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**PSYCHOPEDAGOGICAL MODELS FOR THE DEVELOPMENT
OF COMMUNICATION IN CHILDREN WITH LEARNING
DIFFICULTIES**

Specialty 534.01 – Special Pedagogy

**ABSTRACT
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CONTAINED

THE LIST OF SHORTAGES	4
CONCEPTUAL LANDMARKS OF THE RESEARCH	5
THESIS CONTENT	8
Theoretical-conceptual approaches to communication for children with learning difficulties.....	8
Design of experimental research on the communication skills of children with difficulties learning	12
Experimental argumentation of the development of communication in children with difficulties learning.....	17
GENERAL CONCLUSIONS AND PRACTICAL RECOMMENDATIONS	24
BIBLIOGRAPHIES	27
LIST OF THE AUTHOR'S PUBLICATIONS ON THE TOPIC OF THESIS	29
ANNOTATION (Romanian, English)	30

LIST OF ABBREVIATIONS

CC	- Communication competence
CLD	- Children with learning difficulties
CES	- Children with special educational needs
CT	- Typical children
LD	- Learning difficulties
LLR	- Romanian Language and Literature
MEC	- Ministry of Education and Research
ODD	- Sustainable Development Goals (UN)
EU	-European Union
UPSC	- "Ion Creangă" State Pedagogical University of Chisinau

CONCEPTUAL LANDMARKS OF THE RESEARCH

The topicality and importance of the approached problem was suggested to us by theoretical and practical premises.

Theoretical. The importance that communication has for children with CES/LD - affective, cognitive, relaxing, playful, social - induces the need for research to establish the specificity of communication and its development methodology at CLD. A first condition of the research is the approach of the terminology of CLD communication, for which the defining terms are: *learning difficulty, communication, communication capacity* (competence, ability, capability).

Learning difficulty is a consequence, in terms of performance, of a disability, which can also occur due to many other causes and circumstantial, incidental, "random" reasons [Ungureanu, 38]. It is possible to overlap the concepts of *learning difficulty* and *school failure*, obtained by differentiating the *learning difficulty induced by the learning difficulties themselves* [40].

Communication. Philosophers, linguists, psychologists, pedagogues, etc. define language and communication as categories specific to human activity - playful, knowledge, learning, creation, work, relaxation, as well as faith [VI. Pâslaru, 29]. Language and communication are the defining of all things and beings, and for man they are fundamental. Communication is defining the school period, at which the human personality is vertiginously formed - the becoming of man [9, 17, 28, 29]. *The conception of linguistic and literary education* [29] establishes that the mother tongue and its learning is the basic principle of the national school, the condition for the perpetuation of the nation to which the learnable person belongs. Communication has an *unlimited potential for evolution*, presenting itself as an *"interaction between people, oriented towards the coordination and unification of efforts in order to establish relationships and achieve a common goal"* [M. I. Lisina, 43].

Communication competence is formed and developed in all areas of knowledge, creation and belief, manifesting itself in six related competences: *linguistic, socio-linguistic, discursive, socio-cultural, strategic, social*. Although this classification is disputed [29], opponents do not refute but confirm the polyvalent character of CC, which is based on the ability of language to render/express/represent all things and beings, as well as knowledge, creation and faith [ibid.]. Therefore, the development of the CC of the CLD must be carried out within all didactic-educational activities, in the classroom and outside it, and at all levels of education - a requirement far from being fulfilled, the CC training being left only to the LLR teacher.

The social-universal character of human communication. Communication is made aware by humanity as a phenomenon (*In the beginning was the word...*, John 1:1) and a need, a fundamental need (A. Maslow's Pyramid): existence outside the group-community relationship is impossible. Respectively, the knowledge, competences, skills, aptitudes and personality characteristics, behaviors, representations, visions and conceptions of the person are essentially determined by the degree of development of his/her communication capacity. Between communication and the person's values, an interaction relationship is objectively established and functions subjectively-objectively, which reveals both the nature of communication and that of socialization, and the CLD congenitally manifests the same fundamental needs as CT.

The unity of communication, knowledge and development of the human individual is genetically given to the human being and marked by the germ of knowledge and development: the human being, unlike other creatures, is not born, grows and disappears in a food chain, burdened by instincts; man is *being*, and being does not only grow, it is *a human being*. The human individual self-modifies, continuously creating himself and developing the society in which he exists [29]. The same author mentions that development (psychophysical, intellectual and spiritual) and knowledge are the

defining factors of education and are identified with it. Since both knowledge and development cannot be produced other than through communication [ibid.], it becomes clear how important the unity of the three concepts is in the research and definition of educational phenomena, including CLD.

The social-cultural unity of human beings. Humans are congenitally and culturally social beings - the culture defining them as creative beings. So people do not eliminate individuals with disabilities, as other creatures do, but, on the contrary, they create cultural values (one of them being our research) that helps them support individuals with disabilities to feel and develop in their own value as their peers, CT. Human communication, from congenital necessity-necessity, is converted, in the process of communicative-linguistic formation-development, but also of the general one, in cultural value of the concrete educable. This thesis argues the essence of the humanist attitude towards all human individuals, regardless of their particular characteristics [29]. The historical period in which special education was oriented only to the elementary preparation for work of children with special needs [4] has passed. But, in order to socialize, the LDC must benefit from a special development of communication capacity.

Practical premises. A positive premise presents *the study of the particularities of all children in order to identify the CLD; the combination of the effort of specialists, the close educational entourage (the educational field) and the local community*, etc. The teachers operate psycho-pedagogical adaptations and curricular modifications appropriate to the purpose and educational purposes of the CLD: an indicative sense of the optimal route for achieving the objectives is indicated, so the strategies and teaching methods are flexible, being individually adapted. It is doubtful, however, whether these actions are sufficient to recover the CLD's thought and verbal communication.

The premise of a pedagogical research is proven not only by the absence of the means of practical solution of an aspect of training/education, but also by their non-activation, for particular reasons. Thus, the student-centered learning strategy is very important for both TC instruction-education and for those with LD, because naturally the student builds his own learning path in relation to the individual potential and the interactional framework. A permanent concern for stimulating the CLD to reflect on its own process of knowledge is necessarily mandatory, but not sufficiently realized in educational practice [18].

The social role of interactive methods in the instructive-educational activity, in the education of tolerance is also recognized - a practice that is still minor in the Republic of Moldova in order to be recognized as a scientific value.

