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**PSYCHOLOGICAL AND PEDAGOGICAL BASES OF SPEECH  
DEVELOPMENT IN THE GAGAUZ LANGUAGE OF  
STUDENTS OF GRADES V – IX**

**SPECIALTY 531.01 – GENERAL EDUCATION THEORY**

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The Summary were sent on **January 14, 2026**.

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## CONCEPTUAL GUIDELINES OF RESEARCH

**Problem's Topicality and Elaboration Level.** This research is based on the recommendations of the Council of Europe and is based on one of the key elements of Moldova's human rights commitments in the context of European integration, which is multilingual education, based on both the general right to education and the specific rights of linguistic minorities.

In the Republic of Moldova, education is a national priority, being the main factor in promoting democratic values, ensuring human and civil rights, developing human capital, forming national self-awareness and identity, implementing European integration aspirations, playing a major role in creating prerequisites for sustainable human development and building a knowledge-based society.

The development of national-ethnic aspects and multicultural approaches in education in the Republic of Moldova is directly related to the emphasis on the study of native languages.

The study and development of the Gagauz language in the modern educational environment of Gagauzia requires a systematic approach. The relevance of the study is due to the contradictions between the need to preserve the native language and the lack of a sufficient methodological base aimed at developing communication skills in schoolchildren. The chosen topic has social, pedagogical and cultural significance, promoting the popularization of the Gagauz language as an important element of national identity.

The results of observations of the development of the Gagauz language and the ability to conduct a dialogue among students of grades V – IX of schools in the ATU Gagauzia indicate that schoolchildren often master the Gagauz language in the context of the educational process, but ineffectively apply this knowledge in various areas of communication, what affects their persuasiveness and adequacy of oral speech in everyday situations.

To achieve the greatest efficiency and effectiveness of language education, it is necessary to study the psychological and pedagogical foundations of speech development in the native language and develop a concept for the development of speech in the Gagauz language (the level of dialogic speech). It should also be noted that when developing practical recommendations, preference should be given to such a model of teaching dialogic coherent speech, which, along with the development of motivation for learning, would allow the use of language as a means of communication in all areas of life.

However, until now there has been no study devoted to the theoretical and methodological substantiation of the speech development model and the teacher's system of teaching dialogic speech in the Gagauz language. At the same time, practice shows that teachers experience significant difficulties in developing coherent speech skills (dialogic speech level) in students of grades 5–9 due to the above-mentioned features. Since in the last decade of the last century there was already a clear tendency to consider language and teaching language disciplines through speech activity, the developers of curriculum products establish a communicative-pragmatic focus of the academic discipline "Gagauz Language and Literature", which determined both the theoretical search and the development of a methodological system/model for speech development in the Gagauz language in the gymnasium cycle of general education.

**The topicality of this study is due to** a number of contradictions inherent in the modern theory and practice of teaching/studying the native (Gagauz) language, between:

- objective needs for the development of psychological, pedagogical and linguodidactic foundations for the development of speech in the Gagauz language (concept, classification of the system of exercises, technologies, methods for the formation of communicative competences in teaching dialogic speech) and the lack of special research in this area;
- the need to revise the content of training in the development of students' communicative competence in the process of teaching the Gagauz language in the gymnasium cycle of general education.

The search for ways to resolve the identified contradictions allowed us to formulate **the main problems** of the study:

- ✓ the lack of development of psychological and pedagogical foundations for the development of speech in the Gagauz language in schools with a Gagauz ethnocultural component and the lack of a concept for the development of speech in the Gagauz language in the gymnasium cycle of general education;
- ✓ the lack of development of the methodology for teaching dialogic speech in the Gagauz language based on the formation of specific communicative competences in the Gagauz language among students in grades V – IX in light of the practical significance and formation of the need for communication and the lack of a model for the development of speech in the Gagauz language (the level of dialogic speech) in the gymnasium level.

In our study, the problem is understood, in a broad sense, as a complex theoretical and practical issue that requires study and resolution, in a narrow sense, as a situation of discrepancy between the desired and the existing.

**The object** of this study is the process of teaching and developing speech in the Gagauz language among students in grades V – IX in the discipline "Gagauz Language and Literature", and **the subject** is the system of teaching (the level of dialogic speech) in the Gagauz language to students in grades V – IX.

**Research Aim:** substantiation of psychological and pedagogical foundations and development of the concept of speech development in the Gagauz language (dialogic speech level) of students in grades V – IX. The goal, object, and subject of the study determined the formulation of the following interrelated **objectives**:

1. To study the psychological, pedagogical, linguodidactic and methodological literature on the research problem, to substantiate the linguodidactic prerequisites for speech development;
2. To analyze the state of teaching the Gagauz language: analysis of the curriculum, textbooks, pedagogical experience, to determine the conditions of the social environment;
3. To develop a concept of speech development in the Gagauz language, to create a model of speech development in the gagauz language (dialogic speech level) and the formation of communicative competences of students in grades V – IX;
4. To conduct a pedagogical experiment to test the concept of speech development in the Gagauz language and to evaluate the effectiveness of the presented approaches to the application of developed Model.

**Research Hypothesis:** If the process of teaching dialogic speech is built on the basis of a scientifically substantiated concept of speech development in the Gagauz language and the selection of teaching content/speech development model, based on artistic texts of a certain thematic focus, relevant language material and educational speech situations close to natural ones,

**this will allow** the formation and development of specific communicative competences (the level of dialogic speech) in students of grades V – IX in lessons on the discipline "Gagauz Language and Literature", to increase students' motivation and desire to communicate in their native language and use dialogue in the Gagauz language in the social environment of communication.

**The epistemological framework** of the dissertation research is the fundamental provisions: theories of the relationship, the genetic aspect of language and thinking (J. Piaget), theories of the unity of consciousness and activity (S. Rubinstein, A. Leontiev); theories of the relationship between learning and development (L. Vygotsky); theories of knowledge acquisition process management (P. Galperin, N. Talyzina); research on the problem of competence-based approach to learning (E. Bystrova, S. Lvova, V. Kapinos, V. Guțu).

The linguistic basis of the study was the works of scholars-turkologists N. Baskakov, V. Radlov, N. Dmitrieva, L. Pokrovskaya, as well as the works of Gagauz philologists G. Gaidarzhi, D. Tanasoglu, N. Baboglo, E. Kolts, I. Drona, I. Bankova, which made it possible to analyze and highlight the features of the Gagauz language in light of the topic under study.

The methodological basis of the thesis is also the works of methodologists and teachers: S. Cristea, L. Șoitu, I. Panișoara, I. Vereshchagina, I. Zimnya, E. Passov, N. Gez, A. Mirolyubov and others. Scientific and theoretical understanding of the problems of language communication and speech development was also facilitated by works in the field of methodology:

- a) Romanian as a native and non-native language - A. Crișan, A. Gicov, V. Guțu, T. Cazacu, S. Posternac, A. Barbăneagră, A. Popovici, V. Postica-Goraș, T. Callo, V. Popova and others;
- b) Teaching Russian in Moldovan schools: B. Shilovskiy, E. Novak, L. Petrenco, A. Prigorskaya, O. Borodaeva, G. Drozd and others;
- c) Individual issues related to the linguistic foundations of teaching Gagauz students their native language are considered in the works of G. Gaidarzhi, V. Kotenko, V. Sycheva, D. Tanasoglu, M. Chumachenko, P. Chebotar, V. Sirf, S. Bulgar, L. Cimpoeș, I. Bankova, E. Soroceanu and G. Karanfil.

**Research Methods.** The following **research methods** were used in the process of working on the thesis:

1. *Theoretical* (analysis of psychological, pedagogical, linguodidactic and methodological literature on the research problem);
2. *Sociological and pedagogical* (identification of social factors influencing the process of mastering the native language of Gagauz children):
  - analysis of the curriculum of the academic discipline and textbooks on the discipline "Gagauz language and literature" for grades V – IX in the context of the topic under study,
  - review of the advanced pedagogical experience of teachers of the Gagauz language and literature of Grades V – IX in the region on the research topic;
  - conducting observations of the development of oral speech skills of students, identifying the most typical errors in constructing a dialogic statement;
  - conducting a survey among teachers, parents and students in order to identify the most pressing problems of teaching the Gagauz language;
3. *Experimental*;
4. *Statistical*.

The main **research framework** includes: psychological and pedagogical foundations of speech development in the gymnasium cycle, the Concept of speech development in the Gagauz language of students in the gymnasium cycle of general education, analysis of the current curriculum of the discipline "Gagauz language and literature" in light of the topic under study, methods and techniques for activating students' speech (the level of dialogical speech) in the Gagauz language.

