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**"THE TECHNOLOGY OF DEVELOPING MOTIVATION FOR THE  
LITERARY LANGUAGE IN ROMANIAN LITERATURE BY PRIMARY  
SCHOOL PUPILS"**

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**SUMMARY**

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# THE TECHNOLOGY OF DEVELOPING MOTIVATION FOR THE LITERARY LANGUAGE IN ROMANIAN LITERATURE BY PRIMARY SCHOOL PUPILS

## ABSTRACT

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### **Lista abrevierilor:**

#### **În limba română:**

**GC** – grup de control

**GE**-grup experimental

**L.L**-limbaj literar

### **List of abbreviations:**

#### **In English:**

GC–Control Group

GE – Experimental Group

L.L-Literary Language

## CONCEPTUAL FOUNDATIONS OF THE RESEARCH

**The topicality of our research theme**, within the context of the progress registered in education as a result of the reform of primary education, also includes the issue regarding the literary education of primary school pupils, which highlights the need to implement a coherent system for teaching Romanian language and literature at this level. From this perspective, developing pupils' motivation to acquire literary language within the study of Romanian literature becomes an essential priority in the process of their literary formation.

Promoting a methodology that is appropriate for the acquisition of literary language during the instruction of primary school pupils, with the aim to promote the teaching and learning of literary language in developing the literary communication competence, may become an issue when we take into account the particularities of primary education. Making this process more effective is highly dependent on promoting the specific features of literary language to a certain extent, as a result of the challenges posed by the literary education in the society in general. The current relevance of acquiring literary language by means of teaching and learning techniques in Romanian literature results from: the trends to modernize the primary school curriculum (Vi. Guțu, 2009 [21]), the efficient optimization of didactic technologies for primary education (C. Joița, 2000 [26]); the insufficient didactic capitalization and mentioning of literary language in the teaching, learning and assessment of Romanian literature (O. S. Trebeniuk, 1980 [52]; M. Florea, 1986 [16]; P. Golu, 1973 [19]; Al. Lazăr, 1975 [27]; M. Minder, 2003 [30]; I. Neacșu, 1990 [32]); making technology a part of daily life; and the emergence of literary units in various fields of communication (V. Pascari, 2021 [36]; T. D. Walker, 2018 [51]; V. Stratan, 2020 [49]).

Methodological issues in the teaching, learning and assessment of Romanian literature have been the object of investigation for many researchers in this field. The following research presented particular interest with respect to: the teaching and learning of literary language (L. Bazeli, 2006 [1]; A. Chircev, 1973 [11]; M. Florea, 1986 [16]; T. Callo, 2003 [10]; V. Pavelescu, 2010 [37]; C. Cuceș, 2008 [15]; A. Bidu-Vrânceanu, 2000 [2]; V. Mahu, 1992 [28]; P. Mureșan, 1990 [31]), the development of literary communication abilities (L. Franțuzan, I. Hâncu, 2020 [17]; M. Ionescu, 2007 [24]; A. Lazăr, 1975 [27]), strategic principles in granting literary language a meaningful role in the pupil's literary education (I. Nicola, 2003 [33]; V. Pascari, 2021 [36]; Maria Magda Stan, 2012 [42]; E. Voiculescu, 2007 [50]; W. Okon, 1978 [34]; A. Маркова, 1983 [53]), producing a curriculum to motivate the acquisition of literary language based on various techniques (T.D. Walker, 2018 [51]; M. Grigoroviță, 1997 [20]; M. Ionescu, 2000[23]) and, obviously, shaping an appropriate

literary behaviour through the productive knowledge of Romanian literature, as is also stipulated by the European Framework [9].

**Description of the status in the research field and identification of the research problem.** There is an urgent need to identify and implement modern teaching strategies that integrate educational technologies and stimulate pupils' motivation in assimilating literary language - an issue that has drawn researchers' attention both nationally and globally.

**Positioning the topic within international and national concerns, in an inter- and transdisciplinary context.** Significant research concerning the teaching, learning and assessment of Romanian literature in the primary school education can be found in the studies of many authors from Romanian and the Republic of Moldova: MÂNDÂCANU V.(1994)[29] *Conținutul învățământului în context curricular.*; SLAMA-CAZACU T. (1973) [41] *Analiza dinamic-contextuală a operei literare. Modalități de interpretare a textului literar*; PAMFIL A. (2016), [35], *Limba și literatură română în școala primară*; MINDER M. (2003) [30] *Didactica funcțională: obiective, strategii, evaluare*; JOIȚA E. (2000) [26] *Management educațional. Profesorul – manager: roluri și metodologie*; GOLU M.(1993) [18] *Dinamica personalității*; CUCUȘ C. (2008) [15] *Teoria și metodologia evaluării*; COSTEA O. (2006) [14] *Didactica lecturii*; CHIRCEV A. (1973) [11] *Metode de studiere a motivelor intrinsece ale învățării*; CIOBANU-MOCANU L. (2008) [12] *Geneza limbajului la copii.*; and others.

In the Republic of Moldova, between 2019 and 2025, L. Strah [44],[45], [46],[47], [48] conducted relevant scientific investigations on the pupils' literary language, contributing significantly to the development of motivation in acquiring literary language in Romanian literature among primary school pupils.

Among the representative authors who have contributed to the development of literary language motivation in primary school pupils, there are: Burlacu A.(2011-2023) [5], [6],[7], [8]; „*Universul poetic vierian în învățământul primar*”; „*Valorificarea textului literar în clasele I și a II-a*” ; „*Receptarea mesajelor literare orale în ciclul primar: dimensiuni interpretative și mecanisme metacognitive*” „*Poezia românească modernistă*”. Other authors from the Republic of Moldova: Rozental N. (1988) [39] *Organizarea și dirijarea activității cognitive a elevilor*; Stratan V. (2020) [49] *Evaluarea competențelor în învățământul primar*.

**The epistemological foundations of the research** rely on a system of ideas derived from: the theory and methodology of instruction (Sadovei L., Papuc L., Cojocaru M., 2009) [40]; the technology of developing motivation for the literary language acquisition (Buzea M., Strah L., 2023) [1559]; the didactics of reading (Costea O., 2006) [14]; pedagogy elements (Iucu R., 2004,) [21] etc.

