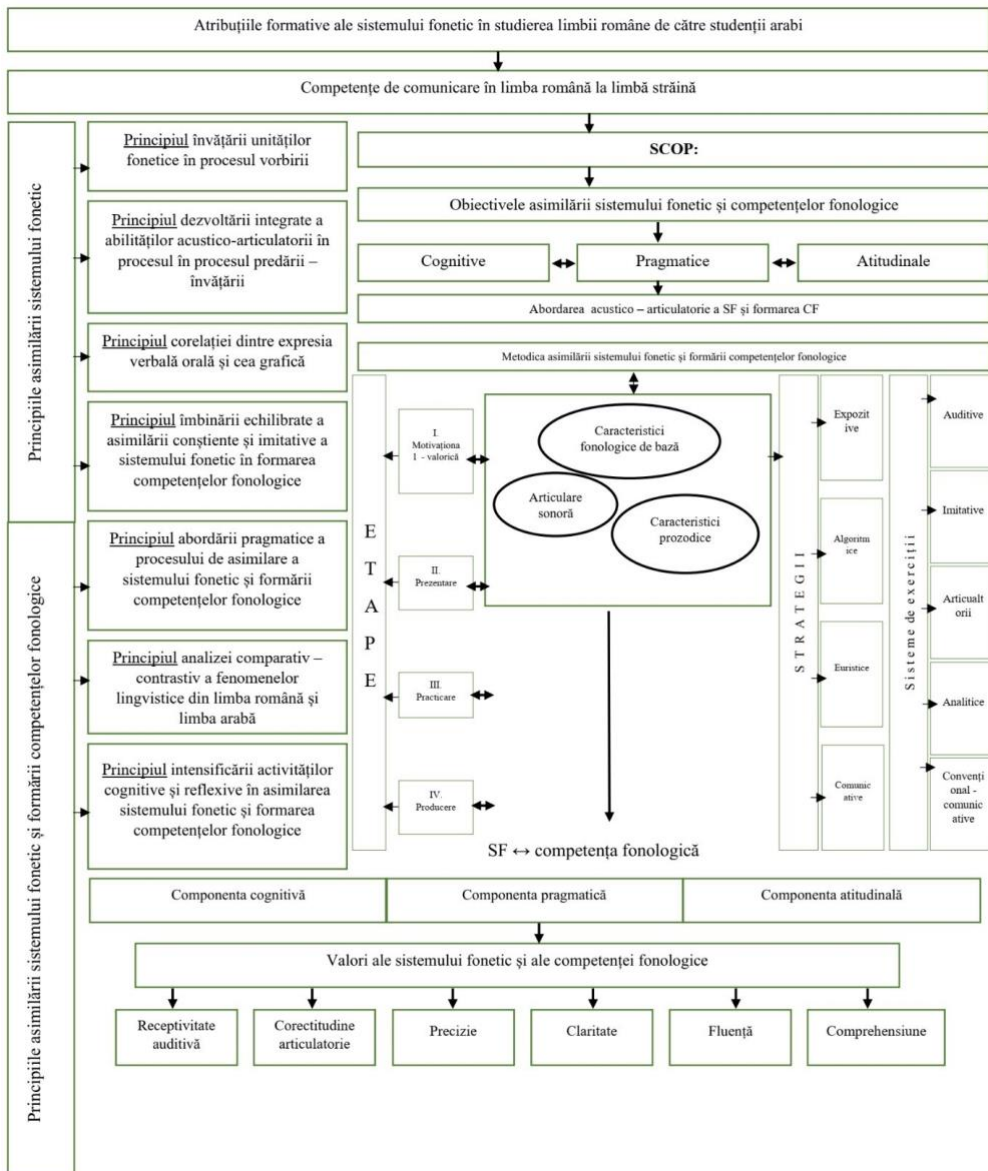
the valences of the phonetic system and the study compartment – phonodidactica. A special emphasis was placed on the glotodidactic concept of transposition and interference for the formation of phonetic-phonological competence in foreign students. In teaching Romanian for Arab students there are many unresolved issues and issues, one of which is the influence exerted by the mother tongue (arab) on the student. The native language is well-appropriated and Arab students pay special attention to its content without thinking about the forms of expression, while learning Romanian requires greater effort to avoid the influence of Arabic on the Romanian language. The advantage of using the mother tongue in learning Romanian lies in determining the possibilities of knowledge transfer, the skills and abilities of the mother tongue in the studied language (in our case Romanian) and to elucidate those moments that create favorable conditions for interference. If in the process of learning the Romanian language the way of expression, their content and associations in Romanian are at a minimum level of similarity to those in the native language then there will be a maximum of facilitation (FF – facilitator of learning).