**The scientific novelty and originality of the research** consists in:

- selection and systematization of the necessary theoretical material in the field of psychology, psycholinguistics, pedagogy, linguodidactics on the communicative-competence approach to the process of studying the Gagauz language at the present stage;
- development of the Concept of speech development in the Gagauz language and determination of the continuity of the formation and development of specific communicative competences in the Gagauz language, taking into account age characteristics and the level of language proficiency, through the implementation of a step-by-step, integrated, thematic approach to teaching;
- development of the Model of speech development in the Gagauz language (dialogic speech level) - a specially developed set of exercises, natural, educational dialogues, speech models and situations - forming communicative speech competence in students of Grades V – IX;
- the use of developed Model of speech development contributes to increasing the motivation and level of communicative competence of students in the Gagauz language studying the discipline "Gagauz language and literature" and other subjects in which the Gagauz language is used as a target language.

**The important current scientific problem solved in the research** consists in substantiating the conceptual psychological and pedagogical provisions and developing a model of speech development in the Gagauz language (dialogic speech level) for the purpose of effectively forming communicative speech competence of students of the gymnasium cycle of general education by means of the academic discipline "Gagauz language and literature".

**The theoretical significance of the research** is determined primarily by its contribution to linguodidactics, which consists of: scientific and theoretical substantiation of psychological, psycholinguistic, linguodidactic components of the application of the communicative-competence approach in the process of studying the Gagauz language at the present stage, correlated with the structural idea of speech communication. This made it possible to develop the Concept of Speech Development in the Gagauz Language, which became the methodological basis for constructing a speech development model and implementing the possibilities of forming communicative competence in the Gagauz language (dialogic speech level) within the framework of interaction of all participants in the educational process in the gymnasium cycle of general education.

**The practical value of the research** is that an experimentally tested model of speech development in the Gagauz language (dialogic speech level) among students in grades 5–9 is proposed: a specially developed set of exercises, natural, educational dialogues, speech models and situations.

**The approval and implementation of the research results.** The effectiveness of the proposed speech development model was tested during experimental training at the Fyodor Angeli Pedagogical School in Gaidar village (2018-2023). The materials, process and results of the work,

analysis of the stages of ascertaining and formative experiments were submitted for discussion and presented at national and international scientific conferences, seminars and round tables.

**Publications on the topic:** Based on the dissertation materials, 24 works have been published, including: 5 articles in scientific journals accredited by ANACEC; 17 scientific articles in the proceedings of national and international scientific and practical conferences and 2 teaching and methodological works.

**Thesis Volume and Structure.** The thesis includes 143 pages of the main text: introduction, three chapters, general conclusions and recommendations, bibliography of 250 sources, 10 tables, 20 figures and 14 appendices.

**Keywords:** dialogic speech, dialogue, Gagauz language, speech situation, communication environment, competence-based approach, thematic approach, speech activity, communicative-speech competence, text, interactive exercises.

## THESIS CONTENTS

The **Introduction** substantiates the relevance of the research topic, provides a description of the scientific apparatus: relevance of the research topic, goal, formulates the tasks, reveals the scientific novelty and originality, theoretical and practical significance of the dissertation, sets out the provisions submitted for defense, testing and implementation of the research results, the structure and content of the study.

**Chapter I *Theoretical Foundations of Students' Speech Development (Dialogic Speech Level)*** examines such concepts as "speech communication" - "speech" (language) - "speech activity" - "communication" - "dialogue" from the standpoint of famous scientists in the field of psychology, psycholinguistics, pedagogy, methodology. All these concepts are directly reduced to the definition of the term "speech communication", which, according to scientists, is understood as a process of interaction between communication participants aimed at implementing specific life attitudes. The first chapter also examines aspects of speech development that have been studied by researchers and are fundamental in the theory of linguistics. Today, practicing researchers point to some specific mechanisms for the formation and development of speech competences in students.

Many researchers note that a language can be learned implicitly, through language immersion and frequent exposure to it (as young children learn their native language), or explicitly, through lessons (as a fifth-grader learns English). At an early age, when children have not yet developed the cognitive skills necessary for effective explicit language learning, the most effective method is "implicit learning through language immersion."

Issues related to the development of speech and the formation of communication skills in the native language and the study of the Romanian language by non-native speaking students are also among the research works of scientists from the Republic of Moldova.

M. Suruceanu in his works emphasizes the importance and highlights the main elements of communication - the speaking process itself and the enrichment of the active and passive vocabulary of students [8, p. 45]. This concept also takes place at an older age, therefore it is necessary to develop a lexical minimum for students of the gymnasium cycle.

Thus, T. Cazacu points out the specific conditions for the formation of linguistic competences in the Romanian language in schools with teaching in the languages of national

minorities: the need to use speech models and create speech situations [2, p. 65].

The Gagauz language is not the language of learning and is taught within the framework of only a separate subject, therefore the creation of speech situations and the use of specific examples and speech models will be a very appropriate condition for the formation of communicative competence.

V. Goraş-Postică notes that when forming communicative skills in a multicultural environment, it is recommended to focus on interactive learning of students and the consolidation of interdisciplinary connections [4]. These studies reflect modern visions and approaches and should be taken into account when constructing a model for the development of speech in the Gagauz language.

However, the pedagogical conditions for the formation of students' communicative skills and abilities, taking into account the structure of speech activity, remain incompletely studied.

Despite the presence of many psychological and pedagogical studies by scientists such as V. Guţu, N. Bucun, J. Bruner, D. Dubois, D. Hymes, K. Reen, S. Savignon, L. Spencer, J. Green, J. Field and others, aimed at achieving these goals, the questions of how to create effective conditions for the development of communicative skills remain open and require further research.

As for scientific research in the field of the Gagauz language, this area is not actively developing, despite its great demand and practical significance. More research is being done on the development of the Gagauz language, but the problems of teaching and developing speech in the Gagauz language remain unexplored. Therefore, we can rely only on some studies, one way or another indirectly related to the issues of thesis research. All these materials were reflected in this research project when selecting vocabulary, speech clichés, dialogue samples, etc.

The article also presents the research of scientists in the light of modern approaches to communication as an important element of intercultural relations.

When developing communicative competences in the Gagauz language at the middle stage, it is important to take into account their psychological and pedagogical characteristics, the presence or absence of their motivation to study, interest in mastering the Gagauz language, and the ability to use models of oral communication, taking into account previous speech experience.

The gymnasium cycle of education presupposes the continuity of knowledge, skills and abilities acquired in primary school, including both general and specific subject competences necessary for mastering the Gagauz language. It is also important to apply and improve them in the learning process, both in the first and second languages.

On the other hand, interest and motivation for learning in general and for learning the language in particular, characteristic of elementary grades, may decrease in the gymnasium cycle. Psychologists and teachers explain this phenomenon by the emergence of various psychological difficulties that students face.

In the 5<sup>th</sup> grade, schoolchildren face new learning conditions, which include a change in environment, new teachers, new forms of work and a classroom system. This is also accompanied by a change in the requirements for students. It is important for teachers to support students, show increased attention, organize motivating activities, set feasible requirements and conduct an objective assessment.

Modern society requires communication skills from the younger generation, and the school, in the person of the student, must prepare a communicatively active person, capable of adapting to the conditions of modern society and successfully functioning in it. For this purpose,

it is necessary to reorient students' study of their native (Gagauz) language from the formation of theoretical knowledge about it (about the language) to the formation of the ability to fully communicate using language, i.e. the main task of the school discipline "Gagauz language" at the present stage is the formation of communicative-speech competence in students.

The process of developing language skills and abilities occurs either intuitively ("the way from below") or consciously ("the way from above"). In the modern language environment of the multicultural space of the ATU Gagauzia, it is necessary to take into account all the possibilities of developing mechanisms for speech development in the Gagauz language, therefore, the dissertation reveals both directions. Progress in the development of students is the result of long, responsible and systematic work of all elements of the educational system, providing the necessary assistance and support in a timely manner.

It is important that students develop a desire for interaction and communication. Lessons should not only be filled with various methods and technologies, but also present interesting and exciting content. By creating conditions and organizing students' activities, we direct them to the path of progressive development.

Teaching dialogic speech in Gagauz language lessons is becoming one of the most important tasks. The development of speech interaction between learning subjects when studying their native language is a process that includes establishing and maintaining purposeful contact between participants in communication through language. This process creates interdependence and complementary connections between subjects.

Indicators of speech interaction development are the effectiveness of expression of thoughts, the nature of communication techniques, strategies of socially-oriented interaction, as well as the implementation of speech interaction in the context of intercultural communication. School practice shows that for successful teaching of dialogic speech of students it is important to use the situational method of presentation, consolidation and activation of speech material. Considering the linguistic and methodological features of dialogic speech, we recommend teaching dialogue in stages.

In the gymnasium cycle, the teaching of dialogic speech becomes more profound and versatile. Dialogue develops and improves both in terms of content and in language design. At this stage, it is recommended to use the following system of teaching dialogic speech in the Gagauz language: familiarization with a sample dialogue selected in advance and presented in a magnetic recording or expressive reading of the dialogue by the teacher; performing preparatory, training-speech and speech exercises; drawing up a structural diagram and determining their structural and semantic features; working on the content; producing a dialogue.

When determining the content of training, it is important to select from the diverse material what has the greatest value for introducing students to the culture of the Gagauz people. Only in this case, mastering the Gagauz language as a means of communication becomes equivalent to assimilating the culture of the Gagauz people.