***The relevance of studying primary school pupils' motivation for learning literary language*** stems from the novelty of this theme, which had been insufficiently researched in the field two decades ago. At the national level, there have been clear trends for curricular renewal aiming to develop motivation for acquiring literary language. Although primary education curriculum designers promote motivational competences in teaching literary language, both in terms of learning outcomes and specific content, the methodology for education aimed at developing motivation remains insufficiently elaborated and validated. Currently, primary school teachers need curricular resources and professional training that support motivation development in such ways that would ensure pupils' acquisition of literary language and their progress in Romanian literature [61]. Harnessing the potential of the new educational technologies, in order to ensure the quality of instruction in primary school education, requires the use of modern didactic tools designed to support the development of literary communication competences. This approach focuses on developing certain adapted techniques and methods, which would contribute to pupils' performance in Romanian literature. In the context of literary language acquisition, emphasis is placed on its functional character, respectively on integrating it into real communication situations, in line with the perspective that stresses the need to place pupils in authentic contexts in order to stimulate their literary expression and understanding [49].

***The research question*** refers to: harnessing the potential of the new educational technologies in order to ensure the quality of the instruction process in primary school education, which requires the use of modern didactic tools designed to support the development of literary communication competences. This approach focuses on developing certain adapted techniques and methods, which would contribute to the pupils' performance in Romanian literature. In the context of literary language acquisition, emphasis is placed on its functional character, respectively on integrating it into real communication situations, in line with the perspective that stresses the need to place pupils in authentic contexts in order to stimulate their literary expression and understanding. Thus, there is an urgent need to identify and implement modern teaching strategies that integrate educational technologies and stimulate pupils' motivation in assimilating literary language. Hence, ***the problem of education for the development of strategies for training the literary communication competence in primary school.***

**The research problem** consists in the need for research centred on the theoretical and practical bases of teaching techniques that meet the requirements of the national curriculum, with an emphasis on placing the pupil at the centre of the educational process. In this regard, there are a number of unresolved theoretical and methodological challenges, such as:

- What does the insufficient use of literary language in the primary school teaching, learning and assessment of Romanian literature entail?
- How can literary language become a pivotal vector in the development of the literary communication competence?
- What are the relevant stages in the acquisition of literary language for primary grades?
- What indicators may be used in order to assess the effectiveness of the teaching and learning process of literary language?
- What features of motivation can be activated by exploiting literary language, in order to develop literary communication?

**The aim of our investigation:** to develop an authentic literary communication competence, through the functional integration of literary language into the Romanian language teaching activities in primary school education.

**Our research hypothesis** is based on the assumption that capitalizing on the formative component of literary language in the study of Romanian literature in primary school may significantly contribute to developing the pupils' motivation in its acquisition, provided that it is integrated into a coherent technological model, supported by appropriate didactic resources and centred on the development of the literary communication competence, where the theoretical foundations for the development of an innovative educational technology for motivating the learning of literary language will be established, as embodied in the proposed technological model; the definition of stages of progressive acquisition of literary language in the context of teaching Romanian literature in primary school; the integrated cognitive-communicative approach to literary language; contribution to outlining a literary and value-based image of primary school pupils by means of their literary expression.

**Research objectives:**

To achieve this goal, our research aims to reach the following objectives:

1. The evolutionary analysis of the concept of motivation for acquiring literary language in the context of teaching Romanian literature;
2. Establishing the pedagogical principles that underpin the teaching and learning of literary language;
3. Identifying and describing the stages in the acquisition of literary language, with its integration into the didactic activities that are characteristic to primary school education;
4. Designing, implementing and validating a *Technological Model for Developing Motivation for the Literary Language Acquisition*, tailored to the age and cognitive characteristics of primary school pupils;
5. The analysis and interpretation of the empirical data obtained during our research, aiming to validate our hypothesis;

6. Confirming the functionality and formative value of literary language in developing the literary communication competence, by means of certain specific didactic techniques.
- **Synthesis and reasons for the research methods:** The following methods were employed during our investigation: *theoretical methods*: scientific documentation (bibliographic and conceptual analysis), evolutionary description of the studied phenomena, classification and comparative-contrastive analysis, as well as analytical-synthetic analysis used to systematize and generalize the theoretical and applicative results; *empirical methods*: the pedagogical experiment (to test the validity of our hypothesis), the questionnaire (to obtain qualitative data), conversation and interview (to clarify perceptions and attitudes), observation and testing (to measure pupil performance and teaching effectiveness).
  - **The Scientific novelty and originality of our research** consists in:
  - Developing an innovative educational technology for motivating pupils to learn literary language, embodied in the proposed technological model;
  - Establishing the stages of the progressive acquisition of literary language in the context of teaching Romanian literature in primary school;
  - An integrated cognitive-communicative approach to literary language;
  - The contribution to outlining a literary and value-based image of primary school pupils by means of their literary expression.

**The obtained results, which contribute to solving an important scientific problem in research,** refer to establishing the psycho-pedagogical foundations and scientific conceptualization of *The Technological Model for Developing Motivation for Literary Language Acquisition* through the development and coherent use of the mechanism for *developing primary school pupils' literary language*.

**The theoretical significance of our research** consists in: clarifying and more closely exploring the concept of literary language in relation to the processes of motivation and literary communication competence development; systematizing a technology for motivating the learning of literary language within Romanian literature; proposing certain didactic methods and exercises aimed at overcoming the difficulties encountered in the teaching and learning of literary language, in accordance with the current curriculum requirements for primary education.

**The praxeological value of our research** is certified by the development and experimental validation of the *Technological Model for Developing Motivation for the Literary Language Acquisition* during the Romanian literature classes, intended for primary school pupils. The theoretical foundations developed through research can provide a valuable epistemological support for the development of methodological guidelines for teachers, as well as auxiliary didactic materials for pupils. They can

contribute to shaping the pupils' verbal and literary behaviour by outlining certain innovative strategies for organizing the Romanian literature curriculum.

**The scientific results were implemented** through theoretical research presented at scientific and experimental conferences held with teachers and primary school pupils at the Nicolae Titulescu Theoretical High School from Slatina.

**Publications on the topic of the thesis:** 12 scientific papers, including: 3 articles in specialized journals, 9 articles in international and national conference proceedings that were published in Romania and in the Republic of Moldova.

**Thesis structure:** introduction, 3 chapters, general conclusions and recommendations, bibliography, and appendices.

**Key concepts:** literary language; literary field; literary unit; literary communication competence; *the Technological Model for Developing Motivation for the Literary Language Acquisition*; experimental sample; control sample; literary communication system; specified literary language; logical elements of literary language.

## SUMMARY OF THE CONTENT OF THE THESIS

In the **Introduction**, we have justified the topicality and relevance of our research topic, formulating the scientific problem we have addressed and possible directions for its solution. The purpose and objectives of our investigation are specified, together with the epistemological foundations that underpin the theoretical and applied approach. At the same time, the scientific contributions and practical value of our study are highlighted, aspects that support both the novelty of our topic and its methodological and conceptual originality in the context of literary language didactics.