The degree of research of the problem. The training of communication skills has been a basic educational objective since ancient times. Today the communication is addressed in the following aspects:

essential characteristics of communication: S. Chelcea, F. Golu, I. Radu; *as a component of the theory of activity:* J. C. Abric, D. B. Elkonin, P. Ja. Galperin, A.A. Leontiev, V. Mîslițchi, O. Pânișoară, A. Racu, A. V. Zaporojeț and others; *quality, establishment and development of interpersonal relations:* J.C. Abric, I.Radu, V.N. Miasishchev, A.A. Bodaliiov, A.A. Leontiev, M.I. Lisina and others; *cultural development - aka development of language, self-awareness, social status of the person:* L.S. Vygotsky (author of *the genetic law of cultural development*) [41], E. Kravtsova, M.I. Lysina, A.G. Ruzskaya, E.O. Smirnova, L.N. Galiguzova; C. Yu. Meșcereakova, R. Tereșciuc; *psychology of ages and cognitive development:* W. Doise, T. Slama-Cazacu, V.A. Kolitova, L. Martin, G. Mugny; *asymmetrical and symmetrical interaction and mastery of the means of verbal communication.:* N. Werner and M. Montessori; *inter-relation of communication systems:* J. Bruner,

I. Negură and others; *general and specific models of CC development*: Em. Verza, V.Mislițchi, M.Hadîrcă, T.Cartaleanu, O.Cosovan and others; *the teaching methodology of training-development of the CC*: I. Cerghit, O. Pânișoară, L.Sadovei, S.Golubițchi and others; *forms of communication according to the level of interaction*: S. Chelcea; P. Golu and I. Radu; *psycholinguistic perspective*: T. Slama-Cazacu.

The problem of *children's school adaptation* has been investigated by several authors from the Republic of Moldova: A. Racu, P. Jelescu, J. Racu, I. Negura, D. V. Popovici, A. Danii, N. Danii, V. Rusnac, S. Belibova, N. Cebotaru, L. Luchianenco etc., emphasizing the importance of *developing communication* and socialization skills of children with SEN.

Kavale and Forness proposed a new model for *approving the decision* when identifying the LD [20].

However, it was found that the problem is insufficiently investigated in the development of *communication skills at the CLD*: a large number of children with CES/LD, as a result of de-institutionalization, are incorrectly included in primary schools, and complex research on this aspect is insufficient, as well as the implementation of inclusive education policies. Legislative and normative acts are not capitalized.

Thus, a contradictory relationship was discovered in the theory and practice of inclusive education: on the one hand, school inclusion and de-institutionalization of children with CES/LD are actively and insistently promoted, and on the other hand - theoretical-methodological landmarks are missing/insufficient for the development of communication skills for this category of children within the inclusive school.

Hence, **the scientific problem** was defined as the need for theoretical-applicative argumentation of the efficiency of the communication process in children with learning difficulties based on the application of a pedagogical model of communication development and taking into account the uniqueness of each child.

The epistemological landmarks of the research are given by:

philosophy of knowledge and education (Vl. Pâslaru); *communication theories* (J.C. Abric, N. Chomsky, E. Coșeriu, J. Habermas, R. Jakobson, I. Lohisse T. Slama-Cazacu, etc.); *studies on the categories and typology of IH* (B. Bateman, M. Berchoud, S.R. Forness, M. Ionescu, K.A. Kavale, S.A. Kirk, K. Lewin, D. Ungureanu, E. Vrăsmaș); *the barrier enclosure model* (K. Lewin); *the conception of inclusion of children with SEN* (N. Bucun, A. Racu, D.V. Popovici, N. Andronache et al.); *the conception of the development of communication and socialization skills of children with SEN* (N. Bucun, A. Racu et al.).

Purpose of the research: Elaboration of the theoretical-methodological framework for the development of communication skills at the CLD, operating appropriate pedagogical models, theoretically and experimentally validated.

General objectives: To identify the conceptual landmarks with reference to the particularities of communication at the CLD. Establishing the particularities of communication to the CLD. Elaboration of pedagogical models for the development of communication at the CLD, including the *Psychopedagogical Intervention Program*, and experimental approval of their effectiveness. Elaboration of general conclusions and practical recommendations for teachers and parents.

Research hypothesis: As students with LD face communication difficulties more often than CT, the development of effective communication skills and inter-relatedness in this category of children will facilitate their psychosocial adaptation within the primary school and classroom and will have a considerable impact on their academic success and performance.

The methodology of scientific research has involved research methods: *theoretical*: scientific documentation, analysis, synthesis, abstraction, generalization, comparison, induction/deduction, description of phenomena and facts, theoretical modeling; *empirical*: observation, conversation, testing, questionnaire, sociometric test, records in the progress monitoring sheet; *statistical and mathematical*: tabular and graphical method, descriptive method, calculation of statistical indicators (arithmetic mean, growth rate, mode, median, group cohesion index, sociometric status index and preferential status index), grouping, interpretation of results, methods of scaling results (Likert's scale, nominal scale).

The scientific novelty and originality of the research consists in: the elaboration of *the triadic pedagogical model of communication development in children with learning difficulties* and the *Intervention Program*; the tools for interactive development of communication skills at the CLD: *the Family Advent Calendar*, the initiation of mentoring activities through the creation of *mentoring microgroups*; promoting strategies for relating and developing communication skills at CLD in primary grades according to the (*original*) *Teacher Training Program*.

The theoretical value of the research consists in: re-defining the concept of *learning difficulties*; arguing the role and importance of developing communication skills at CLD; developing the methodology for research and development of these skills; establishing the types and forms of communication manifested at CLD; identifying the causes of ineffective communication and formulating solutions to make it more efficient; curricular interventions for the individualization of CLD instruction-education; description of the sociometric method of knowing the affinities expressed by the members of the group and, implicitly, of the relationships within the class collective.

The applicative value of the research is given by: identification of tools for assessing the communication skills of the CLD; developing and validating a pedagogical model and teacher intervention and training programs; making recommendations for teachers, support teachers and parents; proposing interactive methods and techniques adapted to students with LD.

The main scientific results submitted for support:

- The thesis, according to which, in the modern pedagogical process, the characteristics and functions of general interpersonal communication are maintained both for CT and for those with CES, for the latter communication also assuming the function of psychophysiological, cognitive recovery and express socialization.

- Systematization/analysis of concepts regarding the communication skills of students with LD.

- Specific methodology for training-development-evaluation of students' communication with LD, including *the triadic pedagogical model of communication development in children with learning difficulties*, *the Intervention Program* and *the Teacher Training Program*.

Approval and implementation of scientific results. They were presented, examined and validated within the methodical commissions of 5 schools participating in the pedagogical experiment; within the Department of Psychopedagogy and Special Psychopedagogy (UPSC), through communications at scientific forums.

Publications on the topic of the thesis. The results of the scientific research were presented in 13 scientific articles in specialized journals and at scientific forums, in a methodological guide for teachers.

Keywords: communication skills, psychosocial adaptation, learning difficulties, school inclusion, progress monitoring, mentoring microgroups, sociogram.

Volume and structure of the thesis. The thesis consisted of: annotation, introduction' three chapters' general conclusions and recommendations' bibliography (222 titles), 19 annexes, 26 tables and 39 figures. The volume of the thesis is 180 pages, of which 127 – basic text.

THESIS CONTENT

The *Introduction* substantiates the topicality of the topic, describes the situation in the field of research and its innovative character, identifies the problem and object of the research, formulates the purpose, objectives and hypothesis of the research, defines the research methodology, scientific novelty and originality, solved scientific problem, presents the theoretical importance and applicative value of the research results, as well as the manner of approval and implementation of research results.

In **Chapter 1, *Theoretical-conceptual approaches to the communication of children with learning difficulties***, the theoretical approaches of the studied problem are exposed with reference to: the history, conceptual delimitations and classification criteria of learning difficulties; the psychopedagogical aspects of the child with learning difficulties; *The barrier enclosure model*, according to K. Lewin; arguing the importance of training and developing communication skills in children with such problems; the role of communication skills for psychosocial inclusion; the relationship between communication competence and student performance; the causes of ineffective communication and solutions to make communication more efficient.