One of the most important tasks of teaching the native/Gagauz language is the development of speech, since it is a key indicator of the level of a person's culture, intelligence and thinking. A student with well-developed speech easily communicates with others, can clearly express his/her thoughts, share his/her desires and consult with peers, parents and teachers. It is important to note that communication contributes to the development of personal consciousness and the formation of his/her worldview.

In grades V – IX, targeted work continues on the formation of communicative competence aimed at the diversity of the use of verbal constructions. The methodology for the formation of communicative competence of students is in response to the challenges of modern social development. Today, it is important not only to know the rules of grammar, but also the ability to freely express one's thoughts, to have a high culture of speech. When preparing a model for teaching dialogic speech in the Gagauz language, it is important to take into account the linguistic features of the Gagauz language. Scientific research devoted to the grammar, vocabulary and syntax of the Gagauz language (such as the works of N. Dmitriev, L. Pokrovskaya, E. Kolts, G. Gaidarzhi, I. Bankova and others) provide the basis for a deeper understanding of linguistic features. Considerable attention in the studied scientific literature is paid to ethnocultural information necessary for the correct understanding and formation of speech. This is due to the fact that as the language is acquired, a deep process of entering into the national speech and social historical experience occurs, which leads to an understanding of the specifics of human behavior in the social environment, which a person who speaks three or more languages gradually enters.

**Chapter II, *State of Development of Speech in Gagauz Language (Dialogic Speech Level) of Students of Grades V – IX*** (section 2.1, 2.2), reveals the content of educational documents – the modernized curriculum and textbooks on the subject “Gagauz language and literature”. Attention is drawn to the fact that normative documents regulate an updated approach to modern teaching of the native language, i.e. competence-based, but insufficient attention is paid to such an important component of the formation of communicative competence as dialogue in the content itself.

A review of educational literature on the subject is given, an analysis of current textbooks on the problem of implementing communicative methods in them aimed at the formation of communicative-speech competence is presented. The ratio of language and communicative-speech tasks at the level of sentence construction (question-answer) and dialogue in each textbook is determined. The article describes the methodology of conducting a fact-finding experiment from the point of view of the problem under study. In order to identify the level of development of communicative competence (dialogic speech skills) among Gagauz students in grades 5–9 of general education institutions of the Autonomous Territorial Unit of Gagauzia, diagnostic material was developed. This material is aimed at assessing students' abilities to conduct a constructive dialogue in the Gagauz language, achieve mutual understanding and cooperate to achieve common results.

The diagnostic material includes the following elements:

1. *Test tasks*: Questions that assess understanding of the basic principles of dialogic speech, the ability to formulate clear and structured statements.
2. *Situational tasks*: Tasks that simulate real communication situations where students must apply dialogic speech skills.
3. *Role-playing games*: Modeling communication situations in which students can practice dialogic speech, imagining different roles.
4. *Oral statements*: Tasks that require students to make short statements or participate in dialogues on specific topics.
5. *Portfolio of speech achievements*: Collection and analysis of students' oral work, providing an idea of how they apply dialogic speech skills in various situations.

This diagnostic material helped to assess the current level of development of the

communicative competence of Gagauz students and identify areas for further improvement in the learning process. In order to determine the level of formation of dialogic speech in students, the following methods were used to diagnose the assessment of the level of proficiency in dialogic speech:

- *Identification of the level of skills and abilities of students in grades V – IX to compose and conduct a dialogue based on the proposed tasks;*
- *Study of the state of dialogue when organizing role-playing games, mini-projects of conversation on a given topic.*

As part of the study, the interest, attitude and opinion of the subjects of the study towards the development and preservation of their native/Gagauz language as a means of communication were also studied and summarized. For this purpose, *questionnaires* were compiled for students, teachers and parents and an online survey was organized (see Appendix):

- *Identification of the interest and need of students to communicate in the Gagauz language.*
- *Attitude and opinion of teachers on the need to develop communicative competence through the development of dialogical speech in the Gagauz language.*
- *Attitude and opinion of parents on the need to organize speaking in the Gagauz language at home, at school and in public places.*

The results of the survey of students, teachers and parents (2020) speak in favor of preserving and developing the Gagauz language. All educational entities are interested and consider it necessary to use active forms to develop the communicative and speech competence of Gagauz students in grades V – IX.

The reasons for the unsatisfactory proficiency of students in grades V – IX in dialogic speech in the Gagauz language can also include: *the discrepancy in the linguistic characteristics of dialogue in the Gagauz and Russian languages; the complexity of the structural-grammatical and intonation-semantic characteristics of dialogic speech; the absence of a Gagauz speech environment; the lack of development of the methodology for teaching Gagauz dialogic speech to Gagauz students.*

Section 2.3 presents a set of language and speech exercises at the level of a word, phrase, text in order to establish the level of speech training of students in Grades V – IX. The most typical errors made when composing dialogues are also systematized. An analysis of the data obtained during observations and interviews with teachers of the Gagauz language and literature revealed several key aspects that may require attention and correction:

1. *Focus on grammar material:* A large amount of time devoted to grammar aspects may shift the emphasis from the development of oral communication skills. It is important to find a balance between studying grammar and practical exercises aimed at communication skills.
2. *Limited use of dialogues:* Lack of practice in composing dialogues may hinder the development of active oral communication skills in students. Introducing a wider range of exercises, including dialogic tasks, may be useful.
3. *Insufficient attention to word order and intonation hearing:* These aspects are important for the development of clarity and expressiveness of speech. Including special exercises and tasks to work with word order and intonation can contribute to the comprehensive development of language skills.

4. *Teachers' awareness of the issue of the sentence:* The observation that teachers may not pay enough attention to important aspects of the sentence suggests the need for a more detailed inclusion of these topics in the educational process.

The study also showed that there are significantly more errors in the dialogic speech of students in urban schools in the Gagauz language than in the speech of students in rural schools. The dissertation also analyzed the social factors influencing the speech development of students in grades V – IX. **180 families** of students from those schools were covered in the ascertaining experiment.

The results showed that the Gagauz speech of a child in the family is constantly influenced by such sociolinguistic factors as: the level of proficiency of the Gagauz language by the parents and other family members of the schoolchild, the peculiarities of the functioning of the Gagauz language in the family, the creation of an environment of communication in the Gagauz language in the family, the attitude of the parents to the Gagauz language, etc.

All these circumstances require special attention to the creation of curriculum materials and dictate the need to develop conceptual foundations, theoretical and practical foundations for teaching dialogic speech in the process of teaching the Gagauz language in school.

**Chapter III, *System of Development of Speech in Gagauz Language (Dialogue Level) of Students of Grades V – IX*** theoretically substantiates the concept of speech development in the Gagauz language and presents a model of speech development in the Gagauz language (dialogue speech level) in lessons on the academic discipline “Gagauz Language and Literature” in Grades V – IX, which is aimed at the constant reproduction and development of the national culture of the Gagauz people and the native language of the Gagauz people, as necessary tools for the socialization of the younger generations of the Gagauz nation.

The aspects of the implementation of the communicative-competence approach are presented in detail and the paradigm of the Concept of speech development in the system of the educational process in the field of the native language and the final results dictated by the needs of the student's personality and society as a whole is considered. The psychological, pedagogical and linguodidactic foundations of this study substantiate the identification and definition of conceptual basic approaches, such as: competence-based, thematic, text-centered, interactive, integrated, value-based, and principles: communicative, differentiation, programming, multi-level, continuity and succession of activities, the principle of developmental learning, the principle of problem-based learning, the principle of the relationship between the study of language theory and speech acquisition. The study made it possible to develop a Concept for the Development of Speech in the Gagauz Language, aimed at continuously maintaining and improving students' speech and operating the Gagauz language as a key means of socialization for the younger generation of the Gagauz people. It is based on: differentiated and value-based approach to teaching, programming of teaching and the use of a variety of language materials to ensure the acquisition of the communicative functions of the language.

As part of the thesis research, the lexical minimum for students in grades 5–9 was systematized, which is presented, according to the studied curricular thematic units, in the appendices to the thesis.