If the Arabic language stimulates the learning of the Romanian language, if the communication activity is carried out more productively based on the mother tongue (arab), then such an influence of the mother tongue is called transposition or transfer. But if, in this case, the mother tongue does not respect the assimilation rules of the phonetic system and slows down the learning of the Romanian language, then this phenomenon we can call interference (FNF – non-facilitating factors). Similarities do not reduce, but often multiply the difficulties of proper appropriation of pronunciation by foreign students. That is why their knowledge is so important as the knowledge of differences [27, p. 171]. The difficulties of pronunciation of the Romanian language can not be liquidated otherwise than by studying the segmental and superegmental phonetics in Romanian. During the course of the paper, we outlined, in chapter 2, a methodological approach for the formation of phonological competence in Romanian language in Arabic students.

A new component on which the phonetic system is based is the application of phonetic files for the double intercomprehension of the phonetic system, to determine their role in the training process and the application of the competitive valences of the systemic and processual approach to achieving the communication objectives of the user. Rethinking, in the system, the entire activity of learning the phonetic system involving phonetic, grammatical and lexical details, it led us to outline a curricular model of learning the phonetic system with value and action efficiency based on the design of which the principle of curriculum adequacy to the current, operational context was put, the principle of permeability towards current developments within the learning of the phonetic system, the principle of coherence manifested both at the level of the curriculum relationship and the ends of the university education, as well as at the level of the objectives, content and formative-emotional strategy, and, principle of pertinence and principle of optimal horizontal and vertical articulation of elements of the system and the curricular process [19]. The curricular model of learning the phonetic system of the Romanian language by Arab students regularly organizes the activities of learning the phonetic system, qualitatively completing their structure, value, implications and their instructive-formative-educational efficiency, it conditions the achievement of phonetic, semantic-verbal, cognitive-applicative performances ensuring the accessibility and efficiency of the teaching-learning act. INTELLIGIBILITY is the ability of the user to be understood by the interlocutor. The intelligibility evaluation criteria refer to the norms of the studied language, but also to the degree of effort made by the interlocutor to understand the locator. The teaching staff will monitor, through the iterative learning resources system, the application of the phonetic system attributions for the formation of skills of comprehension, interaction, mediation, production.

For all domains, the reference points are: monitoring the correctness of articulation, the appropriate application of the elements of prosody - intonation and rhythm, the user's dexterity to emphasize words according to the orthoepic norms of the phonetic system specific to the language being studied.

The technological model of assimilation of the phonetic system and the formation of phonological skills in Romanian among Arab students

Atribuțiile formative ale sistemului fonetic în studierea limbii române de către studenții arabi

Competențe de comunicare în limba română la limbă străină

Principiile asimilării sistemului fonetic

Principiul învățării unităților fonetice în procesul vorbirii

Principiul dezvoltării integrate a abilităților acustico-articulatorii în procesul în procesul predării – învățării

Principiul corelației dintre expresia verbală orală și cea grafică

Principiul îmbinării echilibrate a asimilării conștiente și imitative a sistemului fonetic în formarea competențelor fonologice

Principiile asimilării sistemului fonetic și formării competențelor fonologice

Principiul abordării pragmatice a procesului de asimilare a sistemului fonetic și formării competențelor fonologice

Principiul analizei comparativ – contrastiv a fenomenelor lingvistice din limba română și limba arabă

Principiul intensificării activităților cognitive și reflexive în asimilarea sistemului fonetic și formarea competențelor fonologice

SCOP:

Obiectivele asimilării sistemului fonetic și competențelor fonologice

Cognitive   Pragmatice   Atitudinale

Abordarea acustico – articulatorie a SF și formarea CF

Metodica asimilării sistemului fonetic și formării competențelor fonologice

E T A P E

I. Motivaționa l - valorică

II. Prezentare

III. Practicare

IV. Producere

Caracteristici fonologice de bază

Articulare sonoră

Caracteristici prozodice

S T R A T E G I I

Expozitive

Algoritmice

Euristice

Comunicative

Sisteme de exerciții

Auditive

Imitative

Articualtorii

Analitice

Convenți onal - comunic ative

SF ↔ competența fonologică

Componenta cognitivă   Componenta pragmatică   Componenta atitudinală

Valori ale sistemului fonetic și ale competenței fonologice

Receptivitate auditivă   Corectitudine articulatorie   Precizie   Claritate   Fluență   Comprehensiune