A special subchapter addresses the aspects related to curricular adaptations in order to individualize the educational process and the assistance of the child with learning difficulties [22].

It was established that previously the LD were defined from various perspectives. But, due to the etiological and symptomatological heterogeneity and the complex problems, it has not yet been possible to develop an all-encompassing definition [Ungureanu, 38]. One of the first definitions of LD belongs to S.A. Kirk (USA, 1962): *a learning difficulty refers to a delay, a disorder, a slowed down development on an emotional or behavioral level. This is not the result of mental retardation, sensory impairments, or cultural and instructional factors* [21, p. 262].

It is mentioned that the process of inclusion of children with CES in general education institutions in the Republic of Moldova is, once again, an obvious trend of adaptation to the requirements of modern educational policies in the world and is accompanied by innovation, creativity, diversity, but also by difficulties, impediments, frustrations or reluctance. The predominant narrative, however, is of a constative nature (*He cannot learn, He can learn, but he does not want to, He is not interested in learning*), less exploratory-creative, which progressively alerts teachers and parents of children with LD.

Pertinent solutions are also provided by the legislative and conceptual-normative documents of the world forums, including *the Sustainable Development Goals (SDGs)*, UN, 2012. Thus, OOD 4 – *Quality Education*, provides for *the achievement of inclusive and universal education*, but also *the preparation of young people and adults for a better employment on the labor market*. The objective aims to increase access to education for all (TC, people with disabilities) and to provide quality education at every level: from early childhood education to higher education.

The Republic of Moldova, in its turn, relies on the documents of the world forums, which it has materialized in documents on inclusive education policies, such as *Law No. 127 of December 15, 1994, the State Program on Ensuring the Rights of the Child* (approved: GD No. 679 of October 6, 1995), *the National Council for the Protection of the Rights of the Child* (1998) etc. In the *Education Code* (2014), i.e., out of the 9 key competences, 3 competences focus on the development of communication skills: *communication competences in Romanian; communication competences in the mother tongue; communication competences in foreign languages*.

It is established that LD represents a current field of research and analysis [D. Ungureanu, 38], and their overcoming also depends on the perspective through which they are approached, LD being considered "*the helm of changes in the understanding of school success and failure*" [E. Vrăsmaș,

40], undoubtedly leaving its mark on the formation of the student's personality and its subsequent development. The very definition of the term with reference to the child and education outlines the changes that have occurred: from accentuating the deficiency to highlighting the uniqueness and individuality of the child involved in the permanent activities of learning and development. LDs are the result of a complex of factors, so it is useful to know other classifications of them.

It is emphasized that a special role in the good management of the problem of children with LD belongs to the management of the educational unit, especially to the collaboration of teachers and school specialists (support teacher, psychologist, speech therapist, etc.) and parents, identifying their own learning style. When designing the didactic support intervention, i.e., it is advisable to take into account the situation and the type of LD, the causes that caused it, but also the child's strong traits.

Regarding the intervention methodology, the essential role of structuring the actions of instructive-educational influence on both subjects of education and on the factors and means of learning is mentioned. According to D. Ungureanu, the educational intervention itself will take into account the theses: *Any child can have learning difficulties. All children are special; The school must respect the individuality of each child* [38].

It is therefore important that students with LD are schooled and receive the necessary support to integrate and follow the adapted program.

Another factor with permanent action is the continuous improvement of teachers - general, special and private (school inclusion), carried out according to educational intervention models (specialized classes, resource classes, classes/schools used to inclusive practices), the most popular model being the inclusive class/school.

For an effective adaptation of the class/school to the inclusion of children with LD, it is recommended to take the following steps: 1. *Documenting*. 2. *Adaptation of learning activities*; reference objectives; teaching strategies for teaching-learning-assessment; material, human, time resources; design (individualized educational plan; perspective plan; lesson plan). 3. *Establishing the time period* for achieving the objectives: long-term (school year) and short-term or medium-term (daily, weekly, monthly, half-yearly). 4. *Monitoring* the student with LD: 5. *The evaluation of students' knowledge, behaviors* is carried out by the teachers [E. Vrăsmaş, 40].

It is established that one of the most important functions of communication is carried out through the **communication competence** entity, defined in *the European Framework of Reference for Languages* by the relationship of three specific components: praxiological, linguistic, sociolinguistic [6].

Theoretical-methodological landmarks for the formation-development of the CC at the CLD:

- establishing the essence of communication and its basic characteristics [7, 14, 34];
- the establishment of a productive communicative activity (P. Golu, 15; I. Radu, 35);
- structuring the forms of communication according to the level of interaction and its purposes - verbal, nonverbal and paraverbal communication, the contents of communication [S. Chelcea 7];
- the psychology of communication [T. Slama-Cazacu, 37];
- examining communication as interaction between the child and the adult [S. Chelcea, 7; J. Racu, 33].

Table 1. Communication and interaction difficulties

Categories Difficulties	Features/Tasks
Language difficulties	difficulties in expressing themselves (verbal and non-verbal); difficulties in receiving the oral message (ability to assimilate and understand language) difficulties in receiving and transmitting the oral message;
Difficulties of common that and interaction (most. - autistic disorders)	verbal and/or non-verbal communication difficulties; difficulties in perceiving/understanding social behavior - the ability to interact; behavior manifested by limited actions.
Communication difficulties and interaction	selection of tasks, the performance of which requires the application of interactive working methods; the organization of activities that would induce the inter-relationship of the children (songs, lyrics accompanied by certain movements, games with objects, etc.); the use of alternative methods of communication (pictograms); the organization of the learning/communication environment, respecting a slower pace; the use of affirmative, simple sentences (<i>Show me!</i> , <i>Let's go!</i>); images/graphs/tables, etc.; sitting in the bench with a student they like; planning and carrying out activities with tasks that offer the possibility to communicate/interact; providing feedback, highlighting and rewarding each success of the student.
Social difficulties	planning and carrying out structured activities jointly with other colleagues (in pairs, in small groups); carrying out dramatization/imitation/role-playing activities; clear and succinct formulation of tasks and their frequent use; reading social stories (Gray & Garand, 1993); intentionally creating situations that lead to the shaping of a certain behavior (waiting for the turn); the use of simple sentences and images in language to demonstrate a desired social behaviour and the emotions/reactions of others; encouraging the student's successes and small progress; cooperative learning, by including the student in certain peer groups; argumentative discussions with examples with the child regarding how impulsive behavior affects those around them; discussions with reference to different social situations, etc.

The above values will serve, in the case of the CLD, to adapt the process of formation of the CC of their communication to their psychophysiological particularities in order to form-develop open, tolerant, positive interpersonal relationships between students, students and teachers, students and parents, etc.

In this context, a *flexible approach to the school curriculum is opportune*, through interventions and individualized support for students with CES, an objective legalized by art. 40, item 5 of *the Education Code*.

It is important *to promote equal rights* and responsibilities for all students, to ensure equal access to learning opportunities, etc., these being favored, in this case, by the functional partnership between the school and the children's family/parents [36, p. 26-27].