**Table 3.1. Lexical Minimum**

Thematic Unit	Parts of Speech		
	Nouns	Verbs	Adjectives
Grade 5			
Ana dili hem Vatan	Aydınnık, yortu, yavru, sepet, dermen, hal, alaf, bordey, gübür, tüfek, terzi, yaratma, maaza, duşman, sır, tüken, düzen, Gagauziya, ana taraf, ana toprak, gümä, buynuz, gök, ürek	Tanımaa, kaplamaa, buyurmaa, eşermää, kauşmaa, dostlaşmaa, Taranmaa	Sürülü, uçsuz-kenarsız, sütlü, buynuzlu, paalı, kabaatsız, kenarsız,
Uşaklık hem aylä	Bela, fayda, düş, düüş, zarar, sıklık, duşman, sofrä, padişaa, saray, uzaklar, kısmet,	Sevmää, peydalanmaa, aykırılamaa	Yufka, şaka, sert, fukarä, evelki,
Uşaklık hem oynnar	Kıymık, terekä, kepek, kır, tarla, bayır, yamaç, merdiven, tarak	Ezberlemää, danışmaa	Pelikli, dop-dolu, daracık, şen, taraklı
İilik hem girginnik	Türk dilleri, türk aylesi, dilin kökü, söz, söz kulturaşı, kuşkuluk	Kuşku olmaa	Kuşku dıkat

In addition to thematic vocabulary, this list also includes words that have one of the following qualities:

- *belong to a specific lexical field;*
- *can be used to describe concepts whose verbal equivalents are not included in the minimum;*
- *perform structural functions in a sentence;*
- *have structural and syntactic sufficiency* (the presence of grammatical (*mı*) and modal particles (*ya, helä, ha*), modal words (*acaba, sanki, beki*), conjunctions (*ani, neçin deyni*), postpositions (*deyni, kadar, dooru*)) etc.
- *have regional significance.*

As the experience of teaching the Gagauz language to students shows, the selection of lexical teaching material is a very complex issue. The entire methodological system of speech teaching depends on which words are selected for practical study, and the students' ability to communicate in language depends on the quality of their assimilation.

The system of exercises for teaching dialogic speech, developed within the framework of this study, involves the formation of the communicative ability to use dialogic communication in the Gagauz language. The system includes the following main components:

1. *Preparatory exercises:*
  - Lexical, grammatical, phonetic exercises aimed at forming the material and operational base for speaking.
  - Tasks on imitation, substitution, transformation and combination for developing language skills.
2. *Communicative (speech) exercises:*
  - Tasks related to solving communicative problems, for example, replication (pronouncing stimulating and responsive remarks), the ability to correlate actions in a dialogue (statement - question - answer).
  - Tasks aimed at developing the skills of maintaining two-way activity in the communication process.

The following main tasks are set when teaching schoolchildren dialogic speech:

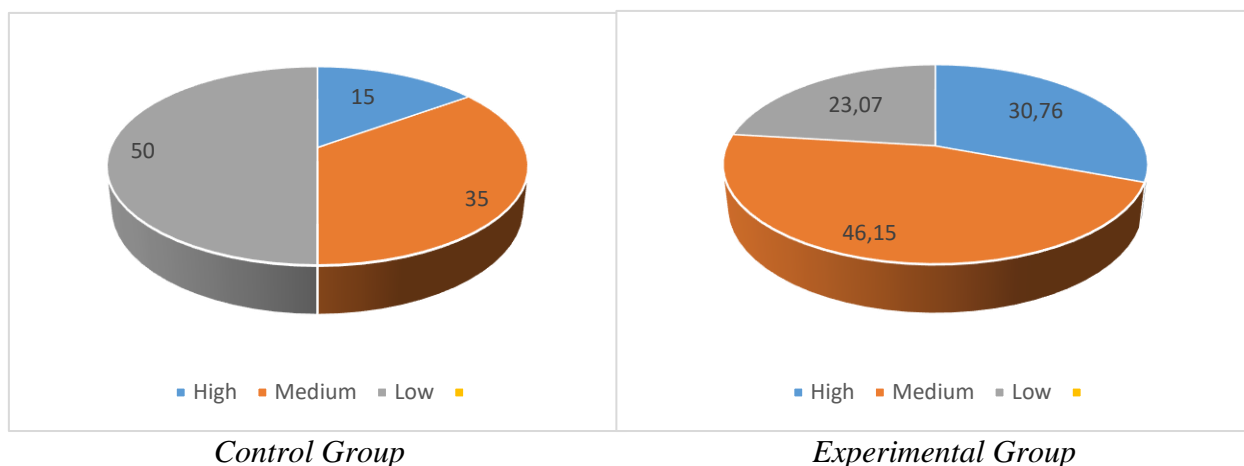
1. *Understanding the concept of dialogue:* Teaching schoolchildren to understand the diversity of dialogue, demonstrating using various examples that lively, natural dialogic speech includes various elements, such as greetings, messages, invitations, expression of feelings (surprise, gratitude, confidence, doubt), as well as assessment of facts, etc.
2. *Mastering the necessary utterances:* Teaching students those utterances that are an integral part of dialogue. Training them to the level of automaticity, so that students can use them in specific situations.
3. *Dialogue skill:* Teach students to exchange these utterances in appropriate situations. This includes practical training in dialogue, where students can apply the acquired speech skills.

In general, these tasks are aimed at developing students' skills of successful and natural communication in various situations. The use of speech situations in the process of teaching communication in the Gagauz language ensures the natural need for multiple repetitions of language material and promotes the development of the skill of its competent selection, preparing students for spontaneous communication. Modeling speech situations creates an atmosphere of real communication, involving students in the communication process, as close as possible to natural conditions.

Active use of speech situations contributes to the development of students' desire to communicate with each other and with the teacher, creates conditions for speech partnership, reduces personal barriers in communication, eliminates anxiety and forms psychological readiness for communication. This also provides an opportunity to adapt to the language environment in the Gagauz language.

The use of speech situations is the main methodological technique in the communicative method. This method is used at all stages of the lesson, including the consolidation of previously studied conversational topics or their repetition, which emphasizes the effectiveness of situational speech activity for improving the assimilation of speech material. The expected volume of the statement varies from 5-7 to 20 dialogue utterances, depending on the objectives and type of the lesson. These components together create a system that facilitates the formation of communicative competences in gymnasium students in the Gagauz language.

The percentage ratio by groups and indicators of the levels of forced communicative-speech competence are presented in the diagram:



**Fig. 3.1. Percentage Ratio of Indicators of Formation Level of Students' Communicative-Speech Competence (Summary Diagram)**

These results show an increased level of communicative-speech competence of students in the experimental classes. The number of low-level students in the control groups remained high (from 70% of the ascertaining experiment to 50% of the formative experiment), while the results of the experimental groups improved (from 60% of the ascertaining experiment to 23% of the formative experiment), which indicates a relatively small number of students who are poorly oriented in a speech situation, unable to express (construct) their own statements, coherently format a text in accordance with the motive, goal, topic and main idea.

Successful completion of exercises at the final stage of the formative experiment indicates a stable progress in the knowledge of students in the experimental group and the achievement of a high level of formation of their communicative-speech competence. The methodological system and model for developing communicative-speech competence, based on educational material with an emphasis on literary and linguistic topics, were implemented taking into account a clearly defined didactic structure.

Considerable attention was paid to the individual characteristics of students, and in the process of interaction with them, a differentiated approach was used to develop communicative competence. The study included a differentiated approach, providing for three levels of proficiency in communicative competence.

**Low-level** tasks involved students' reproductive activity, including reproducing factual material, completing tasks according to an algorithm or model, as well as giving a description and answering reproductive questions.

**Medium-level** tasks involved students' reconstructive activity, including comparison, generalization, and classification. Examples of such tasks included formulating problematic questions or composing a portrait of a writer based on the memoirs of contemporaries. At this level, students developed the ability to operate the information they received and apply knowledge in new situations.

A **high level** of communicative competence presupposes active participation of students in productive activities. This includes tasks aimed at identifying, understanding and explaining cause-and-effect relationships.

At this level of communicative competence, students were given tasks such as proving a certain statement, explaining a phenomenon or process, creating a problem situation and finding an answer to a question, writing an essay, completing creative or research tasks.

Communicative learning based on interaction and dialogue helps students develop the skills necessary for successful functioning in modern society. At the same time, much attention is paid not only to the acquisition of knowledge, but also to the formation of critical thinking, the ability to independently analyze and reflect.

In the process of learning, students learn to actively ask questions, express their opinions and argue them, which forms their self-confidence and desire to take part in discussions. This allows students not only to memorize words and grammatical constructions, but also to use them in communication, which significantly increases the level of language proficiency. Such skills are important not only for personal communication, but also for professional activities, where the ability to work in a team and interact with different groups of people is necessary.

Thus, communicative training becomes a powerful tool in the formation of a student as a comprehensively developed individual, ready for the challenges of the modern world. Ultimately, a successful graduate not only has knowledge, but also knows how to apply it, which makes him/her a valuable member of society. The value relations formed in the lessons of the Gagauz language and literature include the following aspects:

- *Expression of interest in the Gagauz language and literature, considered as an integral part of the culture of the Gagauz people.*
- *Development of the desire to communicate in the Gagauz language, the desire to constantly improve communication skills in the Gagauz language in various fields of activity.*
- *Stimulation of creative imagination and aesthetic taste.*
- *Manifestation of one's own life position.*
- *Awareness, with the help of language and literature, of the commonality of such social and natural concepts as country, personality, society, people, family, world, etc.*

The development of interdisciplinary competences in the study of the Gagauz language and literature covers several areas:

**a) *Gagauz literature and the Gagauz language*:** includes an analysis of the writer's style, linguistic features of works of art and the development of students' speech.

**b) *Gagauz language and Russian language*:** covers the basic laws and rules of the language system, morphological and syntactic means, facilitating the comparison of linguistic phenomena.

**c) *Gagauz literature and history, culture and traditions of the Gagauz people*:** includes familiarization with the customs, holidays, traditions, history and culture of the Gagauz people.