Therefore, the interdependence between the formative attributions of the phonetic system and the comprehension skills acquired by the user is clearly outlined.
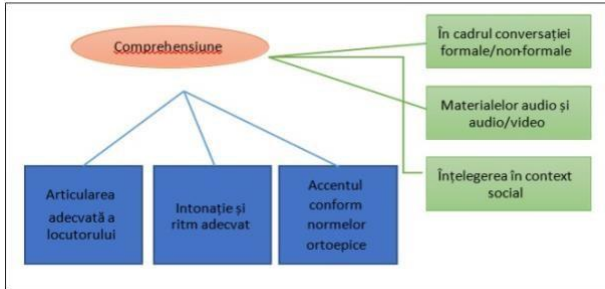

Figure 2.1. Formative contributions of the phonetic system in the context of comprehension competence

Regarding the field of interaction, the formative influence of the phonetic system contributes to the efficiency of the level of intelligibility in various types of discussions - formal or informal, also the user is more intelligible in the context of the exchange of information, but also in the situations of granting an interview or to be interviewed.
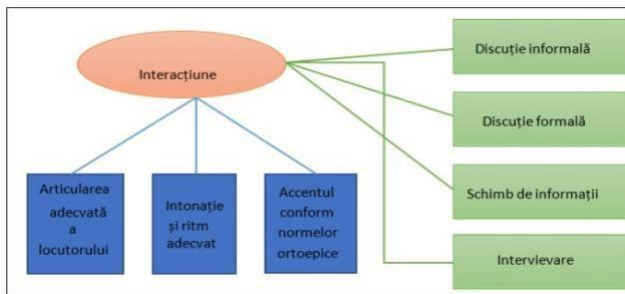

Figure 2.2. Formative contributions of the phonetic system in the context of interactional competence.

We note the formative contribution of the phonetic system for the domain - mediation. From the ToA perspective the student becomes a mediator of professional and cultural information. The user describes himself, explains certain data of one or another professional or colloquial circumstance, contributes to the facilitation of collaboration contexts, supports certain opinions and participates in the creation of intercultural spaces within the societal framework in an intelligible way, only due to the fact

that during the approach of learning benefited from the formative attributions of the phonetic system.
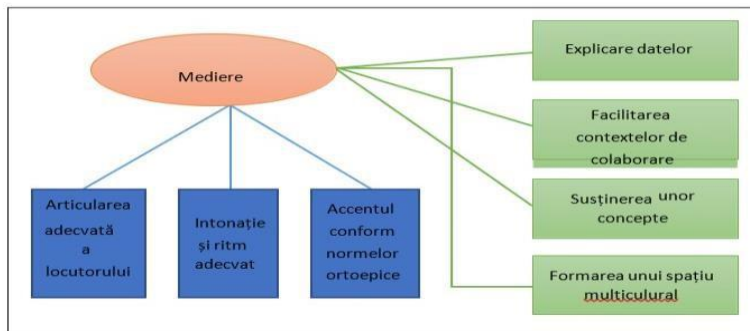
Mediere — Explicare datelor — Facilitarea contextelor de colaborare — Susținerea unor concepte — Formarea unui spațiu multicultural — Articularea adecvată a locutorului — Intonație și ritm adecvat — Accentul conform normelor ortoepice

Figure 2.3. Formative contributions of the phonetic system in the context of mediating competence

Undoubtedly, the field - production is clearly influenced by the AF of SF in the following contexts: describing personal experience, providing information and arguing opinion.
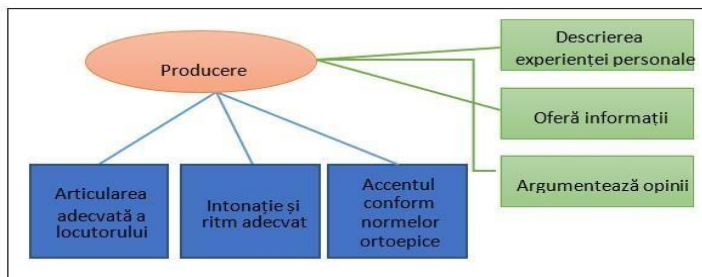
Producere — Descrierea experienței personale — Oferă informații — Argumentează opinii — Articularea adecvată a locutorului — Intonație și ritm adecvat — Accentul conform normelor ortoepice

Figure 2.4. Formative contributions of the phonetic system in the context of production competence