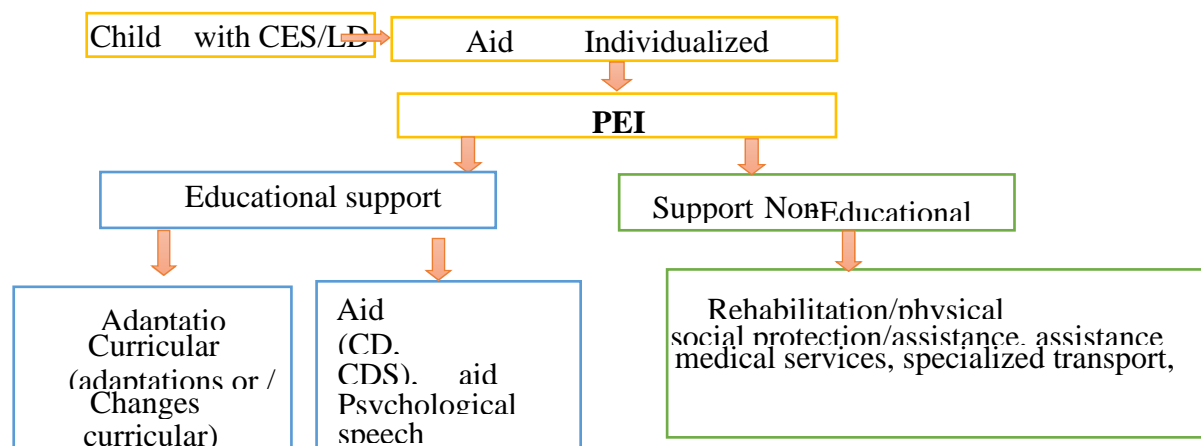


Fig. 1. The CLD's individualized assistance model

The individualization of inclusive education requires the respect of human differences and their capitalization, the adaptation/modification of didactic-educational methodologies to all school subjects. According to S. Cristea, the individualization of the educational process is described as a basic quality, established through a methodology specifically oriented in the field of knowledge and full capitalization of the individual psycho-pedagogical and social potential of each child, in the conditions of planning and carrying out instructive-educational activities at the curricular level [10].

The synthesis of the conceptual landmarks regarding the particularities of the formation-development of communication of children with learning disabilities is given by the following **conclusions**:

- The problem of CLD communication is a relatively new one in pedagogy, research on this category of children being undertaken in the last four decades. The refore, there is a manifest insufficiency in the investigation of the development aspects of the communication skills of the CLD - a fact caused by the imposing number of children with CES transferred to these institutions following de-institutionalization, as well as the modest implementation of educational policies in these structures of inclusive education.

- *Learning difficulties* are considered *the driving force of changes in the understanding of school success and failure* (E. Vrăsmaş). Resulting from the variety of typologies of learning difficulties, the term includes all categories of learning problems – from simple ones to those caused by a disability, their impact on students being manifested by reduced school performance and even failure.

- In order to give the educational process with LDC efficiency, continuous functionality, ability to respond to individual needs and social imperatives, it is necessary to permanently adapt it to the needs of each child. From the perspective of the quality of the inclusive process, structural changes are needed both in the contents and design, as well as in the organization and implementation of the instructional-educational process, which should follow the trend of identifying the individualization of the instructional-educational process by connecting it to the needs of each child - a priority of the current education system.

- In the context of inclusive education, the student with LD must be supported and encouraged by the teacher/teacher to reveal his/her personality, to capitalize on and develop his/her cognitive-instructive-educational potential. This responsibility lies with the educational institution, teachers and family, which they can only achieve by basing their activity on scientific values.

In Chapter 2, *Design of the experimental research of the communication skills of children with learning difficulties*, the following are described: the methodology of the research of communication skills at the CLD; the forms and types of communication of students with LD; the spectrum of the person's communication skills; interpersonal relationships within groups. The chapter has a pronounced analytical character, describing the experimental batch, the instruments of the finding experiment (*A. Descoeudres, Rey, Bovet, sociometric tests*) and its results, the basis of the experimental/control samples E1, E2, C1, C2. The sociometric matrices of choices and rejections and the sociograms for the experimental subgroups S1E1-S7E1 were presented in detail. Various indicators are calculated, including the sociometric status index (I_{ss}) and the preferential status index (I_{sp}), the cohesion index of group I_c . The results of the parents' questionnaire on the identification of the learning difficulties of primary school students were analyzed.

The **purpose** of the finding experiment *was to diagnose the particularities of manifestation and capitalization of communication*, the information obtained being the basis and causes of the real learning difficulties of primary school students.

In accordance with the purpose, the **objectives of the finding experiment were formulated**:

- *identification and optimal selection (adaptation) of the investigative apparatus and the research methodology of CLD communication;*
- *conceptualization of the integrated framework of the experimental/control lot;*
- *observation of the CLD through tests, questionnaires and worksheets;*
- *quantitative and qualitative analysis and processing of information received from the subjects of the experimental and control sample;*
- *elaboration of conclusions – foundation for the formative experiment.*

Once the purpose and objectives of the observation experiment have been formulated and the theoretical concepts have been analyzed, we have returned to the formula **of the research hypothesis**:

The development of effective communication and inter-relational skills at the CLD will lead to facilitating their psychosocial adaptation, if the scientific foundations will be established, related to LD, communication; identified the specific research methodology; elaborated and

Theoretically, praxiologically and experimentally validated a pedagogical model for the development of communication at the CLD and a curriculum for training the communication skills of the CLD, in the classroom and in the family.

The stages of the finding experiment responded to the objectives indicated above, with emphasis on: definition/re-definition of the related scientific terminology; investigative approach and processing of the information obtained.

The experimental group was judiciously selected (excluding the random principle), because in the case of students with LD the individualized approach is defining.

5 general education institutions from different localities were selected: Chisinau (2), Ialoveni (1), Riscani (1), Calarasi (1).

Both the experimental and control samples consisted of students of the third and fourth grades with ID: 4 students from each class from schools in Chisinau and 2 students from rural areas. From institutions with a large number of classes, 24 students with LD participated, and from rural classes - 12 students each.

The pedagogical experiment was attended by: 56 students with LD from the experimental sample; 28 students from the control sample; total – 84 children from grades III-IV.

For the sociometric test, through which we established interpersonal group relationships, the sample was extended by including typical students (who do not attest to learning difficulties).

All these aspects (including research methods) have been summarised in the *Integrated Fact Sheet on the description of the experimental/control sample for the diagnosis of learning difficulties*, which includes: pupils' identification data (subsequently coded for confidentiality and retention of personal information); students' gender (to ensure full representativeness); pupils' success at the end of the year (the grade at the end of the second/third grade); description of the succinct results from the *Observation Grid*, the *Checklist* and the initial assessment psychological tests.

For a fuller analysis of the data on the problem of communication at CLD, we considered it appropriate to include in the sample institutions with various profiles (arts, economics, general), as well as institutions from urban/rural areas.

Period of the finding experiment: 2021-2023, during which multiaspectual analyses and behavioral observations of the LDC were made, with information relevant to the purpose of the research being collected. The application of questionnaires, tests, observation sheets was carried out in *April-September 2023*.