**d) *Gagauz literature and world history*:** includes consideration of the role of historical knowledge in the analysis of the biography of the writer and the characteristics of the era of the creation of the work.

**e) *Gagauz literature and fine arts*:** covers similarities and differences in the creation of artistic images in literature and painting.

**f) *Gagauz literature and world literature*:** includes translations of works by Gagauz writers into different languages and translations of works by classics of world literature into the Gagauz language.

**g) Gagauz language and spiritual and moral education:** covers family traditions of education, national values and rules of conduct.

**h) Gagauz language and personal development:** includes self-identification as a subject of the Gagauz people, familiarization with the specific competences of the Gagauz people and positioning of the personal qualities of the Gagauz people.

**i) Gagauz language and civic education:** covers the use of the Gagauz language in the social sphere, multicultural society and citizenship.

The principle of interdisciplinary teaching is of particular importance for multilingual education, contributing to the intensification of co-study of several languages and the formation of a holistic picture of the world in students through properly organized areas of integration. During the experiment, the most effective methods and techniques were identified, including: *speech and interactive exercises; thematic speech and educational situations, including a conversation on a given topic; educational dialogue and dramatization based on the dialogues, stories and fairy tales heard.*

At the middle stage of the gymnasium cycle (grades V – IX), teaching the Gagauz language is focused on an important goal - *developing students' dialogue skills*. This task assumes that students will be able to carry out oral speech communication that meets their real needs and interests in various socially conditioned situations. A graduate, completing the gymnasium link, must have the following skills in oral communication in the Gagauz language:

- Start, lead, maintain and end a conversation in standard communication situations, adhering to the norms of speech etiquette. If necessary, clarify and ask again.
- Be able to ask questions to the interlocutor and answer them, expressing their opinions, requests, consent or refusal, based on the studied topics and mastered lexical and grammatical material.
- Talk about yourself, family, friends, your interests and plans for the future. Provide brief information about your city or village, as well as about your country.
- Compose short messages, describe events or phenomena within the framework of the studied topics, convey the main content of what was read or heard. Express your attitude to what was read or heard, give a brief description of the characters.

The introduction of speech situations into the lesson that have dynamics and reflect naturally changing circumstances and relationships between communicants provides an opportunity to bring students as close as possible to live and real communication. In school practice, both natural (real) situations and artificial (educational) ones created specifically for training were used [21, 11].

The didactic experimental material is presented through *the model of speech development and teaching dialogic speech in the Gagauz language*.

This Model of speech development in the Gagauz language (dialogic speech level) is based on the step-by-step structuring of exercises according to the level of formation of specific communicative and speech competences in the Gagauz language and literature in accordance with the age capabilities of students, includes a description of the content of speech exercises, dialogue samples, speech cliches, literary and speech material.

**Table 3.2. Model of Communicative Competence Training Through Development of Dialogic Speech Skills  
in grades V – IX**

<b><u>Components of Communicative Competence</u></b>	<b><u>At Preparatory Stage</u> <b>Question-Answer Level - Ability to Speak Elementarily Is Formed, Question - Answer</b></b>	<b><u>At Stage of Development of Dialogue Building Skills</u> <b>Microdialogue Level (Utterance)</b></b>	<b><u>At Stage of Communicative Skills Training</u> <b>Textually is Carried Out at Level of Free Conversation</b></b>	<b><u>Speech Activity Products</u></b>
<ul style="list-style-type: none"> <li>- <i>communicative skills in speaking, listening, reading and writing;</i></li> <li>- <i>language knowledge and skills in mastering this language building material for generating and recognizing information;</i></li> <li>- <i>linguistic and regional knowledge to provide a socio-cultural background, without which it is impossible to form communicative competence;</i></li> <li>- <i>distinguishing between different types of dialogue;</i></li> <li>- <i>understanding its</i></li> </ul>	<b>Exercises:</b> <ul style="list-style-type: none"> <li>- <i>Perceptual, aimed at perceiving the dialogue.</i></li> <li>- <i>Reproductive, tasks for finding and reproducing the dialogue in the text.</i></li> <li>- <i>Imitative, aimed at repeating samples of dialogic speech.</i></li> <li>- <i>Analytical, aimed at identifying the participants in the dialogue, the topic of the dialogue.</i></li> </ul>	<b>Exercises:</b> <ul style="list-style-type: none"> <li>- <i>Complementary, aimed at supplementing the dialogue with utterances depending on the situation.</i></li> <li>- <i>Transformational, aimed at changing one utterance with another.</i></li> <li>- <i>Building a dialogue based on a model.</i></li> </ul>	<b>Exercises:</b> <ul style="list-style-type: none"> <li>- <i>Making up dialogues on a given topic</i></li> <li>- <i>Based on the beginning of the text, the picture, the content of the work, the given situation.</i></li> </ul>	<ul style="list-style-type: none"> <li>- construction of statements in the Gagauz language in accordance with a specific communication situation, speech task and communicative intention;</li> <li>- speech and non-speech behavior, taking into account the rules of communication and national and cultural characteristics of the Gagauz people and the Gagauz language;</li> <li>- use of rational techniques of proficiency in the</li> </ul>
	<b><u>Utterance exercises:</u></b> <ul style="list-style-type: none"> <li>• «Ball game».</li> <li>• «Who will answer the question?»</li> <li>- <i>tasks on the relationship between question and answer;</i></li> <li>- <i>arrange the words given in brackets in the correct sequence;</i></li> </ul>	<b><u>Utterance exercises:</u></b> <ul style="list-style-type: none"> <li>• <i>React to the phrase.</i></li> <li>• <i>Give advice to your friend...</i></li> <li>• <i>Restore the missing utterances</i></li> <li>- <i>a task on the ability to analyze questions and answers in the proposed dialogues;</i></li> </ul>	<b><u>Utterance exercises:</u></b> <ul style="list-style-type: none"> <li>• <i>Ask your friend...</i></li> <li>• <i>Public opinion poll.</i></li> <li>• <i>Filling in the information.</i></li> <li>• <i>Complete the dialogue with cliché phrases.</i></li> <li>• <i>Choose the utterance that suits the given one</i></li> <li>- <i>restore the missing utterances;</i></li> </ul>	

<p><i>diversity, in its natural form, so that students are convinced that the question-answer form is only a particular, albeit the most common case of dialogic communication;</i></p> <p>- <i>the ability to create different types of remarks, use speech cliches and constructions;</i></p> <p>- <i>the ability to exchange these remarks in situational speech activity, i.e. teach them to conduct a dialogue.</i></p>	<ul style="list-style-type: none"> <li>- <i>from the given sentences, choose one that has correct word order, etc.;</i></li> <li>- <i>make up questions to describe the picture, choose answers to the questions;</i></li> <li>- <i>transform questions and answers into a dialogue.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>observation and analysis of language;</i></li> <li>- <i>replacing complete sentences in dialogues with incomplete ones;</i></li> <li>- <i>translating dialogues from the Gagauz language into Russian and vice versa;</i></li> <li>- <i>replacing individual words of the utterances with synonyms;</i></li> <li>- <i>restoring the missing utterances in the dialogue.</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>tasks to make up such questions to the text that would allow you to see the topic of the text from an unexpected side;</i></li> <li>- <i>transform a monologue into a dialogue, asking questions to each sentence;</i></li> <li>- <i>retell the dialogue in the form of a monologue, while preserving interrogative and exclamatory sentences, appeals to the interlocutor.</i></li> </ul>	<p>Gagauz language, independent improvement in it.</p> <ul style="list-style-type: none"> <li>- construction of the beginning, conduct, support and end of a conversation in standard communication situations, observing the norms of speech etiquette, asking again, clarifying if necessary;</li> <li>- construction of questions and answers, expressing your opinion, request, responding to the interlocutor's offer with consent or refusal, based on the studied topic and learned lexical and grammatical material;</li> <li>- stories about yourself, your family, friends, your</li> </ul>
	<p><b><u>Making up questions:</u></b></p> <ul style="list-style-type: none"> <li>- <i>questions concerning the event side of the work;</i></li> </ul>	<p><b><u>Making up questions:</u></b></p> <ul style="list-style-type: none"> <li>- <i>problematic questions that you want to discuss with classmates and find out their opinion about the identified problem;</i></li> </ul>	<p><b><u>Making up questions:</u></b></p> <ul style="list-style-type: none"> <li>- <i>questions aimed at clarifying the author's position, the features of composition of the work, its symbolics. - questions to clarify the unclear</i></li> </ul>	
	Communicative-speech situation (microsituation)	Communicative-speech situation (macrosituation)	Communicative-speech situation (macrosituation)	
	Real (natural) speech situations	Thematic educational speech situations	Thematic educational speech situations	
	<ul style="list-style-type: none"> <li>- <i>interactive exercises for the formation of role relationships (playing informal roles in a</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>interactive exercises for the formation of relations of joint activity (sharing of experience, group work);</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>interactive exercises to form social-status relationships (for example, a discussion about the</i></li> </ul>	