Thus, the impact model of the areas of formative attributions of the phonetic system in general contexts of production and reception is outlined **(Table 2.1).** We thus conclude that the structure of the didactic teaching/learning/evaluation strategy would maximize, through methodological resources, the formative attributes of the phonetic system. In order to capitalize on the essential elements studied regarding the formation of phonological competence according to the specific/concrete objectives of our research, we applied pedagogical modeling. The pedagogical model for the formation of phonological competence is built on pedagogical, psychological and linguistic foundations, conceptualizes theoretically and practically the formation of phonological competence in Arab students in the process of teaching and learning the Romanian language as a foreign language, for effective communication in an appropriate linguistic environment . From a holistic perspective, the components of the Pedagogical Model (PM) are considered systems with a certain structure, the elements of which are in interdependent relationships and together form an integral unit focused on the acquisition of the component parts. The pedagogical model for the formation of FC in Arab students in the teaching-learning process of the Romanian language as a foreign language represents an ideational product that directs the pedagogical approach to a synthesis of the stages of formation of the phonological culture of Arab students at the special phases of formation of this competence . A central element of the model is the FC contents, which include the cognitive, pragmatic and attitudinal-value components. The didactic process of acquiring phonetic-phonological units is carried out by observing the stages of organizing the activity process (presentation, practice and production), by means of educational strategies (methods, learning techniques, forms of organization and means of learning).

From a methodological perspective, for the formation of phonetic-phonological competence, we designed the realization of a multitude of tasks such as: diagnosing the level of preparation of the students for acquiring the basis of articulating the sounds of the Romanian language, identifying the primary reasons for the study, the level of interest, the needs/ individual needs, language experience (proficiency level); creating a positive attitude for acquiring the articulatory basis of the Romanian language, initiating/stimulating students' desire for research, comparative-constructive analysis of sound units, constant reflection and evaluation of performance in the process of forming phonological competence in the target language; students' awareness of the role of correct expression in Romanian in effective social and intercultural communication; identifying the level of preparation of students for continuous training in the field of developing their own phonological competence to ensure quality communication. An essential element described from an algorithmic perspective and qualitatively interpreted in chapter 2 is the Articulatory Agenda model.

Starting from the research problem, we will approach the process of phonological competence formation from the perspective of expository, algorithmic, heuristic and communicative (active/participative) strategies, with the mention that in the teaching-learning of a discipline, the emphasis is more and more , on active-participatory strategies.

We note that familiarizing students with the position of the articulatory organs in the process of sound pronunciation is welcome. The design of the sound block is a sequence of the lesson, the student understands the rule and can demonstrate the correct and concrete pronunciation of the sound. The system of exercises for training phonological competence in the Romanian language includes: auditory exercises (I), (II) imitative, (III) articulatory, (IV) analytical, (V) conventional-communicative with phonetic orientation in which different processes are carried out cognitive/learning activities: *listening, observing, identifying, establishing, presenting, illustrating, performing, qualifying, differentiating, distinguishing, classifying, establishing, finding, selecting, comparing, deconstructing, implementing, performing, solving, modeling, interpreting, analyzing, evaluation etc.*

We find that the FC training process must comply with several requirements: the productive dosing of the material for the teaching-learning process according to the work curriculum; the training process must correspond to the curriculum; the preparation of each stage corresponding to the requirements of the linguistic environment; gradual realization of difficulties. The technological model of CF training for Arab students can ensure students' open access to auditory-articulatory-acoustic reception and productive reproduction of the oral message, demonstrates the strategy of acquiring a clear and intelligible pronunciation, capitalizes on the individual activity of intercultural communication of foreign students , helps to form students' phonological culture, stimulates the qualitative acquisition of the phonetic and phonological system by knowing the functioning characteristics of the phonetic system at the segmental and suprasegmental level, to the use of the knowledge and skills acquired, contributes to the communicative learning of all aspects of the Romanian language - listening, speaking and writing: planned and unplanned listening, monologue and dialogue speech/communication, phonetic writing/spelling ensure the quality of university training in the FC training necessary for correct communication by the foreign speaker as a result of the use of new educational strategies.

The technological model also develops acoustic-intonational skills, participates in the formation of fluency and expressiveness of speech in Romanian, controls segmental and suprasegmental aspects in communication, helps to develop the spirit of cooperation. Structured in the system, all these components make up the technological model of FC formation.

In chapter 3, with the generic name **Experimental approach to training phonological competence in Romanian for Arab students**, the experimental approach to training phonetic-phonological competence in Romanian for foreign students is described praxiologically, but with scientific foundation (case study - Arab students). The description of the didactic experiment, in the research part reserved for it, had the initial component: The study to ascertain the process of assimilation of the phonetic system in Romanian among Arab students. We developed an operational approach that allowed us to determine the variables with the help of specific investigative tools. I carried out the pedagogical experiment to highlight the veracity of the hypothesis, its purpose and to determine the functionality of the technological model for the formation of phonetic competence in Romanian among Arab students. The experimental strategy of the research included three stages: finding, training and control. The main variables achieved through the experiment were the objectives that highlighted the purpose of the experimental period. I carried out *the finding experiment* by analyzing the curricular supports from higher education institutions that carry out the assimilation of the Romanian language by foreign students

regarding the learning of the phonetic system and the formation of phonological competence in Romanian as a foreign language; establishing the teachers' opinion regarding the organization of the didactic process of assimilation of the phonetic system and the formation of phonological competence; identifying the difficulties faced by Arab students in the process of assimilating the phonetic system, forming phonological competence; the development of evaluation criteria for the assimilation level of the phonetic system, for the formation of phonological competence; determining the level of phonological competence of Arab students in the teaching-learning-evaluation process of the Romanian language as a foreign language. *The training experiment* included the creation and experimental evaluation of the Technological Model for the formation of phonetic competence in Romanian among Arab students.