### **Chapter I – “Motivation as a determining factor in the teaching and learning process of literary language in primary school”**

The first chapter offers a broad theoretical approach on motivation as applied to the process of literary language acquisition in primary school education. The evolution of the notion of motivation in an educational context is analysed, and the core of literary language and its correlations with the key terms of literary units are emphasized. Various literary language forms are discussed (such as general, basic language used in oral and written communication, essential and non-essential language), as well as the need to improve it within the educational process.

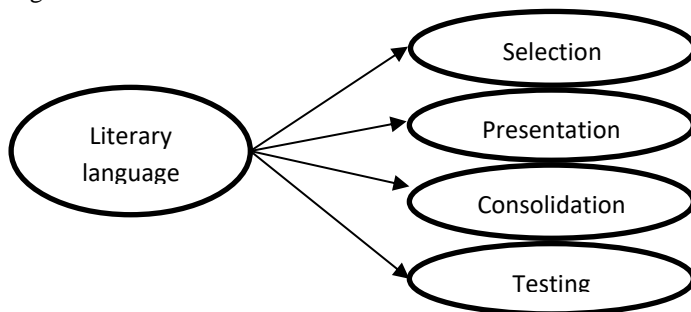
Furthermore, the basic principles of literary education are updated and enhanced in line with the current curriculum requirements. We have argued for the role of these principles in developing pupils’ motivation to acquire literary communication competence, as well as in the teaching, learning and assessment of Romanian literature in primary education. The theoretical foundations are supported by relevant references from the specialized literature (I. Bodeanu, 2011 [3]; L. Ciobanu-Mocanu, 2008 [12]; A. Coaşan, 1988 [13]; M. Hadârcă, 2005 [22]; B. IucuRomîţă, 2004 [25]; A. Lazăr, 1975 [27]).

**Inconclusion**, motivation emerges as a key factor in making the teaching, learning and assessment process of literary language more efficient, directly influencing both the cognitive involvement of pupils and their affective-volitional availability for learning activities. By integrating student-centred teaching strategies, using authentic materials, and stimulating linguistic curiosity, teachers can create a favourable educational climate where intrinsic motivation and extrinsic motivation complement each other harmoniously.

### **Chapter II. “Strategies for motivating primary school pupils to acquire literary language”**

This chapter focuses on identifying and describing the essential stages in the process of acquiring and integrating literary language among primary school pupils. It analyses how teaching exercises specific to literary language are organized and structured, aiming at developing the literary communication competence. In this context, it highlights the fundamental stages of the instructional process: **selection**,

**presentation, consolidation, and assessment** of literary content, as presented in Figure 1.



**Fig.1. Basic stages in developing motivation for literary language in Romanian literature**

The communicative function of literary language can be updated by applying various communication models, which facilitate the cognitive understanding of semantic-verbal blocks, as well as the construction of meaningful images of lesser-known literary units. Thus, the importance of forming a cognitive representation of literary language is highlighted, a process that involves three essential stages: **conceptualization, internalization of literary units, and applied training.**

In the development of literary language, particular importance is attached to familiarizing pupils with those literary units that are part of their active and passive literary vocabulary, a rather important objective in the literary language of pupils.

The major difficulties associated with teaching and learning literary language in primary school, as well, are addressed in this chapter, especially with respect to the **insufficient exploitation of its formative potential.**

In the school curriculum for Romanian language and literature, grades III and IV, the broadening and consolidation of knowledge “in a literary field” is initially achieved through literary texts containing literary units. As a matter of fact, a complex literary communication unit structured on textual parameters includes: cohesion, coherence, intentionality, accessibility, informativeness, and situationality.

We believe that for the successful implementation of the Romanian language and literature curriculum, it is necessary to develop pupils’ literary communication activities.

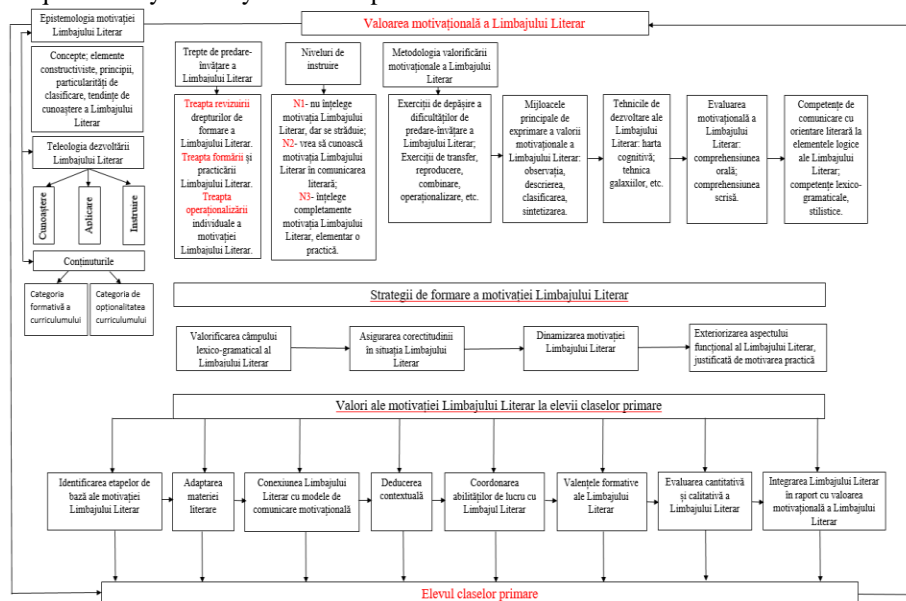
In order to “correctly speak literary language,” pupils must be able to organize a message (to demonstrate cognitive skills) and to produce a correct statement (to demonstrate linguistic skills).

Therefore, we need to emphasize that the curriculum for Romanian language and literature necessarily required the adaptation of literary language to the level of pupils’

knowledge of literature, with an increasing degree of complexity reported to the extent of literary language knowledge [3, pp. 62-73].

By synthesizing theoretical ideas and placing them at the centre of the educational process, the **Technological Model for Developing Motivation for the Literary Language Acquisition by Primary School Pupils in Romanian Language and Literature** was developed.

**Fig.2.** Technological Model for Developing Motivation for the Literary Language Acquisition by Primary School Pupils



Overall, this chapter proposes a reconfiguration of the teaching, learning, and assessment of literary language in Romanian literature lessons by integrating teaching techniques focused on pupil motivation, aiming to develop a sustainable literary communication competence.

### Chapter III “Experimental validation of motivation for the acquisition of literary language by primary school pupils”

This chapter presents the practical dimension of our research, focusing on the **experimental validation of the technological model** proposed in the previous chapters. The experimental approach was based on the analysis of the initial level of knowledge of literary language among primary school pupils, on the development of clear evaluation criteria, on the establishment of efficiency indicators, as well as the levels of development of the literary communication competence.