	<p>situation of speech communication);</p> <p><b>Informative interactive exercises</b> usually begin with instructions: «Annat.»(), «Sölä..», «Açıkla..».(“Piramida”, “Payacan”, “CV” (aazdan))</p>	<p><b>Alternative interactive exercises can contain a question, and the student independently chooses the form of completing the exercise</b> («Neçin kaybeler adetlerimiz? Makar ki bu iş için gider çık laf.”»).(“Sinkveyn”, “Fikir sepedi”, “Başlık için prognoz”)</p>	<p>rights and responsibilities of a person, a conversation about traditions, countries of the Turkic world);</p> <p><b>Problem-solving interactive exercises</b> are aimed at identifying and resolving a specific situation, for example, «Annadın neçin annatmanın baş personajı bölä yaptı..... nicä düşünersiniz o dooru mu yaptı.... ya siz ne yapaceydiniz....., yaşamanın paahlıkları nesoydur....»</p>	<p>interests and plans for the future, provide brief information about your city or village, about your country;</p> <ul style="list-style-type: none"> <li>- short messages, descriptions of an event or phenomenon (within the framework of topics studied),</li> <li>- conveying the main content, the main idea of what was read or heard, expressing one's attitude to what was read or heard,</li> <li>- brief characterization of the characters.</li> </ul>
	<i>Dialogue of an etiquette nature Dialogue - interrogation</i>	<i>Dialogue calling to action</i>	<i>Dialogue exchange of opinions</i>	
	<i>Group dialogue (first and second phase)</i>	<i>Group dialogue (third phase)</i>	<i>Group dialogue (fourth phase)</i>	
	<b>Group conversation:</b> «Round Table Conversation».	<b>Group conversation:</b> interview, “round table discussion”, discussion.	<b>Group conversation:</b> interview, “round table conversation”, discussion, debate.	
	<i>Educational and critical dialogues</i>	<i>Theatrical and artistic dialogues</i>	<i>Educational and literary dialogues</i>	

## GENERAL CONCLUSIONS AND RECOMMENDATIONS

Within the framework of the **research, a relevant scientific problem** was addressed, which consisted in the scientific and theoretical substantiation of the psychological-pedagogical and linguodidactic foundations for the formation of communicative-speech competence in the Gagauz language, through the use of the *Model for Speech Development in the Gagauz Language (dialogic speech level)* for students in grades V – IX.

As a result of the conducted research, the following conclusions were formulated:

1. The conceptual framework of the study is based on key provisions regarding the social role of language in society, the interrelation between language and thinking, language and speech, the essence of language as a component of national culture, as well as on fundamental research in the fields of psychology and pedagogy, linguodidactics, sociolinguistics, psycholinguistics, and didactics.
2. The process of developing language skills and abilities may occur through two main approaches: intuitive (“bottom-up”) and conscious (“top-down”). The intuitive approach primarily involves the acquisition of the native language through imitation of native speakers and generalization of this experience in the process of educational and linguistic interaction. Conscious learning, by contrast, is deliberately organized, carefully planned, and carried out under conditions of developmental interaction between teacher and students during their joint activity and communication. In the contemporary multilingual and multicultural linguistic environment of the Autonomous Territorial Unit of Gagauzia, it is essential to take both approaches into account.
3. The leading methodological principle in teaching the Gagauz language is the principle of communicative orientation. This principle encompasses all components of the instructional and educational process and determines the selection and organization of teaching materials, including the choice of topics, spheres of communication, and communicative situations within given conditions.
4. The study made it possible to identify the following fundamental principles for the development of speech activity in Gagauz language lessons:
  - *The principle of differentiated instruction*, which involves the use of various methods, techniques, and exercises depending on the stage of learning and the age-related characteristics of students;
  - *The principle of programmed instruction*, which includes the selection and grade-based structuring of language material, systematic repetition of learning activities, and the establishment of a sequence for introducing content;
  - *The principle of differentiation of language material*, which further develops the differentiated approach by adapting instruction to students’ individual characteristics;
  - *The principle of multilevel learning*, according to which speech development is carried out at different levels of complexity, progressing from simple to more complex linguistic structures of the Gagauz language;
  - *The principle of continuity and progression*, whereby speech activity instruction is organized as a continuous and sequential process, taking into account previously acquired knowledge and skills;

- *The principle of activity-based and developmental learning*, which focuses on active student interaction with language material, stimulating their development and interactivity;
  - *The principle of problem-based learning*, which involves posing tasks that require searching for solutions, thereby fostering critical thinking and language skills;
  - *The principle of integrating language theory with speech practice*, ensuring the correlation of theoretical knowledge of the Gagauz language with practical exercises and tasks for holistic language acquisition.
5. The developed Concept for Speech Development in the Gagauz Language is aimed at the continuous support and enhancement of the Gagauz language as a key means of socialization for the younger generation of the Gagauz people, as well as at creating conditions for preserving and developing interaction among various ethnocultural groups.
  6. The Concept is based on communicative, thematic, integrated, interactive, text-centered, and value-oriented approaches to instruction.
  7. The Concept is grounded in differentiated and value-based approaches to teaching, instructional programming, and the use of diverse language materials to ensure the mastery of communicative functions of language.
  8. Within the framework of the research, the *Model for Speech Development in the Gagauz Language (dialogic speech level)* for students in grades V – IX was developed.
  9. The speech development model is based on psychological-pedagogical and linguodidactic foundations of native language instruction and takes into account the didactic and communicative functions of speech situations and instructional dialogues.
  10. The model was developed using thematic units and literary texts, integrating two related disciplines—native language and literary reading—and taking into account the lexical, morphological, and syntactic features of the Gagauz language.
  11. The development of specific communicative competences in the Gagauz language is carried out with regard to students’ age characteristics and language proficiency levels, through the implementation of step-by-step, integrated, and thematic approaches to teaching and to the development of the speech development concept (dialogic speech level) for students in the lower secondary cycle of general education.
  12. Step-by-step instructional technology was selected as a universal form of organizing the educational process, ensuring the implementation of the competence-based approach using specific instructional material.
  13. Considering the utterance as the minimal structural-semantic unit of verbal communication, it was chosen as the basic unit for selecting speech material. In accordance with the curriculum modules of the subject “Gagauz Language and Literature,” typical communicative intentions, relevant language material, and corresponding dialogic units were identified.
  14. The study of psychological-pedagogical, methodological, and linguistic aspects of teaching dialogic speech made it possible to identify the following key provisions important for defining instructional content:
    - a) dialogue represents the primary form of human communication, arising from the need for social interaction and problem-solving through language, including the exchange of opinions, expression of viewpoints, and shared interests;

- b) dialogue in the Gagauz language follows the same internal connections and regularities as dialogues in other languages (stimulus-response utterances, dialogic units, etc.), which makes it possible to identify types of dialogues and dialogic structures for instruction in lower secondary education;
  - c) the Gagauz language possesses specific lexical-grammatical and intonational means for expressing speakers' communicative intentions, such as transmitting or receiving information, influencing the interlocutor, or expressing emotional attitudes toward the conveyed information.
15. The implementation of dialogue as a means of forming communicative competence implies the integration of language knowledge, cultural awareness, national traditions, and values into the educational process, as well as the development of skills and abilities necessary for effective communication in family, friendly, and social environments where the Gagauz population predominates.
  16. In determining instructional content, it is advisable to include communicative situations drawn from spheres familiar to students. In communicatively oriented instruction of the Gagauz language, particular attention should be paid to the following spheres:
    - a) the sphere of spiritual culture (science, school, sports, literature, music, traditions, holidays, visual arts, leisure);
    - b) the service sphere (household services, trade, public catering, transport, healthcare, museums, clubs, libraries, cinema, theater, mass media);
    - c) the socio-political sphere (family, class community, village, town, republic, nature);
    - d) the sphere of material production (agriculture, industry, construction).
  17. The research substantiates the feasibility of using the study materials within the framework of multilingual education, where elements of the developed Model for Speech Development in the Gagauz Language may be applied. The implementation of multilingual education pursues the following objectives:
    - better integration of students from national and ethnic minority families into the national system of vocational and higher education, thereby improving employment prospects and participation in public life;
    - improvement of language education through integrated study of languages and academic subjects;
    - expansion of opportunities for preserving and developing the languages of national and ethnic minorities by increasing the use of native languages in subject instruction;
    - the establishment of multiculturalism as an inherent characteristic of the educational system, fostering students' ability to live in a diverse world.
  18. The principle of interdisciplinary instruction is of particular importance for expanding the sphere of use of the Gagauz language and for multilingual education, contributing to the co-study of the native (Gagauz) language and the state (Romanian) language and to the formation of a holistic worldview in students through properly organized integration.
  19. The formation of interdisciplinary competences in the study of the Gagauz language and literature encompasses several directions: a) Gagauz literature and the Gagauz language; b) the Gagauz language and the Romanian language; c) Gagauz literature and the history, culture, and traditions of the Gagauz people; d) Gagauz literature and world history; e) Gagauz literature and visual arts; f) Gagauz literature and world literature;

g) the Gagauz language and moral-spiritual education; h) the Gagauz language and personality development; i) the Gagauz language and civic education.