The control experiment determined the successes achieved by the Arab students, in the assimilation of the phonetic system and the formation of phonological competence in the Romanian language; evaluation and interpretation of the results obtained from the phonological competence *training experiment.* The experiment was carried out within the framework of the Free University of Moldova, the Technical University of Moldova and the State University of Medicine and Pharmacy "Nicolae Testemițanu", Chisinau, Faculty of Medicine. 68 subjects participated in the experiment, 18 teaching staff, Romanian language teachers from International Free University of Moldova (ULIM), Technical University of Moldova (UTM), "Nicolae Testemițanu" State University of Medicine and Pharmacy (USMF), 50 Arab students from the International Free University of Moldova and the Technical University of Moldova, the preparatory year within the study program, the Romanian language for foreign students". The control group consisted of 23 students, and the experimental group - of 27 students. The experiment carried out had a pedagogical character, according to the number of variables it is a multivariate experiment, according to the time consumed it was a long-term experiment, which I carried out for 7 years. The experimental research was carried out in the period 2016-2023 in several stages, the ascertainment experiment: the academic year 2016-2017, the training experiment: the academic year 2017-2019 the control experiment: the academic year 2020-2023. The experimental research strategy included various research designs, techniques, forms and tools. In carrying out the investigation I used the following methods: I carried out *the scientific documentation* by consulting the documents attributed to the research problem (bibliographic, monographic method, etc.); studying bibliographic sources, research information, specialized websites; consultation and capitalization of ideas, fundamental theses; analysis, essentialization, confrontation and verification of sources, information, data; generalization, systematization of the examined material. According to the results we obtained, we established that the 5 reasons identified by the teaching staff as dominant in the process of learning the Romanian language and oral expression, effective pronunciation in the target language are: to have a successful career (59.7 %); to become a highly qualified specialist in the field (48.6%); to have confidence in the correct expression of the language of study (28%); to have an elevated study language (27%). We note in this sense that verbal expression in Romanian as a foreign language is as important as having a successful career.

Thus, out of 5 reasons that university professors consider important, 3 emphasized the importance of correct verbal expression, which reveals the actuality of the study problem in the preparation of the Arab student. It has been shown that the difficulties of perceiving the sound message and expressing it in Romanian by Arab students depend on both endogenous and exogenous factors. The category of *endogenous factors* includes: low sensitivity of the auditory system-21%; poorly developed phonetic hearing-20%; low imitation capacity, non-adaptation of the speech apparatus of Arab students to correctly articulate sounds in Romanian, difficulties in pronunciation - 20%; reduced transfer capacity when acquiring verbal units-13%; unsatisfactory knowledge of the phonetic system, phonetic analysis in Romanian (decoding and coding)-12%; low memory productivity-9%; "reduced" reactions-6%. We also discovered exogenous factors, which can become an obstacle to the perception of the audio message and the correct pronunciation in Romanian: noise, distance, inattention, the quality of training materials, etc. which can be an obstacle in communication.
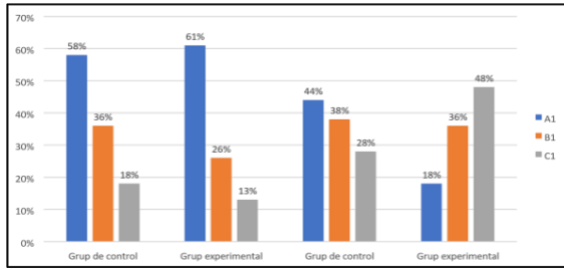
Figure 3.1. Dynamics of the cognitive level achieved by Arab students in the experimental and control group (A1, B1, C1)
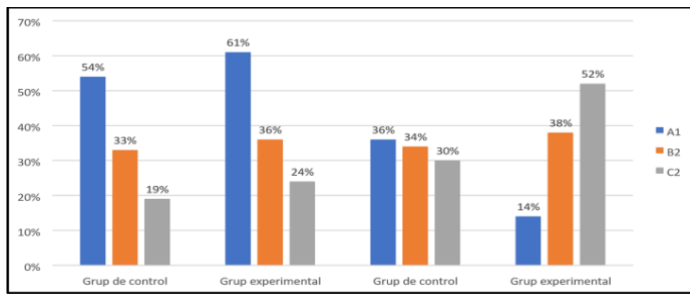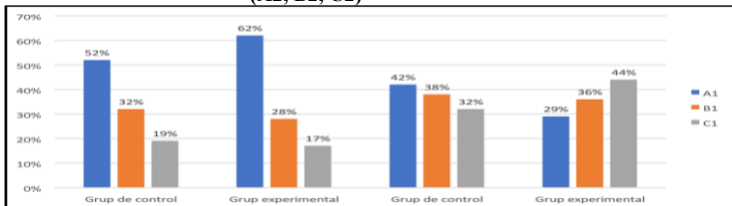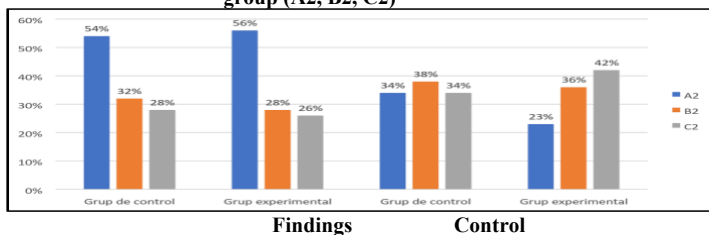