The experimental program focused specifically on assessing and developing pupils’ motivation in relation to three levels of literary language comprehension:

**Level I** – the pupil does not identify the motivational value of literary language;

**Level II** – the pupil shows interest in understanding the motivation behind literary language;

**Level III** – the pupil consciously integrates and functionally applies literary language in communication.

**Table 1.** Levels of knowledge of literary language in Romanian literature among primary school pupils

Level		Descriptors
<b>Level III</b> fully understands the motivation for literary language; uses literary language at an elementary level	Comprehension	Can understand rather short speeches and follow complex literary arguments if the literary subject is relatively familiar. Can understand most literary units. Can use “literary fields” correctly. Can read literary articles and reports presenting certain attitudes and points of view on literature.
	Speaking	Can communicate with a degree of spontaneity and fluency that makes it possible to participate normally in a conversation with interlocutors who are competent in literature. Can actively participate in a lengthy literary conversation, expressing and supporting their literary opinions. Can present clear and detailed literary descriptions on a wide range of literary topics. Can develop a point of view on a current literary topic, showing the advantages and disadvantages of different literary opinions.

	Writing	<p>Can write clear and detailed literary texts on a wide range of topics related to literature or individual literary interests. Can write an essay adapted to the covered topic, arguing the learned literary subject. Can write literary commentaries, emphasizing the significance they personally assign to their personal attitude toward the literary subject.</p>
<p><b>Level II</b> The pupil wishes to know the motivation for literary language in communication</p>	Comprehension	<p>Can understand the main points of clear standard literary speech on various topics from the school curriculum, can partake in leisure activities at various literary events, etc. Can understand the main idea of the school curriculum, partake in literary communication, current literary topics, personal interests, if presented in a clear and slow manner. Can understand the description of events in a literary work, can express feelings about productive literary works.</p>
	Speaking	<p>Can cope with most situations involving literary language acquisition. Can partake without prior preparation in a conversation on literary topics, topics of personal interest or related to the pupil's literary activity. Can produce literary units and express themselves coherently in a simple manner to describe experiences and events, desires, hopes, and goals related to their school curriculum. Can briefly argue and explain their opinions. Can recount various literary topics and express their reactions.</p>
	Writing	<p>Can write a simple and coherent text on literary topics or personal interests. Can write various "literary sections" describing experiences and impressions.</p>

<b>Level I</b> The pupil does not understand the motivation	Comprehension	Can understand the main points of a literary message, argue simple and clear literary information. Can work with short but well-argued literary texts and can understand various literary texts containing short, concise literary language appropriate to that level of argumentation.
	Speaking	Can communicate in simple situations. Can partake in simple, short literary debates, even if they do not sufficiently understand literary language. Can use a series of literary units, certain “literary fields,” statements for a simple description of a literary subject, of the conditions of literary activity in high school, of studies, of recent activities of collaboration with other pupils.
	Writing	Can write short, simple but well-argued literary messages. Can systematise literary text using small literary units of literary language. Can write a short “literary essay”.

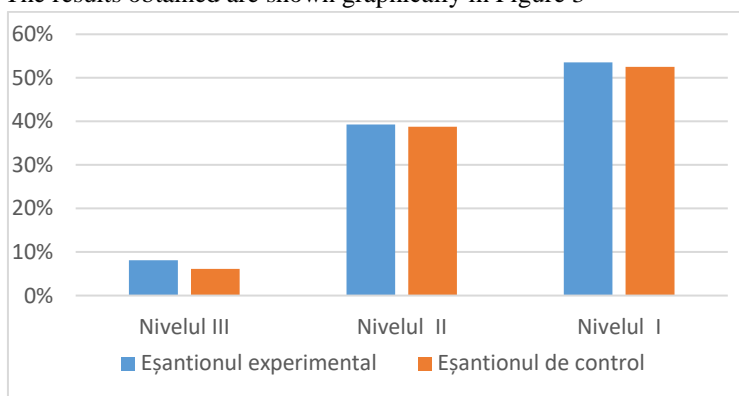
The use of the Technological Model led to **an increase in the efficiency of the literary communication competence** through a well-structured pedagogical intervention, adapted to the pupils’ cognitive needs. This allowed for an accurate diagnosis of performance levels, stimulating active pupil participation and encouraging the internalization of literary language.

**Table 2. Level of knowledge of literary language during the assessment stage**

	Experimental sample (60 pupils)	Control sample (35 pupils)
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Level				
	Number of pupils	%	Number of pupils	%
L1	30	53,57%	18	52,53%
L2	26	39,28%	14	38,8%
L3	4	8,14%	3	6,14%

The results obtained are shown graphically in Figure 3



**Fig.3. Levels of knowledge of literary language (the assessment experiment)**

By conducting a quantitative analysis of the level of knowledge of literary language among pupils in both experimental samples, we understood that the difference is not so big. Most pupils encountered difficulties, especially in the stages of literary language presentation and consolidation.

In Figure 3, we can notice that 53.57% of the pupils in the experimental sample and 55.55% of the pupils in the control sample were placed at level III of literary language acquisition, establishing their level of knowledge, while 39.28% and 38.8%, respectively, were at level II of literary language acquisition, while the smallest number of pupils, 8.14% and 6.14%, were at level I of literary language acquisition.

Following a careful study of the results obtained in the assessment tests, we could notice that in the experimental sample only four pupils achieved an advanced level (in our case, level III) of understanding the motivation for literary language acquisition, while in the control sample, only three pupils did so. In terms of level II of literary language acquisition, in both the experimental and control samples, most

pupils were unable to complete many tasks related to the specifics of literary language; they were confused, constantly waited for the teacher to help, and needed more time to produce a correct answer.

Through the analytical presentation of the phenomena examined from the perspective of the needs of the process of motivation for literary language acquisition and, taking into account the particularities of instruction, we have found the following:

- A lack of clear knowledge and competences among primary school pupils to accurately determine the meaning of motivation in the acquisition of literary language from context or literary text;
- Pupils do not possess, at an acceptable level, the skills to practice models of literary language development and modification, or the skills to analyse literary units from the point of view of semantics;
- A lack of flexibility in explaining the meaning of literary language as a result of the absence of a block of synonyms and antonyms, all the while using literary units with incomplete meanings;
- The verbal presentation of the literary communication situation is superficial, lacking a practical correlation of literary units; this slows down the proper development of primary school pupils' ability to communicate productively and appropriately in a literary communication situation;
- The inability to communicate correctly in a literary manner, to perform various operations of analysis, synthesis, and generalization of the "literary informational context"; this highlights the low level of the literary communication competence of primary school pupils;
- The need to train pupils to express their opinions, to synthesize information on Romanian literature, to summarize literary language, and to strategically produce the stages of motivation for literary language acquisition.