Multilingual education contributes to the development of dialogic skills and the formation of communicative competence, as it creates and expands opportunities for communication in the Gagauz language.

The positive results of the conducted research and the practical validation of the developed *Model for Speech Development in the Gagauz Language (dialogic speech level)* for students in grades V – IX make it possible to formulate the following **recommendations**:

- the research materials may be used and implemented in the teaching practice of Gagauz language and literature teachers;
- the developed speech development model and the proposed teaching methodology for lower secondary education may serve as a conceptual basis for designing textbooks and teaching aids in the Gagauz language and literature;
- the research materials may be used in projects aimed at promoting and expanding the use of the Gagauz language within multilingual education;
- the research materials may be used in the preparation of guides, methodological manuals, and next-generation textbooks for Gagauz language and literature for grades V– IX;
- the dissertation materials may form part of a theoretical-practical course in Gagauz language teaching methodology delivered at teacher training faculties and may also be used in professional development courses and thematic methodological seminars;
- the appendices of the dissertation may be used in the development of didactic materials for students in grades V – IX.

In the long term, the proposed speech development model may become an integral component of the methodology for teaching the Gagauz language in lower secondary general education, based on competence-based and communicative approaches, taking into account the preservation and development of the national culture of the Gagauz people and the native Gagauz language as essential instruments of socialization for younger generations.

**Research perspectives:** The results of the present study, as well as the psychological-pedagogical foundations developed therein, determine further directions for the advancement of Gagauz language and literature methodology, including the development of listening, reading, and writing skills in the Gagauz language; the enhancement of communicative competences in various contexts; and the formation of value-based attitudes through the Gagauz language.

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- **КОЧАНЖИ, Н.** Учебный диалог как способ формирования коммуникативной компетенции учащихся на уроках гагаузского языка и литературы. In: *Metodologii contemporane de cercetare și evaluare, : Științe Sociale și ale Educației*, 22-23 aprilie 2021, Chișinău. Chișinău: Centrul Editorial-Poligrafic al Universității de Stat din Moldova, 2021, pp. 65-70. ISBN 978-9975-159-16-6.. ISBN (pdf) 978-9975-159-18-0.  
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- **КОЧАНЖИ, Н.** Перспективные направления применения гагаузского языка в системе общего образования АТО Гагаузии. In: *Dialog millet dili için hem onun rolü kultura, üüretim hem incä zanaat ilerlemesindä*, 1 ianuarie 2023, Comrat. Comrat, Republica Moldova: Научно-исследовательский центр Гагаузии, 2023, pp. 43-49. ISBN (pdf) 978-9975-3616-1-3.  
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- **КОЧАНЖИ, Н.** Коммуникативные упражнения для формирования специфических коммуникативных компетенций на гагаузском языке у учащихся гимназического звена общего образования. In: *Dialog millet dili için hem onun rolü kultura, üüretim hem incä zanaat ilerlemesindä*, 1 ianuarie 2023, Comrat. Comrat, Republica Moldova: Научно-исследовательский центр Гагаузии, 2023, pp. 50-59. ISBN (pdf) 978-9975-3616-1-3.  
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## 4. Abstracts in Scientific Collections

### 4.3. in the proceedings of national scientific conferences with international participation

- **КОЧАНЖИ, Н.** Материалы из педагогического опыта преподавателей гагаузского языка и литературы по обучению учащихся диалогической речи. In: *Integrare prin cercetare și inovare.: Științe sociale*, 10-11 noiembrie 2020, Chișinău. Chisinau, Republica Moldova: Centrul Editorial-Poligrafic al Universității de Stat din Moldova, 2020, R, SS, pp. 206-209. ISBN 978-9975-152-54-9.  
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- **КОЧАНЖИ, Н.** Результаты проведения констатирующего эксперимента по выявлению уровня сформированности диалогической речи на гагаузском языке у учащихся гагаузской национальности в общеобразовательных учреждениях АТО Гагаузии. In: *Integrare prin cercetare și inovare.: Științe sociale*, 10-11 noiembrie 2021, Chișinău. Chisinau, Republica Moldova: Centrul Editorial-Poligrafic al Universității de Stat din Moldova, 2021, SS, pp. 176-178. ISBN 978-9975-158-55-8.  
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- **КОЧАНЖИ, Н.** Учебный диалог как способ формирования коммуникативной компетенции учащихся на уроках гагаузского языка и литературы. In: *Integrare prin cercetare și inovare.: Științe umanistice. Științe sociale*, 10-11 noiembrie 2022, Chișinău. Chisinau, Republica Moldova: Centrul Editorial-Poligrafic al Universității de Stat din Moldova, 2022, SU, SS, pp. 72-74. ISBN 978-9975-62-470-1.  
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## 5. Other Works and Achievements Specific to Various Scientific Fields

(recommended for publication/approved by an authorized institution in the field)

- **КОЧАНЖИ, Н.** *Школа села Гайдар. Страницы истории.* Кишинэу: Б.и., 2021, IS FEP Tipografia Centrala, 204 p. ISBN 978-9975-47-208-1.
- **КОЧАНЖИ, Н.** *Формирование коммуникативных компетенций у учащихся посредством диалога на уроках гагаузского языка и литературы (в гимназическом звене) методические рекомендации для учителя.* Координатор: Константинова Ирина Анатольевна; Gagauziya M.V. Maruneviç adına Bilim-aaraştırma merkezi. Комрат: Б.и, 2023, Print-Caro, 148 стр.

## АННОТАЦИЯ

**Кочанжи Надежда, «Психолого-педагогические основы развития речи на гагаузском языке учащихся V-х – IX-х классов», диссертация на соискание ученой степени доктора педагогических наук, Кишинев, 2026**

**Структура диссертации:** введение, три главы, общие выводы и рекомендации, список литературы (250 источников), 14 приложений, 143 страница основного текста, 10 таблиц, 20 фигур. По материалам диссертации опубликовано 24 работы, в том числе: 5 статей в научных журналах, аккредитованных ANACEC; 17 научных статей в сборниках материалов национальных и международных научно-практических конференций; 2 учебно-методические и другие работы.

**Ключевые слова:** модель развития речи, диалог, гагаузский язык, речевая ситуация, компетенции, компетентностный подход в образовании, речь, речевая деятельность, речевое общение, коммуникативно-речевая компетенция, текст, учебный диалог, интерактивные упражнения.

**Область исследования:** процесс обучения и развития речи на гагаузском языке у учащихся V-х – IX-х классов на дисциплине «Гагаузский язык и литература»

**Цель исследования:** обоснование психолого-педагогических основ и разработка концепции развития речи на гагаузском языке (уровень диалогической речи) учащихся V-х – IX-х классов.

**Задачи исследования:** Изучить психолого-педагогическую, лингводидактическую и методическую литературу по проблеме исследования, обосновать лингводидактические предпосылки развития речи. Проанализировать состояние обучения гагаузскому языку: анализ куррикулума, учебников, педагогического опыта, определить условия социальной среды. Разработать концепцию развития речи на гагаузском языке (уровень диалогической речи) учащихся V-х – IX-х классов, создать модель развития речи на гагаузском языке (уровень диалогической речи), экспериментально её апробировать.

**Научная новизна и оригинальность исследования** состоит в: отборе и систематизации необходимого теоретического материала в области психологии, психолингвистики, педагогики, лингводидактики о коммуникативно-компетентностном подходе к процессу изучения гагаузского языка на современном этапе; разработке концепции развития речи на гагаузском языке (уровень диалогической речи) учащихся гимназического цикла общего образования; разработке теоретико-методической модели развития речи на гагаузском языке (уровень диалогической речи), формирующей у учащихся V-х – IX-х классов коммуникативно-речевую компетенцию.

**Актуальная научная проблема высокой значимости, решенная в исследовании,** состоит в обосновании концептуальных психолого-педагогических положений и разработке модели развития речи на гагаузском языке (уровень диалогической речи) в целях формирования коммуникативно-речевой компетенции учащихся гимназического цикла общего образования средствами учебной дисциплины «Гагаузский язык и литература».

**Теоретическая значимость исследования:** Научно-теоретическое обоснование психологических, психолингвистических, лингводидактических компонентов, соотносимых со структурным представлением о речевом общении, позволяют разработать концепцию развития речи на гагаузском языке и являются методологической основой построения модели развития речи на гагаузском языке (уровень диалогической речи), выделение и определение, как базовые: компетентностный, тематический, текстоцентрированный, интерактивный, интегрированный и ценностный подходы, и принципы: коммуникативный, дифференциации, многоуровневости, непрерывности и преемственности деятельности, принцип взаимосвязи между изучением теории языка и овладением речью.

**Практическая значимость исследования** заключается в том, что предлагается экспериментально проверенная модель развития речи на гагаузском языке (уровень диалогической речи) у учащихся V-х – IX-х классов: специально разработанный комплекс упражнений, естественные, учебные диалоги, речевые модели и ситуации. Материалы исследования могут быть использованы преподавателями гагаузского языка и литературы, учителями начальных классов на уроках «Гагаузского языка и литературы», на дисциплинах, включенных в мультилингвальное обучение и во вне урочной деятельности (кружках, переменах, внеклассных мероприятиях).