The research methods were selected from the database of the Ministry of Education (*Methodology for the evaluation of child development*, annex to the *Order of the Minister of Education, no. 99 of 26.02.2015*, item 2), which provides that it establishes the way of organizing and

carrying out the process of evaluating child development at different levels and is mandatory for application in the activities of the structures with attributions in the field [24].

Psychopedagogical models. The components of the CLD training-development methodology of communication skills, developed by us, make up a *system of psycho-pedagogical models, having projective-curricular value and specific methodological value.*

One of the indicators that attest to the learning difficulties encountered by primary school students is their success (grade) at the end of the year. We have established as a reference the grades at the end of the year for the second/third grade.

According to *the Methodology on Criterion Evaluation by Descriptors* (24), at the summative evaluations in grades II-III, students are evaluated, LLR and *Mathematics* through the grades: FB – *very good*; B – *good*; S – *sufficient*. The descriptors of the performance levels for the other disciplines of the Framework Plan are also described here, which are noted in small letters: i – *independent*; g – *guided by the teacher*; s – *with more support* [23].

The data in Figure show that of the 42 children with learning difficulties in the third grade (E1 and C1): 2.4% (1 child) – were assessed by the independent descriptor; 35.7% (15 children) – by the teacher-guided descriptor; 61.9% (26 children) – by the descriptor *with more support*.

The same figure shows that among the children of the fourth grade with learning difficulties (samples E2 and C2): 7.1% (3 children) – were evaluated by the independent descriptor; 40.5% (17 children) – through the teacher-guided descriptor; 52.4% (22 children) – through the descriptor *with more support*.

For comparison:

the share of students with LD assessed by the descriptor *with more support*, in the fourth grade (E2 and C2) is 9.5% lower than that of the students in the third grade (E1 and C1);

the share of students with LD assessed by the teacher-guided descriptor in the fourth grade (E2 and C2) is 4.8% higher than that of the students in the third grade (E1 and C1).

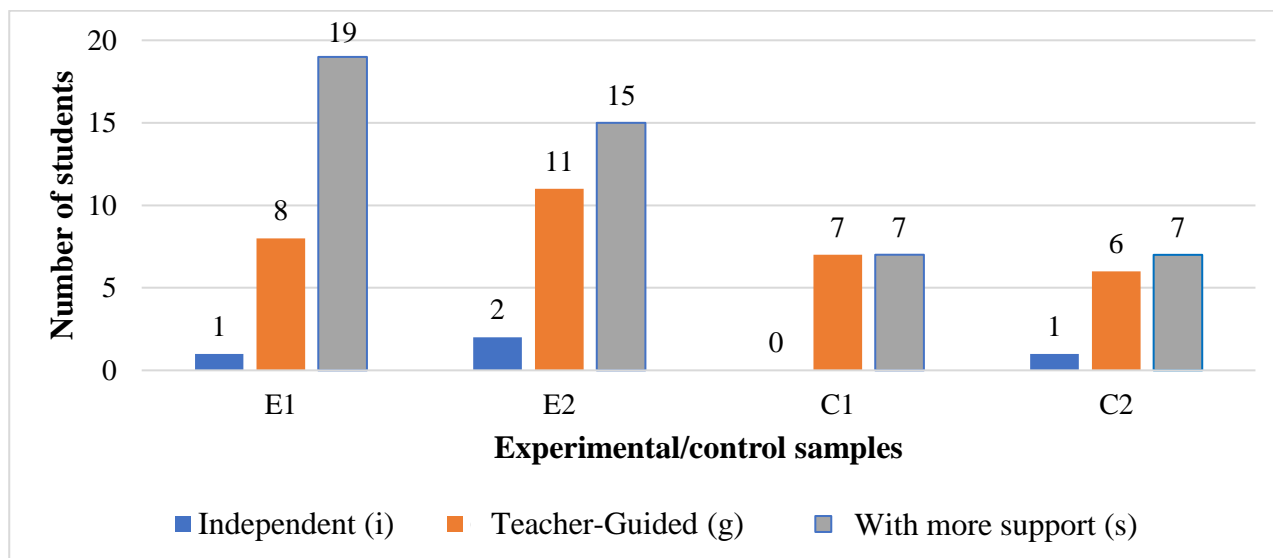


Fig. 2. Distribution of CLD assessed by descriptors of performance levels

These data lead us to the idea of a modest but certain progress in the results of the CLD at the transition to the next grade.

By establishing the descriptor *guided by the teacher* or *with more support*, the teacher finds the need for a remedy, a differentiated/individualized help (guidance or more support) for the respective student and assumes the responsibility for providing it. Consequently, the qualitative approach to descriptor-based assessment is not based on the number of mistakes made by the student, but focuses on the specific child.

We can therefore say that the forms and types of communication (verbal/nonverbal, written/oral) at CLD have different manifestations, depending on the context, the degree of difficulty and the type of activity (didactic or playful).

LDs of primary school children can be both causes and effects of communication barriers or poorly developed communication skills. The context in which they diminish or intensify can be the family environment. Also, LDs can be identified from the preschool period by parents, before the teacher detects them. However, there is a general reluctance of the family to hide and deny the child's problems, in the hope that time will solve them all. Therefore, the rigors and demands of school can highlight or amplify learning difficulties.

We therefore set out to analyze the opinions of all parties involved in the educational process, including parents. Questionnaires were distributed to the 84 parents of the C LD, class III-IV, groups E1, E2 and C1, C2.

It was found that:

more than 40% of parents are categorically convinced about the existence of the problem in their children; the undecided constitute about 43-45%;

14% of parents (of children in grade III) and 9% of parents (of children in grade IV) refuse to recognize this problem.

Or, the denial of the problem or the reluctance of the parents will complicate the provision of psycho-pedagogical support and the necessary support.

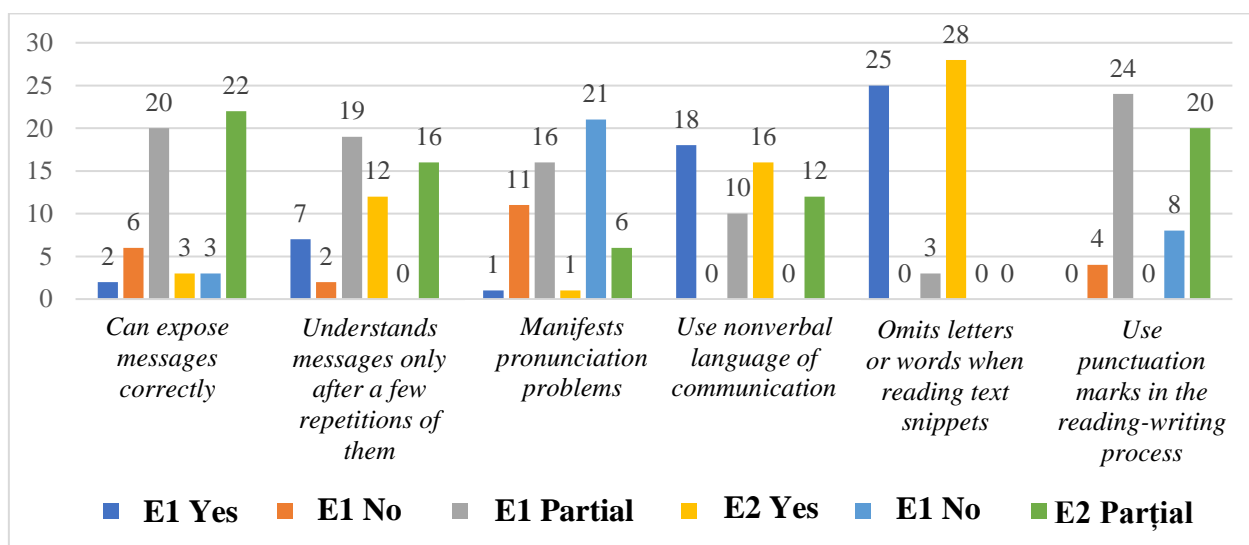


Fig. 3. Results (nr. of students) Checklist for the initial identification of problems in the child's development, related to communication skills.