The high percentage of pupils at level I of literary language acquisition in the experimental and control samples demonstrates the pupils' poor skills in literary communication and their low level of knowledge of literary language - an essential factor in the area of literary communication competence development.

The obtained results demonstrated the need for intervention in the teaching process through a training program focused on technologies for motivating the acquisition of literary language in Romanian literature. This would promote the development of the literary communication competence in primary school pupils from the perspective of the curricular objectives of knowledge of literary language in Romanian literature.

The assessment experiment yielded data that demonstrated the need to implement the *Technological Model for Developing Motivation for the Literary*

*Language Acquisition*, which contributes to the development of the literary communication competence in primary school pupils. Learning and understanding literary language based on the principle of knowledge of Romanian literature consists on the logical knowledge of literary language in all its complexity. The training experiment involves:

- Implementing the Technological Model for Developing Motivation for the Literary Language Acquisition;
- Approaching the methodological use of literary language as a factor in the knowledge of Romanian literature;
- Logical use of the flexibility of literary units;
- Contextual learning and understanding of literary language;
- Accuracy and perfect systematization of the material related to Romanian literature;
- Communicative-literary compatibility carried out by class members on the level of development of the literary communication competence.

For this reason, in our research, in order to create conditions for motivating pupils to acquire literary language, we have applied the *Technological Model for Developing Motivation for Pupils to Acquire Literary Language*, which will also contribute to the formation and development of the literary communication competence.

One of the goals of primary education set out in the School Curriculum for Romanian language and literature (grades III and IV; in our case, the curriculum for Romanian language and literature in grade IV) is the development of the pupil's personality, of their ability and potential "to express the will of the cultural society at their maximum potential for knowledge of literary information." Thus, the *Methodology for Developing Motivation for the Literary Language Acquisition* in the spirit of cooperation will become a practical way of teaching and learning literary language, highlighting the literary changes that occur in the pupil's life.

The knowledge and practice of literary language will stimulate the cognitive process through which primary school pupils will establish the direction of "the specific use of literary units."

In the context of the *Technological Model for Developing Motivation for the Literary Language Acquisition*, pupils will have the opportunity to learn about Romanian literature, provided that the most appropriate methods and means of accumulating cognitive skills are chosen for the Romanian literature lessons.

From the perspective of the *Technological Model for Developing Motivation for the Literary Language Acquisition*, we have managed to develop a working methodology that will include stages, methods, and techniques for developing motivation in literary language acquisition, ensuring the effective learning of

Romanian literature by primary school pupils. The formation and development of the literary communication competence took place in two stages. The first stage was organized in November-December (sequence I), while the second stage in February-March (sequence II). Knowledge of literary vocabulary was developed, for the most part, through the development of the A-H Instructional Event.

It should be noted that following the implementation of the *Technological Model for Developing Motivation for the Literary Language* (sequence I), formative texts were used to analyse the effectiveness of the stages of developing motivation in literary language acquisition by primary school pupils and, consequently, to provide the necessary feedback to the Romanian language and literature teacher. In order to establish the level of motivation in acquiring the literary communication competence in Romanian literature (the first stage) at the end of the first sequence, we made a number of preliminary observations based on an assessment test.

In developing the assessment test for the literary communication competence, from the perspective of motivating the literary language acquisition, we complied with the requirements of the school curriculum for the subject “Romanian Language and Literature” (grades III and IV) [33] with respect to the development of these skills based on the levels of knowledge, application, and integration. The results were established according to the three levels of training: LI—pupils do not understand the motivation of literary language; LII – pupils want to know the motivation of literary language in communication; LIII – pupils fully understand the motivation of literary language and use it at an elementary level.

At the end of the first sequence of the formative experiment, we assessed the pupils’ literary communication competence, using a performance descriptor divided into levels (LI, LII, LIII) (Table 3).

**Table 3. Levels of assessment for the literary communication competence (sequence I)**

Level	Descriptors
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<p>Level I – pupils do not understand the motivation for literary language</p>	<p>Can understand isolated literary units and literary expressions frequently used at school. Can communicate in simple and common situations, using a basic range of literary units and literary expressions from texts. Can describe their literary orientation, their environment, and evoke topics that correspond to their literary education, all the while using simple means of expression, mastering a “literary field” sufficiently to argue certain situations of literary communication.</p>
<p>Level II – pupils wish to know literary language in communication</p>	<p>Can understand essential literary units as long as pupils use standard, clear literary language on literary topics. Can cope with most literary situations related to motivating pupils to acquire literary language in Romanian literature. Can produce simple and coherent literary discourse on literary topics. Can recount an event from a literary work, can briefly express arguments or explanations about a project, but systematically makes elementary mistakes in literary communication; pupils’ opinions are not complete.</p>
<p>Level III – pupils fully understand the motivation for literary language and use it at an elementary level</p>	<p>Can handle a considerable number of direct questions based on the studied literary text, reproducing literary language and “literary fields”; can use a stable set of literary units, employing it in various situations of literary communication. Can synthesise and correctly evaluate the assimilated literary information; the acquired literary block allows them to argue and interpret literary information; uses the structures frequently found in literary communication with sufficient accuracy; can make a fair assessment of cultural events; can accurately express their opinions, giving justified explanations.</p>

The second sequence involved the same number of pupils. It focused on the results that were applied and reported in relation to specific strategies designed within the *Technological Model for Developing Motivation for the Literary Language Acquisition*, as a result of which the assessment test demonstrated a more efficient capacity in terms of producing and understanding literary units, the intention to achieve more justified literary communication. We have presented this information in the following tables:

**Table 4. Methodology for assessing levels of the literary communication competence in Romanian literature from the perspective of developing motivation for the literary language acquisition**

Category Objectives	ITEMS	Points	Total Points
Knowledge	a) Find synonyms for the following words. Build sentences with any one of them.	5	20
	b) Answer the following questions.	5	
	c) Using the answers given above, write a summary of “Amintiri din copilărie”, by Ion Creangă.	5	
	d) Name the three situations of literary content, highlighting the literary phrases that motivate the pupil.	5	
USE	a) Place the phrases related to motivation in learning literary language in different contexts.	10	40
	b) Represent graphically the comparison between the events in the literary text.	10	
	c) Fill in the blanks in the text with the following literary units.	10	
	d) Remember the following literary phrases and produce contexts containing them.	10	
TESTING	Meditate: Pupils wish to understand “Amintiri din copilărie”, by Ion Creangă.	20	20
	Compliance with expression rules	10	10