Figure 3.2. Dinamica nivelului cognitiv atins de studenții arabi din grupul experimental și de control (A2, B2, C2)

Value indices at the stage of the experimental phase of **finding control**

Figure 3.3. Dynamics of the cognitive level achieved by Arab students in the experimental and control group (A2, B2, C2)

Findings   **Control**

Figure 3.4. The dynamics of the pragmatic level achieved by Arab students in the experimental and control group (Levels A2, B2, C2)

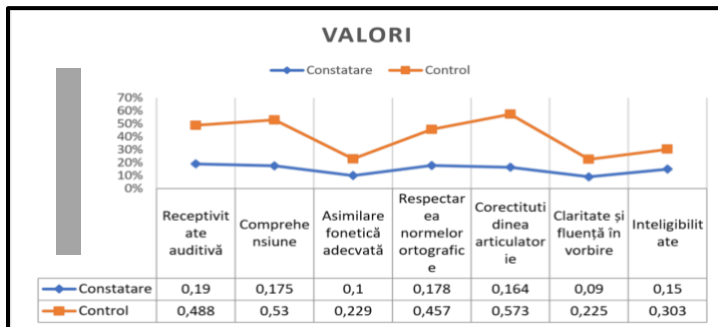|	Receptivit ate auditivă	Comprehe nsiune	Asimilare fonetică adecvată	Respectar ea normelor ortografic e	Corectituti dinea articulator ie	Claritate și fluență în vorbire	Inteligibilit ate
Constatare	0,19	0,175	0,1	0,178	0,164	0,09	0,15
Control	0,488	0,53	0,229	0,457	0,573	0,225	0,303

Figure 3.5. The evolution of value indices at the post-experimental training stage

Thus, applying the evaluation tests of the level of assimilation of the phonetic system and the formation of phonological skills in Arab students [Annex 8] we found that following the implementation of the Technological Model for training phonetic skills in Romanian in Arab students, the subjects in the experimental group they achieved the long-awaited results. The positive dynamics were noted in relation to the quality indicators of phonological competence training at the level of **specific values:** *auditory receptivity, comprehension, phonetic assimilation, orthographic and orthoepic norms, articulatory correctness and precision, clarity and fluency in communication.* After carrying out the training experiment, the students in the experimental group demonstrated increased success for all specific values, but, in particular, a significant increase was registered regarding values such as: auditory receptivity (19% - finding and 48.8% - control), comprehension (17.5% - findings and 53% - control), compliance with orthographic and orthoepic norms (17.8% - finding and 45.7% control), articulatory correctness (16.4% - finding and 57.3 - control).

CONCLUSIONS AND RECOMMENDATIONS

The research carried out concerns one of the current problems of the didactic of the Romanian language as a foreign language, regarding the efficiency of the process of assimilation of the phonetic system and the formation of the linguistic competence of communication of foreign students (case study: Arab students). The study revealed the following **conclusions:**

1.   - there is a close correlation between the key concepts of the research and their theoretical-scientific foundation;
- the phonodidactic approach is carried out by describing the phonetic system and its vocal/consonantal components at the content level;
- the valences of the formative attributions of the phonetic system have a significant impact on the other components of linguistic and communication skills;
- there is a pronounced interdependence between spelling and orthography in the formation of phonological skills;
 - phonetic competence represents the ability of a person to participate in a social dialogue in the target language, in accordance with the totality of knowledge about the phonetic-phonological system of the studied language, the orthoepic norms of the target language, but also of inner motivation, attitudes and of the values regarding the correctness of verbal expression, which ensure an effective intellectual communication activity;