According to M. Berchoud, the classification of LD marks: *difficulties related to learning skills; behavioral difficulties; environmental difficulties.*

Parents were asked for their opinions on the type of *learning difficulties* observed.

It was found that:

the attitude of indifference, disinterest, negativism, laziness, with a share of 40%, dominates all the causes that generate LD in children grade III-IV;

the list of causes also includes *indispositions, incidents, the presence of diseases*, causes that hold a share of about 19%;

In a proportion of 22%, parents take part of the blame through motivations such as: a) *lack of family collaboration with school* (11%); b) *lack of interest on the part of the family* for school learning (11%).

Difficulties related to the environment refer to the lack of parental interest/principledness, parental support and support, the difficult family environment, family culture, extracurricular life, etc.

Other causes of LD: insufficient learning time, previous learning gaps, absence of effective learning procedures/techniques, lack of an organized work regime, etc.

The parents' opinions contributed to the selection of the most effective methods and procedures/techniques provided by the *Teacher Training Program*.

The theoretical-praxiological study presented in Chapter 2 summarizes ***the conclusions***:

- Diagnosing the particularities of students' communication with ID requires a specific system of methods, techniques and tools, such as: *Checklist for the initial identification of problems in child development; Integrated description sheet of the experimental/control sample; Grid for evaluating the student's communication skills during the playful activity; sociometric tests, A. Descoedres, Rey and Bovet; Progress monitoring sheet; questionnaires*, we believe, for the training-development of communication skills for this category of students.

- The analysis of the descriptors of the performance levels of the CLD, cl. III-IV, denotes the fact that over 95% were appreciated with *guidance from the teacher* and *with more support* - therefore, these two technological models can certainly be considered some of the most suitable for this category of students.

One of the indicators that attest to the encounter of learning difficulties in primary school students is their success (grade) at the end of the year. We took as a reference the grades at the end of the year for the second and third grades. *Methodology regarding the criterion evaluation by descriptors, grades I-IV*, at the summative evaluations in grades II-III the students are evaluated by the FB grades – *very good*; B – *good*; S – *sufficient* for Romanian language and literature and mathematics.

The data in Figure 4 show that of the 42 children with learning difficulties in the third grade (E1 and C1): 2.4% (1 child) – were assessed by the independent descriptor; 35.7% (15 children) – by the *teacher-guided descriptor*; 61.9% (26 children) – by the descriptor *with more support*.

The same figure shows that among the children of the fourth grade with learning difficulties (samples E2 and C2): 7.1% (3 children) – were evaluated by the independent descriptor; 40.5% (17 children) – through the teacher-guided descriptor; 52.4% (22 children) – through the descriptor *with more support*.

In comparison, the share of students with LD assessed by the descriptor *with more support*, in the fourth grade (samples E2 and C2) is 9.5 percentage points lower than that of students in the third grade (samples E1 and C1). At the same time, the share of students with LD assessed by the *teacher-guided descriptor* in the fourth grade (samples E2 and C2) is 4.8 percentage points higher than that of students in the third grade (samples E1 and C1). These data lead us to the idea of a modest but sure progress in the results of students with LD at the transition to the next grade. By establishing the descriptor *guided by the teacher* or *with more support*, the teacher finds the need for a remedy, a differentiated/individualized help (guidance or more support) for the respective student and assumes

the responsibility for providing it. As a result, the qualitative approach to assessment by descriptors is not based on the number of mistakes made by the student, but focuses on the specific child.

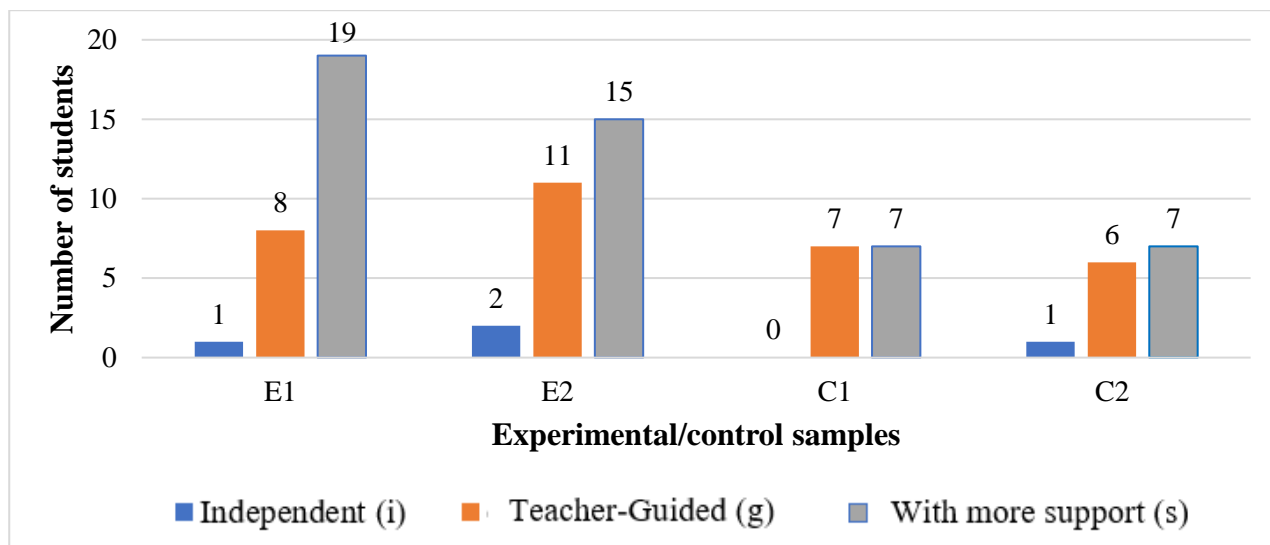


Fig. 4. Distribution of CLD assessed by descriptors of performance levels

- The quantitative analysis of some indicators highlights the fact that:
 - 98% of students *show a balanced and benevolent behavior*;
 - 74% *get involved in activities outside the classroom*;
 - 82% *orient themselves in space and time*;
 - in the 7 subgroups of the E2 sample, a total number of 145 attractions and 119 rejections are highlighted, of which 24.13% - attractions and 51.26% rejections, *are among students with LD*. Or, the cognitive-heuristic behaviors of children demonstrate the formation at a certain level of communication skills, obtained by applying the psychopedagogical models described in Chapter 2.
- In games (in and out of the classroom) *the child*:
 - usually follows simple oral instructions, often needing help;
 - has difficulty understanding the meaning of simple words or misunderstands them;
 - listens to and follows the discussions within the activity;
 - has difficulty expressing himself, speaks slowly, does not express his point of view, the tone is uniform;
 - has a predominantly rigid posture, with a slight inclination towards relaxation - which proves that at this age playfulness is very important not only as a relaxation activity, but also as a knowledge-training-development activity.
- Over 40% of the parents surveyed are aware of the problem of learning difficulties in their children, and a part categorically denies this problem. So it's a pedagogical problem and a scientific one, which we accepted for solution.
- Therefore, the idea of applying psycho-pedagogical models for the formation-development of knowledge-competences-skills-behaviors, etc., proved to be appropriate for this educational field and this category of children.