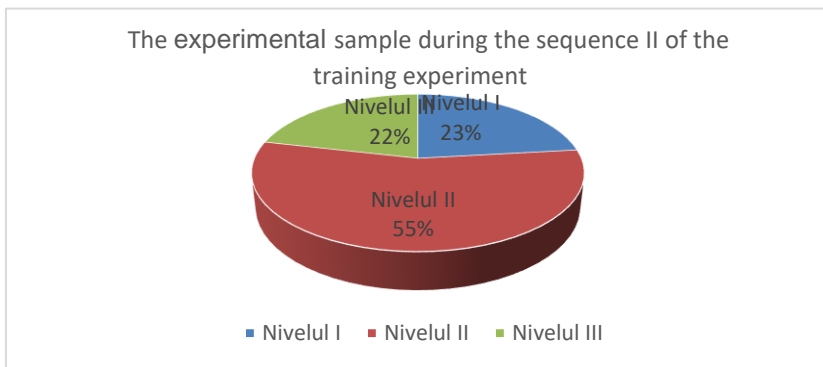
	Total	90	90
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The results established following the training experiment increased the number of literary units acquired by the pupils, as well as the significant influence of the literary language motivation, which can further develop the literary communication skills of primary school pupils. Thus, a balance was achieved in the development of motivation for literary language acquisition through the application of the assessment test (**sequence II**), which also highlighted some difficulties in the teaching activity. Therefore, pupils' knowledge is more varied and highlights several aspects of the practical application of the literary language motivation.

The degree of development of the literary communication competence in this sequence was assessed based on the same descriptors. According to the assessment criteria, pupils can represent the strategy for reproducing the motivation for literary language, with their ability to integrate the literary knowledge expressed in Table 5 and Figure 4.

**Table 5. Basic levels for the implementation of the *Technological Model for Developing Motivation for the Literary Language Acquisition* (sequence II).**

Level	Experimental sample	
	Number of pupils	%
<b>Level I</b>	<b>17</b>	<b>23,21</b>
<b>Level II</b>	<b>31</b>	<b>55,35</b>
<b>Level III</b>	<b>12</b>	<b>21,44</b>



**Fig. 4. Levels of the developed literary communication competence based on the Technological Model for Developing Motivation for the Literary Language Acquisition (sequence II)**

The second sequence of the training experiment was focused on: “motivation development” for literary language acquisition, the pupils’s external activity, working on literary texts, highlighting the pupil’s logical presentation, on improving literary communication strategies, and on developing and practicing the skills necessary for basic writing, reading, and presentation activities. Thus, alongside theoretical and practical contributions, the training experiment (**sequence II**) confirms the need to organize activities for developing motivation for literary language, in accordance with the principle of establishing literary communication.

During the initial stage of the training experiment, pupils encountered difficulties when asked to determine the meanings of literary units or to delimit the significance of literary units and literary contexts, to describe situations or opinions while preserving the “literary tendency” of the text. As demonstrated by the results obtained by the pupils in the experimental sample, substantial progress was noted in the second stage of the training experiment. In accordance with the principle of individualisation and differentiation of literary language, as well as having discovered the core of the literary communication competence already outlined following the use of the *Technological Model for Developing Motivation for the Literary Language Acquisition*, a qualitative increase was detected in the transition of pupils from one level to another: from Level I to Level II, then to Level III. By comparing the results obtained at each stage of the training experiment, the ability to develop and improve the literary communication competence after applying the *Technological Model for Developing Motivation for the Literary Language Acquisition* was monitored, a phenomenon that is presented in Table 6 and Figure 7.

Table 6. Ability to develop the literary communication competence among pupils in the experimental sample following implementation of the *Technological Model for Developing Motivation for the Literary Language Acquisition*

Level	Sequence I		Sequence II	
	Number of pupils	%	Number of pupils	%
Level I	22	35,71	17	23,21
Level II	29	51,78	31	55,35
Level III	9	12,5	12	21,44

The obtained results reflect the level of the literary communication competence of the pupils in the experimental sample in sequence I (February–March) and sequence II (April–May).

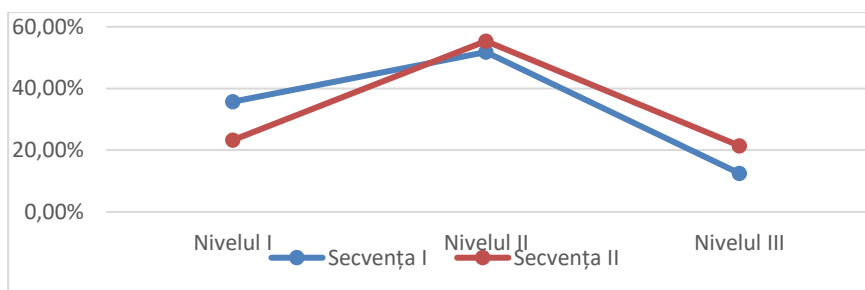


Fig. 5. Correlation of the literary communication competence following the implementation of the *Technological Model for Developing Motivation for the Literary Language Acquisition*

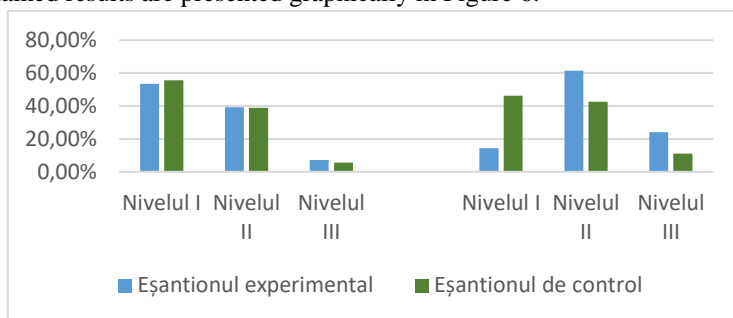
Figure 5 shows a gradual increase in the level of development of the literary communication competence among pupils in the experimental sample: from 51.78% to 55.35% at Level II; at Level III, they progressed from 12.5% to 21.44%; but there is also a decrease, which is at the same time recorded in the achievements category at Level I, from 35.71% to 23.2%.

The obtained results convinced us that the application of the *Technological Model for Developing Motivation for the Literary Language Acquisition* has a beneficial influence on the development of the literary communication competence and contributes to the effective training of pupils, as well as to the productive development of literary language in Romanian literature. This phenomenon influences the development of the personality of the new pupil of literary education, according to European standards, thus becoming knowledgeable about Level I, II, and III motivation by updating the literary knowledge they have acquired. The new literary

user emerges with a new moral-emotional attitude, with practical activities for observing, analysing, synthesizing, researching, arguing, reproducing, and applying the new requirements in teaching, learning, and assessment of Romanian literature, as well as in the practical experimentation of literary language.

Based on the data obtained in Table 8, the initial situation of the pedagogical experiment (**the assessment stage**) was compared with the final situation (**the control stage**), and the following was obtained:

The obtained results are presented graphically in Figure 6.