2.   – the need to highlight the notion of intelligibility as a result of the AF of SF, which combines the aspects of articulation, prosody and accentuation;

- phonological competence has a multivalent character and includes the system of competences: cognitive, pragmatic and attitudinal-value;

3.   – scientific theorizing activities are important for determining the methodological dimensions of the formation of phonetic skills in Romanian among Arab students;

4.   - the need for the dual study of the phonetic system of the mother tongue and the studied language from the perspective of facilitating and non-facilitating factors in the formation of phonetic-phonological skills;

5.   - the importance of developing, substantiating and defining MTFCF in Romanian for foreign students is indisputable;

6.   – in order to implement MTFCF, the constitutive elements and stages of realization and validation of MTFCF must be described: objectives, principles, experimental instruments, levels of phonological competence formation among Arab students, stages of didactic design, implementation strategies and evaluation criteria;

7. - the elaboration and development of a complex system of exercises for the assimilation of the phonetic system and for the formation of phonetic skills in Arab students, having a compensatory - recuperative character, in the process of learning - evaluation of the Romanian language as a foreign language, (predominantly , on the study of the reception/production of ascending/descending diphthongs based on the vowel and consonant system of the Romanian language;

8. - the validity of the premises of the research that demonstrated the functionality of MTFCF in the Romanian language for Arab students by increasing the level of training of communication skills in the Romanian language, by finding a positive dynamic in the training of phonetic skills;

9. - the need to identify and scientifically describe the communicative values of phonetic skills in Arab students: auditory receptivity, comprehension, phonetic transcription, orthographic and orthoepic norms, articulatory correctness, precision, clarity and fluency in communication;

10. - the value of the research is conditioned by the methodological, theoretical-applicative substantiation of the MTFCF functionality in the Romanian language for Arab students in order to increase the quality of phonological culture in the Romanian language of Arab students in the process of initial preparation;

11. - the vision of the teaching staff on the formation of the phonetic-phonological skills of the student in the process of studying RLS falls into a network of "inputs" and "outputs", so that the didactic strategy is validated scientifically and theoretically, but also experimentally .

As a result of the interpretation of the conclusions derived from the research, we come with the following **recommendations:**

 1. From the perspective of **conceptualizing the RLS study process**:

- to develop and theoretically substantiate the phonodidactic Curriculum;

- to develop RLS study resources, starting from a network of technological models for the formation of phonological, lexical-morphological, syntactic-communicative skills.

- to create conditions for the use of Phonetic Laboratories/Workshops both by providing didactic supports and the environment favorable to learning.

2. From **the teaching staff's** perspective:

- the design of didactic strategies that would include the elements of phonetic-phonological competence training is carried out during the entire study process;

- the phonetic competence training component will not only be one adjacent to other activities, but will be designed in various tasks: within the course hours or the phonetic workshop.

3. From **the user's** perspective:

- carrying out the tasks from the resources specially created for the formation of phonetic-phonological skills;

- to periodically complete the self-observation sheet of the progress in the acquisition of phonetic-phonological skills.

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ADNOTARE

Bâlici Marcel. Atribuții formative ale sistemului fonetic în studierea limbii române de către studenții străini. Teză de doctor în pedagogie la specialitatea 532.02 - Didactica școlară (Limba română), Chișinău, 2023

Structura tezei: introducere, trei capitole, concluzii generale, bibliografie din 137 de titluri, 200 de pagini de text de bază, 31 de tabele, 26 de figuri.

Rezultatele obținute: sunt reflectate în 28 de lucrări științifice.

Cuvinte – cheie: atribuții formative, inteligibilitate, comprehensibilitate, sistem fonetic, Model tehnologic, competențe fonetice, fonodidactica.

Domeniu de studiu: didactica școlară.

Scopul lucrării: este investigarea rolului structurii sistemice și procesuale și relevarea impactului Modelului tehnologic de formare a competenței fonologice în limba română la studenții arabi.

Obiectivele cercetării: definirea și delimitarea conceptului de ”atribuții formative”; descrierea evoluției conceptului în arealul autohton și internațional; elucidarea rolului și implicațiilor formative ale SF; elaborarea Modelului tehnologic de formare a competențelor fonetice la studenții străini; interpretarea și analiza nivelului de impact pentru formarea competențelor lingvistice și de comunicare urmare a aplicării Modelului tehnologic.