In **Chapter 3, *Experimental Argumentation of Communication Development in Children with Learning Difficulties***, the design and methodology of the formative approach are exposed, the comparative results of the pedagogical experiment at the test-re-test stages are presented. In the context of the presentation of *the Pedagogical Model*, the activities related to the *Intervention Program*, which are to be carried out based on the established objectives, were presented in detail.

Several communication development games and ways of applying differentiated training techniques were proposed. Some interactive tools have been described, recommended to be applied to primary school students in order to develop communication skills (*Wordwall, Learning Apps, Voki, Padlet, Baamboozle*). Starting from the idea that parents have a decisive role in overcoming learning difficulties, offering the child a real affective support, collaborating with teachers, who have assumed the search, understanding and involvement in daily and extracurricular school activities, the *Methodology of training parents in the process of developing communication in children with LD* was presented.

We compared the progress and performance of the students in the experimental sample on the following criteria: identification of the causality between the intervention carried out and the results obtained, internal viability, external generalizations, its reliability.

The application of a model of communication development at the CLD within the experiment, also argued in the theoretical chapters of the thesis, was achieved through a multifaceted approach to the subjects, factors and conditions of the research in the context of inclusive education - a voluntary, conscious and active process, oriented to the long-term positive transformation of each child, marked by a system of concrete goals, expressed in terms of knowledge, capacities/abilities, attitudes, values, behaviors, etc., from which the general culture of man is finally constituted. This extremely complex action was carried out in a systemic, directed and controlled way, through a didactic activity, it is based, in turn, on a system of laws, principles, norms and rules, recognized as constant procedural pedagogical axioms, which attribute unity to educational praxis.

It was intended that the entire school community participating in the experiment, including each class and student, represents a conducive and favorable environment of communication, burdened by a common goal, objectives and interests, by the interpersonal relationships of all the subjects involved, so that the CLD communication is free and based on trust in the other members of the school group.

We focused our educational approach within the experiment on the training-development of *communication competence* - a pedagogical category that currently designates a system of educational values not only professional, but also of general culture. But, since this quality of competence is increasingly disputed [i.e., the annual conferences of the Romanian Academy Branch in Iași; Vl. Pâslaru, 29], we have given competence values that accredit its semantic breadth, encompassing all fields and types of knowledge, CC being structured in the six types established by the EU Education Commission.

We insisted on capitalizing on the methodological potential of each teacher, on the interests and individual capacity for participation and involvement of each child in the instructive-educational process, the teachers making curricular adaptations in accordance with the purpose and objectives established for the experiment, and the methodologies applied being flexible, adapted to the potential of each child.

At the stage of the training experiment we designed and applied a *pedagogical model for the development of communication at the CLD*, which included, according to objectives 3 and 4 of the research, a *pedagogical model for the development of communication in children with LD*.

At this stage, **the research hypothesis** obtained the formula:

The formation of the communication competence developed at the CLD is possible by applying the Staged and Efficiently Targeted Pedagogical Model.

The training sample consisted of the 56 students with LD (grades III-IV) from the 5 educational institutions in Chisinau, Ialoveni, Riscani, Calarasi.

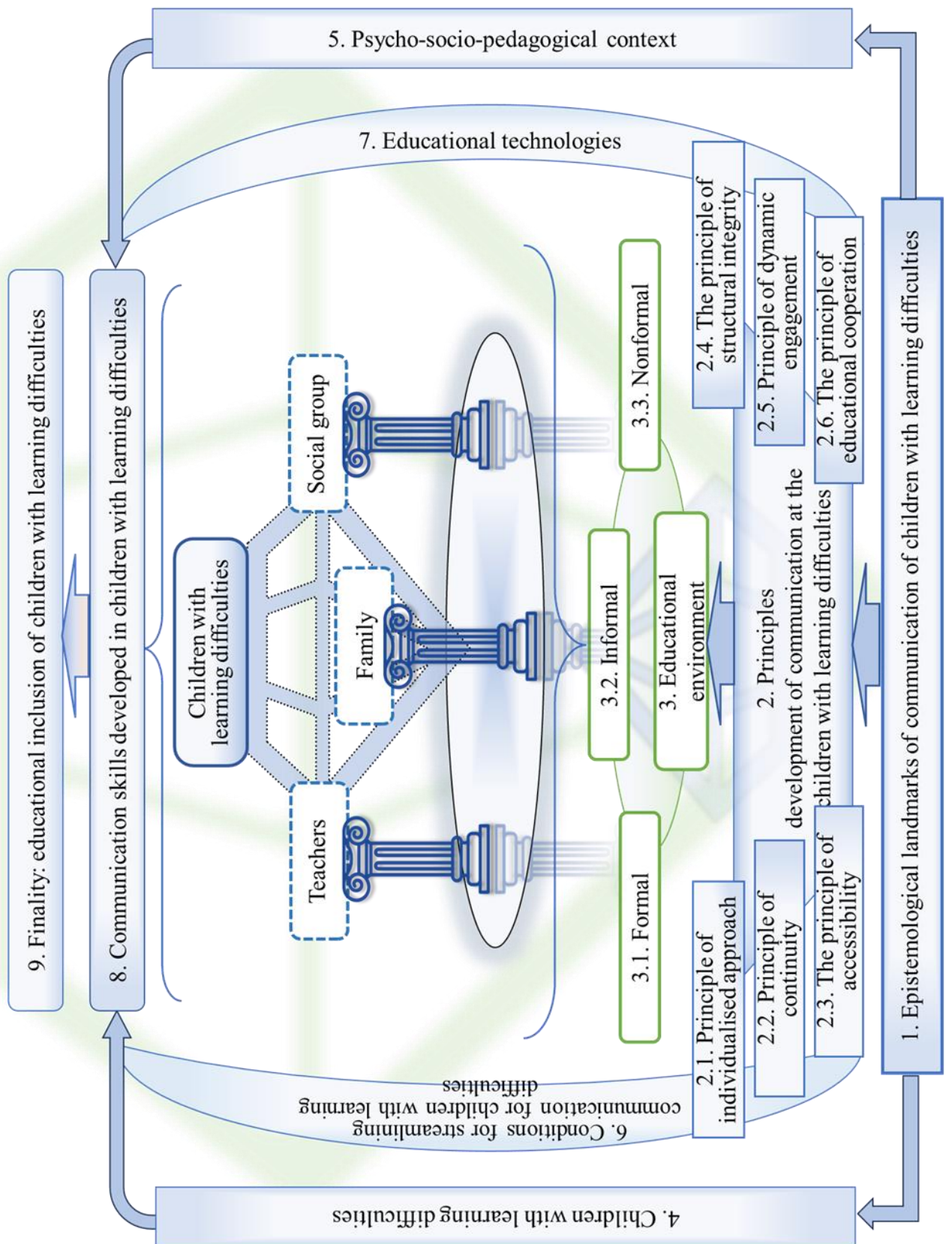


Fig. 5. The triadic pedagogical model of communication development in children with learning difficulties

The model represents the relationship through didactic strategies of psychosocial conditions: *the communication baggage of primary school students; the formal context of education* (institutionalized) etc.