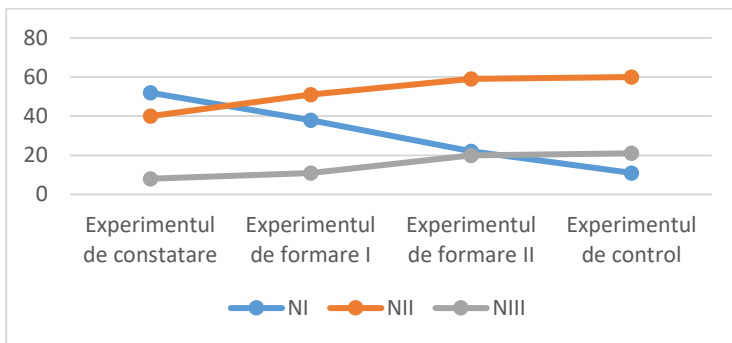


**Fig.6. Qualitative evolution of the levels of the literary communication competence**

The difference between the results of the control sample and the basic experimental sample is 17.05% in favour of the experimental sample at Level III, a result that indicates the contribution of the methodological use of literary language in the development of the literary communication competence in primary school pupils. Therefore, determined in comparative terms, the results highlight the progress and visible qualitative differences in terms of pupil performance across all three levels (LI, LII, LIII), obtained following the implementation of the model for the didactic use of developing motivation for the literary language acquisition.

At the same time, it was found that, following the analysis of the results of the control sample, there were changes in the degree of literary language acquisition, with most pupils having a sufficient block of literary units, while basic and potential literary language lacked expressiveness, and their expression was not as productive. The dynamics of the development of the literary communication competence among pupils in the experimental sample are shown in Figure 7.

**Fig. 7. Dynamics of the development of the literary communication competence based on the technological model of developing motivation for the literary language acquisition**



Research into the results of the experimental tests demonstrates the effectiveness of the process of motivating pupils to acquire literary language and to develop the literary communication competence within the training experiment. A qualitative and quantitative development of the literary communication competence was outlined through the implementation of the *Technological Model for Developing Motivation for the Literary Language Acquisition* in the training of primary school pupils.

The *Technological Model for Developing Motivation for the Literary Language Acquisition* has proven its effectiveness in the process of developing motivation in acquiring literary language, as well as in developing the literary communication competence, on the basis of which skills in assimilating literary units, “literary fields,” as well as linguistic and social-cultural fields can be developed.

Our research focused on **correlating the teaching, learning and assessment methods with curricular objectives**, as well as on developing a mechanism for the qualitative assessment of literary language. The results of the experiment confirmed the research hypothesis: *integrating motivation into the process of teaching literary language leads to a higher use of its formative potential and, implicitly, to the development of the literary communication competence*. Overall, the thesis presented in this chapter demonstrates that **the methodological exploitation of literary language, when integrated into a coherent technological model, contributes substantially to the development of authentic motivation for learning Romanian literature** at the primary level, and provides a functional framework for the sustainable development of the literary communication competence.

## GENERAL CONCLUSIONS

The scientific problem addressed in our research focused on designing a technological model for developing motivation for the literary language acquisition, as well as on outlining a relevant methodological contribution towards modernizing the teaching and learning of literary language, aimed at developing the literary communication competence in Romanian literature in primary education. The analysis of theoretical and experimental data confirmed the importance of the process of developing motivation for literary language acquisition, as well as its role in developing the literary communication competence. All the proposed objectives were achieved, and the research hypothesis was confirmed, with our research concluding with significant results in both theoretical and practical terms.

The theoretical synthesis and interpretation of the experimental data led to the following conclusions:

1. From the perspective of optimizing the process of motivating pupils to acquire literary language in the teaching of Romanian literature at the primary level, it is necessary to capitalize on its educational potential, taking into account psycholinguistic factors such as: the tendency to neglect the understanding of literary language; the interpretive nature of literary language; the specifics of motivation in its use; the literary quality of the proposed content; and the professional level of teachers in the effective management of motivational stages and didactic techniques.

2. Teaching practice has demonstrated a lack of concrete strategies for motivating literary language in relation to different levels of knowledge of Romanian literature. The use of literary language involved the integration of methods for developing literary competence, including: motivational stages, the use of certain linguistic models, the application of means of expression (description, observation, classification, synthesis), as well as specific techniques (guided imagination, the galaxy technique, free association, multi-aspect questioning).

3. The importance of specific literary communication has been demonstrated and supported by: the usefulness of literary units in various contexts; awareness of the literary functions of language; the expansion of its expressive value; as well as the tendency of the pupils to produce and reproduce literary language. This is reflected in the three levels of assimilation:

- **Level I** – pupils assimilate and argue simple literary information;
- **Level II** – pupils understand standard communication and actively interact with literary texts;
- **Level III** – pupils produce personal speeches, supported by their own arguments about literary content.

4. The identification of the stages of teaching and learning literary language has made it possible to modernize the technology for its assimilation in primary education.

5. The technological model for developing motivation for the literary language acquisition is a valuable didactic tool, capable of highlighting, arguing, and cultivating pupils' literary skills. It promotes active access to literary language, supports pupils' creative activity, and ensures consistent monitoring of the educational process.
6. The use of instruction techniques in the teaching, learning and assessment of Romanian literature validates an effective strategy for developing the literary communication competence. This leads to the correct and functional use of literary language, all the while strengthening literary communication and the understanding of the expressive value of words in authentic literary contexts.
7. The interpretation of statistical data highlighted the effectiveness of the proposed methodology in developing the literary communication competence, confirming the formative value of the Technological Model through real progress in the development of literary language and the motivation of pupils' literary activity.
8. From the perspective of capitalizing on the teaching and learning process, the effectiveness of literary language assimilation was noted, evidenced by the activation of the pupil's literary communication mechanism and the coherent progression through the three levels: knowledge, application, and integration.
9. Conceptually, the importance of approaching literary language from a psycholinguistic perspective was noted; methodologically, the relevance of capitalizing on literary-oriented motivational stages was noted; and in terms of curriculum, the use of various techniques for stimulating literary language, as foreseen by the Technological Model, was noted, confirming the educational and literary value of the literary communication competence.

Based on the data obtained from the experiment, we consider the following recommendations to be useful:

1. Implementing the *Technological Model for Developing Motivation for the Literary Language Acquisition*, through a system of exercises adapted to all levels of instruction, contributes significantly to optimizing literary communication among primary school pupils.
2. Evaluating the stages of literary language assimilation in the teaching and learning of Romanian literature can become a factor in systematizing operational indicators in the practice of teaching Romanian literature in primary education.
3. Applying the Romanian literature curriculum for primary education, which focuses on the specificity of literary language assimilation, will encourage primary school pupils to appreciate the value of the literary communication competence.
4. Using the *Technological Model for Developing Motivation for the Literary Language Acquisition* in the process of teaching, learning, and assessment of Romanian literature for primary school pupils can enhance the literary communication competence, as well as the curricular components relevant to primary education.