Noutatea și originalitatea științifică: constă în aplicarea teoriei caracterului integrator al Modelului tehnologic de formare a competențelor fonetice la studenții străini axat pe identificarea, relevarea și aplicarea atribuțiilor formative ale SF. Atribuțiile formative ale SF au fost relevate prin prisma standardelor de comunicare: inteligibilitate și comprehensibilitatea. Valorificarea etapizată a atribuțiilor formative ale SF au fost descrise din perspectivă algoritmică, Integrarea competențelor fonetice în procesul de producere a unui text și receptare a unui mesaj a fost atent monitorizată prin intermediul strategiilor compensator-recuperatorii relevate la nivel de conținut și proces metodic.

Problema științifică importantă soluționată: în teză constă în fundamentarea modalităților de aplicare a resurselor compensator recuperatorii din perspectiva competențelor fonetice, în cadrul integrator al modelului tehnologic de formare a competențelor fonetico-fonologice pentru studenții străini, în vederea augmentării competenței utilizatorului de a interacționa adecvat în cadrul social-profesional lingvistic nou.

Semnificația teoretică și aplicativă a lucrării: rezidă în profilarea reperelor lingvodidactice ale educației lingvistice, interpretarea sistemelor fonetice din perspectivă comparativ - contrastivă în contextul abordării fonodidacticii. Structurarea conceptului modelului tehnologic de formare a competențelor fonetice la studenții străini constituie un punct forte. Resursele compensator recuperatorii au fost descrise detaliat pornind de la aspecte de conținut până la analiza de impact prezumtivă, mijloace valoroase în vederea consolidării și menținerii motivației extrinseci/ intrinseci.

Implementarea rezultatelor științifice: În cadrul experimentului didactic au participat 68 de subiecți, 18 cadre didactice USMF „Nicolae Testemițanu" și 50 de studenți arabi de la Universitatea Liberă Internațională din Moldova (ULIM) și Universitatea de Stat din Tiraspol (UST), grupul de control a fost constituit din 23 de studenți, iar grupul experimental din 27 de studenți.

ANNOTATION

Bâlici Marcel. Formative attributes of the phonetic system during the learning of the Romanian language by foreign students. Doctoral thesis in pedagogy in specialty 532.02 - School didactics (Romanian language), Chisinau, 2023.

Structure of the thesis: introduction, three chapters, general conclusions, bibliography of 137 titles, 200 pages of basic text, 31 tables, 26 figures.

Results obtained: are reflected in 28 scientific works.

Keywords: formative attributes, intelligibility, comprehensibility, phonetic system, technological model, phonetic skills, phonodidactics.

Field of study: school didactics.

Purpose of the work: the investigation of the role of the systemic and procedural structure and the identification of the influence of the Technological Model on the formation of phonological competence in the Romanian language among Arab students.

Research objectives: definition and delimitation of the concept of "formative attributions"; description of the evolution of the concept in the domestic and international area; elucidating of the role and formative implications of SF; the development of the technological model for the formation of phonetic skills by the foreign students; the interpretating and analyzing of the level of impact for the formation of linguistic and communication skills following the application of the Technological Model.

The scientific novelty and originality: consist in the application of the theory of the integrative character of the Technological Model of phonetic skills formation by the foreign students, oriented on the identification, disclosure and application of formative attributes of SF. The formative attributes of SF were revealed through the prism of communicative standards: intelligibility and comprehensibility.
The staged application of the formative attributions of SF was described from an algorithmic point of view, the integration of phonetic skills into the process of text formation and receiving of the message was carefully monitored by means of the compensatory-restorative strategies into the process of text formation at the level of content and methodical process.

There has been solved the important scientific problem: the work consists in substantiating the ways of applying compensatory-restorative resources in terms of phonetic skills, in the integrative framework of the technological model of teaching phonetic-phonological skills for foreign students in order to increase the user's competence for adequate interaction in the new socio-professional language environment.

Theoretical and applied significance of the work: consists in profiling the linguo-didactic milestones of language education, interpreting of the phonetic systems in a comparative and contrasting aspect in the context of the phono didactic approach. The important part is the structuring of the concept of the technological model of the formation of phonetic skills by foreign students. Recuperative compensatory resources were described in detail, starting from content aspects up to the analysis of the intended impact, valuable means of strengthening and maintaining external/internal motivation.

Implementation of scientific results: 68 subjects, 18 teachers of UMF "Nicolae Testemitanu" and 50 Arab students from International Free University of Moldova (ULIM) and Tiraspol State University (UST) took part in the didactic experiment, 23 students were in the control group and 27 students were in the experimental group.

BÂLICI Marcel

ATRIBUȚII FORMATIVE ALE SISTEMULUI FONETIC ÎN STUDIEREA LIMBII ROMÂNE DE CĂTRE STUDENȚII STRĂINI

Rezumatul tezei de doctor în științe ale educației

Specialitatea: 532.02 – Didactica școlară pe trepte și discipline de învățământ (didactica limbii române)