**Внедрение научных результатов** было реализовано на базе ПУ гимназии им Фёдора Ангели с. Гайдар, гимназий и лицеев АТО Гагаузии, при проведении педагогического эксперимента, а также на курсах повышения квалификации преподавателей гагаузского языка.

## ADNOTARE

Coceangi Nadejda, "*Bazele psihologice și pedagogice pentru dezvoltarea vorbirii în limba găgăuză a elevilor claselor a V-a – a IX-a*", teză de doctorat în științe ale educației, Chișinău, 2026

**Structura tezei:** introducere, trei capitole, concluzii generale și recomandări, lista bibliografiei (250 de surse), 14 anexe, 143 de pagini de text principal, 10 tabele, 20 de figuri. Publicații pe tema cercetării. În baza materialelor tezei de doctorat au fost publicate 24 de lucrări, inclusiv: 5 articole în reviste științifice acreditate de ANACEC; 17 articole științifice în culegeri de materiale ale conferințelor științifico-practice naționale și internaționale; 2 lucrări didactico-metodice.

**Cuvinte-cheie:** model de dezvoltare a vorbirii, dialog, limba găgăuză, situație de vorbire, competențe, abordare bazată pe competențe în educație, vorbire, activitate de vorbire, comunicare prin vorbire, competență de vorbire comunicativă, text, dialog educațional, exerciții interactive.

**Domeniul de cercetare:** dezvoltarea vorbirii în limba găgăuză pentru elevii din clasele a V-a – a IX-a prin disciplina „Limba și literatura găgăuză”

**Scopul studiului:** fundamentarea fundamentelor psihologice și pedagogice și elaborarea conceptului de dezvoltare a vorbirii în limba găgăuză (nivelul vorbirii dialogice) a elevilor din clasele a V-a – a IX-a.

**Obiectivele cercetării:** Studiarea literaturii psihologice, pedagogice, linguodidactice și metodologice privind problematica cercetării, fundamentarea premiselor linguodidactice pentru dezvoltarea vorbirii. Analizarea stării de predare a limbii găgăuze: analiza curriculumului, manualele, experiența didactică, determinați condițiile mediului social. Pentru a dezvolta un concept de dezvoltare a vorbirii în limba găgăuză (nivel de vorbire dialogică) pentru elevii din clasele a V-a – a IX-a, crearea unui model de dezvoltare a vorbirii în limba găgăuză (nivel de vorbire dialogică) și testarea lui experimentală.

**Noutatea și originalitatea științifică a cercetării constă în:** selectarea și sistematizarea materialului teoretic necesar în domeniul psihologiei, psiholingvisticii, pedagogiei, lingvisticii privind abordarea comunicativ-competenței în procesul de învățare a limbii găgăuze la etapa actuală; elaborarea conceptului de dezvoltare a vorbirii în limba găgăuză (nivelul vorbirii dialogice) a elevilor din ciclul gimnazial al învățământului general; elaborarea modelului teoretico-metodologic de dezvoltare a vorbirii în limba găgăuză (nivelul vorbirii dialogice), formarea competenței comunicativ-vorbitoare la elevii claselor a V-a – a IX-a.

**Problema științifică actuală** de mare importanță, soluționată în cadrul studiului, constă în fundamentarea prevederilor conceptuale psihologice și pedagogice și elaborarea unui model de dezvoltare a vorbirii în limba găgăuză (nivelul vorbirii dialogice) în vederea formării competenței comunicativ-vorbitoare a elevilor din ciclul gimnazial al învățământului general prin intermediul disciplinei școlare „Limba și literatura găgăuză”.

**Semnificația teoretică a cercetării:** Fundamentarea științifică și teoretică a componentelor psihologice, psiholingvistice, lingvisticodidactice, corelate cu conceptul structural al comunicării prin vorbire, permit elaborarea conceptului de dezvoltare a vorbirii în limba găgăuză și constituie baza metodologică pentru construirea modelului de dezvoltare a vorbirii în limba găgăuză (nivelul vorbirii dialogice), pentru a identifica și defini ca fiind de bază: abordări de competență, tematice, centrate pe text, interactive, integrate, și de principiu: abordări comunicative, interactive și integrate.

**Semnificația practică** a studiului constă în faptul că oferă un model testat experimental de dezvoltare a vorbirii în limba găgăuză (nivelul vorbirii dialogice) la elevii claselor a V-a – a IX-a: un set de exerciții special concepute, dialoguri naturale, educaționale, modele și situații de vorbire. Materialele de cercetare pot fi utilizate de către profesorii de limba și literatura găgăuză, profesorii din învățământul primar la lecțiile de „Limba și literatura găgăuză”, la disciplinele incluse în educația multilingvă și în activitățile extracurriculare (cercuri, pauze, activități extrașcolare).

**Implementarea rezultatelor științifice** a fost realizată pe baza IP gimnaziului Fiodor Angheli s. Gaidar, gimnaziile și liceele UAT Găgăuzia, în cadrul unui experiment pedagogic, precum și în cursurile de perfecționare a profesorilor de limba găgăuză.

## ANNOTATION

**Coceanji Nadejda, "Psychological and pedagogical bases of speech development in the gagauz language of students of grades V – IX", Doctor of Pedagogical Sciences, Chisinau, 2026**

**Structure of the thesis:** introduction, three chapters, general conclusions and recommendations, list of literature (250 sources), 14 appendices, 143 pages of main text, 10 tables, 20 figures. Based on the dissertation materials, 24 works have been published, including: 5 articles in scientific journals accredited by ANACEC; 17 scientific articles in the proceedings of national and international scientific and practical conferences and 2 teaching and methodological works.

**Key words:** model of speech development, dialogue, Gagauz language, speech situation, competencies, competency-based approach in education, speech, speech activity, speech communication, communicative speech competence, text, educational dialogue, interactive exercises.

**Field of research:** development of speech in the Gagauz language for students in grades V – IX using the discipline "Gagauz language and literature"

**Purpose of the study:** substantiation of psychological and pedagogical foundations and elaboration of the concept of speech development in the Gagauz language (level of dialogic speech) of pupils of Grades V – IX.

**Research objectives:** Study psychological, pedagogical, linguodidactic and methodological literature on the research problem, substantiate the linguodidactic prerequisites for speech development. Analyze the state of teaching the Gagauz language: analysis of the curriculum, textbooks, teaching experience, determine the conditions of the social environment. To develop a concept for the development of speech in the Gagauz language (level of dialogic speech) of pupils of Grades V – IX, create a model of speech development in the Gagauz language (level of dialogic speech), and test it experimentally.

**Scientific novelty and originality of the research consists in:** selection and systematization of the necessary theoretical material in the field of psychology, psycholinguistics, pedagogy, linguodidactics on the communicative-competence approach to the process of learning the Gagauz language at the present stage; elaboration of the concept of speech development in the Gagauz language (level of dialogic speech) of pupils of the gymnasium cycle of general education; development of the theoretical and methodological model of speech development in the Gagauz language (level of dialogic speech), forming communicative and speech competence in pupils of 5-9 grades.

**The actual scientific problem** of high importance, solved in the study, consists in the substantiation of conceptual psychological and pedagogical provisions and the development of a model of speech development in the Gagauz language (level of dialogic speech) in order to form communicative-speech competence of students of the gymnasium cycle of general education by means of the academic discipline "Gagauz language and literature".

**Theoretical significance of the research:** Scientific and theoretical substantiation of psychological, psycholinguistic, linguodidactic components, correlated with the structural concept of speech communication, allow to develop the concept of speech development in the Gagauz language and are the methodological basis for building a model of speech development in the Gagauz language (level of dialogic speech), to identify and define as basic: competence, thematic, text-centered, interactive, integrated approaches, and principles: communicative, interactive and integrated approaches.

**The practical significance** of the study lies in the fact that it offers an experimentally tested model of speech development in the Gagauz language (dialogic speech level) in pupils of grades V – IX: a specially designed set of exercises, natural, educational dialogues, speech models and situations. The research materials can be used by teachers of the Gagauz language and literature, elementary school teachers at the lessons of "Gagauz language and literature", at disciplines included in multilingual education and in extracurricular activities (circles, breaks, extracurricular activities).

**The implementation of scientific** results was carried out on the basis of the PU gymnasium named after Fyodor Angeli s. Gaidar, gymnasiums and lyceums of the ATU of Gagauzia, during a pedagogical experiment, as well as in advanced training courses for teachers of the Gagauz language.

**COCEANJI NADEJDA**

**PSYCHOLOGICAL AND PEDAGOGICAL BASES OF SPEECH  
DEVELOPMENT IN THE GAGAUZ LANGUAGE OF  
STUDENTS OF GRADES V – IX**

**SPECIALTY 531.01 – GENERAL EDUCATION THEORY**

**Summary of dissertation for degree of  
PhD in Pedagogical Sciences**

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