For primary school teachers:

- establishing partnerships in order to integrate emotional development activities into the pupils' daily schedule both at school and at home (language of the day, teacher-student-parent teamwork in solving language problems);
- research and implementation of continuing education programs in literary culture into the continuous professional development of the teaching staff;
- promoting activities for the development of the Romanian literature competence using ICT (computer and video games).

For parents of primary school pupils:

- On-going collaboration with teachers in order to gain in-depth knowledge of the emotional issues and methodology of literary language education for primary school pupils.

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## ADNOTARE

BUZEA Mariana

### „TEHNOLOGIA FORMĂRII MOTIVAȚIEI PENTRU DEZVOLTAREA LIMBAJULUI LITERAR DE CĂTRE ELEVII CLASELOR PRIMARE”, Chișinău, 2026

**Structura tezei:** introducere, trei capitole, concluzii generale și recomandări, bibliografie din 151 de titluri, 18 anexe, 149 pagini text de bază, 23 figuri, 24 tabele.

**Lucrări publicate la tema cercetării:** Rezultatele cercetării sunt evidențiate în 14 de lucrări științifice.

**Cuvinte-cheie:** unitate literară, limbaj literar, motivație, etape și tehnici de formare a motivației la însușirea limbajului literar, competența de comunicare literară, *Model tehnologic de formare a motivației la însușirea limbajului literar*.

**Domeniul de studiu** reprezintă teoria și metodologia instruirii în clasele primare.

**Scopul lucrării** constă în elaborarea tehnologiei de formare a motivației la însușirea limbajului literar la literatura română de către elevii claselor primare.

**Obiectivele cercetării:** studierea evoluției conceptului de limbaj literar la literatura română; determinarea principiilor de predare – învățare a limbajului literar; specificarea etapelor de asimilare a limbajului literar și includerea în procesul de instruire a elevilor claselor primare; elaborarea, experimentarea și validarea *Modelului tehnologic de formare a motivației la însușirea limbajului literar* la literatura română de către elevii claselor primare; interpretarea datelor statistice ale cercetării; confirmarea valorilor comunicative a limbajului literar la literatura română.

**Noutatea și originalitatea științifică** ține de elaborarea tehnologiei de formare a motivației la însușirea limbajului literar la literatura română de către elevii claselor primare, prezentată prin *Modelul tehnologic de formare a motivației la însușirea limbajului literar*; stabilirea etapelor de asimilare a limbajului literar; abordarea cognitiv-comunicativă a limbajului literar și crearea imaginii de valoare literară a elevului claselor primare.

**Problema științifică soluționată în cercetare** constă în proiectarea modelului tehnologic de formare a motivației la însușirea limbajului literar și contribuția metodologică în modernizarea predării-învățării limbajului literar direcționat spre dezvoltarea competenței de comunicare literară la literatura română de către elevii claselor primare.

**Semnificația teoretică a cercetării** este motivată de: analiza evoluției conceptului de limbaj literar; determinarea și sistematizarea tehnologiei de formare a motivației la însușirea limbajului literar la literatura română în raport cu competența de comunicare literară; valorificarea limbajului literar prin intermediul exercițiilor de depășire a dificultăților de predare-învățare a limbajului literar.

**Valoarea aplicativă a lucrării** rezidă în elaborarea și validarea *Modelului tehnologic de formare a motivației la însușirea limbajului literar* la literatură română de către elevii claselor primare. Reperetele teoretice ale cercetării pot fi apreciate ca bază epistemologică în elaborarea ghidurilor pentru cadrele didactice, suporturilor didactice pentru elevii claselor primare, pentru modelarea comportamentului verbal al elevilor claselor primare, creând noi strategii de renovare a curriculumului disciplinar.

**Implementarea rezultatelor științifice** a fost demonstrată la conferințe internaționale, publicată în materiale științifico-metodice și experimentată de către învățământul primar din România.

ANNOTATION  
BUZEA MARIANA

**" THE TECHNOLOGY OF DEVELOPING MOTIVATION FOR THE LITERARY LANGUAGE IN ROMANIAN LITERATURE BY PRIMARY SCHOOL PUPILS ",  
Chişinău, 2026**

**Thesis structure:** introduction, the three chapters, general conclusions and recommendations, bibliography of 151 titles, 18 annexes, 149 pages of basic text, 23 figures, 24 tables.

**Published papers the thesis topic:** The obtained results are published highlighted in 14 scientific papers.

**Keywords:** literary unit, literary language, motivation, stages and techniques of motivation formation for the acquisition of literary language, literary communication competence, *Technological model of motivation formation for the acquisition of literary language.*

**The field of study** is the theory and methodology of training in primary classes.

**The purpose of the paper** is to elaborate the technology of motivation formation for the acquisition of literary language in Romanian literature by primary school students.

**Objectives of the research:** studying the evolution of the concept of literary language in Romanian literature; determining the teaching principles – learning of literary language; specifying the stages of assimilation of literary language and the inclusion in the process of training of primary school pupils; elaboration, experimentation and validation of the *Technological model of motivation training on the acquisition of literary language* in Romanian literature by primary school students; interpretation of statistical data of research; confirmation of communicative values of literary language in Romanian literature.

**The novelty and scientific originality** are related to the elaboration of the technology of motivation formation for the acquisition of literary language in Romanian literature by the pupils of the primary classes, presented through the *Technological model of motivation formation for the acquisition of literary language*; the establishment of the stages of assimilation of literary language; the cognitive-communicative approach of the literary language and the creation of the image of literary value of the primary school student.

**The scientific problem solved in the research** consists in the design of the technological model for the formation of motivation to the appropriation of literary language and the methodological contribution in the modernization of the teaching-learning of literary language directed towards the development of the competence of literary communication to Romanian literature by the pupils of the primary classes.

**The theoretical significance of the research** is motivated by: the analysis of the evolution of the concept of literary language; the determination and systematization of the technology of motivation formation when acquiring literary language to Romanian literature in relation to the competence of literary communication; the use of literary language through exercises to overcome the difficulties of teaching and learning of literary language.

**The applicative value of the paper** lies in the elaboration and validation of the **Technological Model of motivation formation for the acquisition of literary language** to Romanian literature by the pupils of the primary classes. Theoretical research milestones can be appreciated as an epistemological basis in the development of teacher guides, teaching aids for primary school pupils, for shaping the verbal behavior of primary school pupils, creating new strategies for the renovation of the disciplinary curriculum.

**The implementation of the scientific results** was demonstrated at international conferences, published in scientific-methodical materials and experienced by the primary education in Romania.