The structural elements of the didactic strategies (*methods, procedures/techniques, means, instruments, resources, forms*), judiciously selected for each stage of the experiment, provide for the achievement of the projected goals - communication skills/abilities of the CLD, according to age.

The intervention program proposes classical methodologies (heuristic conversation, explanation, demonstration, exposition, etc.) and modern (especially, playful), whose definition, comparative analysis and adequacy to the CLD was carried out by A. Racu and O. Druguș (2024).

The triadic pedagogical model of communication development in children with learning difficulties judiciously selects-combines *the educational means, tools and resources adapted to the CLD: the optimal combination of blackboard, chalk, manual, specifications and IT*, which induce potentialities for *accessibility, individualized approach, active participation, partnership between various educational actors, clarity of the messages transmitted* - specific to the RDC.

Our research has opportunely capitalized on the concepts on the staging of the instructive-educational process, adapted to the CLD (L. Șoitu: I-cognitive, II-fast execution, III-possession of competence; V. Goia: I-familiarization with the grammatical phenomenon, II-analysis and distinction of the grammatical plane from the logical one, III-appropriation of rules and definitions, IV-fixation and superior operation with linguistic notions).

The stages/phases of development of the CLD's communication competence/ability have been adapted taking into account the LD (E. Vrășmaș, D. Ungureanu) and structured in 3 stages: *the initial stage* – familiarization with the basic concepts of communication and the development of the CLD's confidence in the basic activities: role plays, personal presentation exercises, group activities that encourage networking and active listening; *the development stage*, which aims to develop communication skills, provided by the *Intervention Program*; *the stage of consolidation, improvement and diversification of communication techniques* for the development of communication skills in real contexts, with the activities: engaging students in extra-didactic communication activities.

Metaphorically titled *The Model of the 3 Pillars, the Model* has as subjects:

- *teachers* (including, support teacher, school psychologist, speech therapist, etc.) will provide the necessary specialized support in developing good communication at EDÎ;

- *social group (classmates)*, through guidance and cooperation, mutual help, will contribute to strengthening communication skills at CLD;

- *parents/family* will mobilize in supporting, developing and strengthening the CC of the CLD (Fig. 5).

Table 2 describes in stages the main activities and actions that led to the achievement of the set objectives, together with those responsible, the deadlines for achievement, resources, performance indicators, but also the risks that may arise.

Thus, the Intervention Program, proposed within the Model, contains activities organized and carried out in partnership and the involvement of the 3 support pillars.

According to the Curriculum, the purpose of the experimental activities is to develop CLD communication.

Table 2 . The intervention program developed within the "3 Pillars Model"

Activities	Responsible	Deadlines	Resources needed	Indicators of performance	Risks
PILLAR 1. Teachers and auxiliary teachers					
<i>Specific objective 1.</i> Improving communication skills in students with learning difficulties.					
<i>Specific objective 2.</i> Promoting an authentic didactic approach focused on the intensification of communication and involvement of students with learning difficulties.					
<i>Organization of communication development games</i>	The teacher, CDS	October-December 2023	Selected game sheets, IT equipment	Engaged students, improved communication	Students' reluctance to get involved in play activities
<i>Application of differentiated training techniques</i>	Teacher	During the 2023-2024 academic year	Teaching resources (worksheets, workbooks)	Indicators of school success of students with increasing LD	Students' frustration, the feeling of marginalization
<i>Monitoring students with LD and filling in progress sheets</i>	The teacher, CDS	Semester II, a.inv. 2022-2023, Semester I, 2023-2024	Progress sheet (Annex 14)	Performance of students with LD	Ignoring CT in favor of those with LD, large nr of students in class
<i>Adapting the didactic approach to students with LD</i>	Teacher	During the. 20232024	Restructured, adapted teaching projects	Students' communicative potential intensively exploited	The rigid contextual framework of the curricula that does not allow for change.
<i>Organization of activities STEAM</i>	Teacher	Semester I, 2023-2024	STEAM exercises	Engaged students, developed communication skills	The complexity of tasks for students with LD, their blockage
<i>The assistance of the psychologist and speech therapist on the active side. didactic and extra-did.</i>	Psiholog/ logoped	Oct 2023	Observation sheets	Problems identified and counselling measures adopted	Inability to participate in all activities
<i>The application of IT in streamlining the communication of students with CLD</i>	Teacher, CDS, decision-makers	During the school year	Educational platforms, didactic software, audio/video materials	Engaged students, developed skills	Limited access to quality IT resources, tailored to the particle. by age
<i>Organisation and conduct of a teacher training programme</i>	Manager Institution	During the school year	Teaching materials and consumables, human resources and IT	Empathetic and open to training teachers	Busy schedule of teachers
PILLAR 2. Social group (classmates)					
<i>Specific objective 3.</i> Strengthening interpersonal relationships between students with ID and typical students focused on assertive communication					
<i>Initiation of mentoring activities for children with ID</i>	Teacher	October-November 2023	Instructions for student mentors	Engaged and motivated students	Students' reluctance to guide/help from peers
<i>The organization of the act. peer group between students with ID and typical students</i>	Teacher	January 2024	Interactive games	Competitive spirit developed through efficient communication	"Illegal" competition between students, ignorance of students with LD
PYLON: 3. Family					
<i>Specific objective 4.</i> Engaging parents in communication development activities for students with learning difficulties					
<i>Organiz. seat. individual./ group with parents E DI</i>	Cadre did., School administration	Second semester 2022-2023	Agenda Meetings	High degree of consciousness. of parents of the probl. CLD	Lack of consensus between the CD and parents/family
<i>Organization of parent counseling sessions (individual/group)</i>	School Psychologist	Once in the semester	Counseling guide,	Parents responsibly involved in the	Parents' absence from work, their indifference

			instructions and rules to follow	communication of the CLD	
<i>Implementing the Family Advent Calendar</i>	The teacher, the parents	December 2023	<i>Advent calendar</i> , developed and distributed to parents	Parents and students involved; Municipalities that are effective	Insufficient time of parents/family for educational activities
<i>Applying the rules to improve communication with children</i>	Parents	Permanent	Systematized and distributed set of rules	Communicate assertive between children and parents	Parents' reluctance/family members

The specific objectives of this activity are:

- To improve the knowledge, capacities, attitudes (=CC), behaviors and communication skills of the CLD.
- Promoting an authentic and specific didactic approach, focused on activating the phenomena and psychic processes related to CLD communication.
- Strengthening interpersonal relationships between CLD and TC, focused on assertive communication.
- To involve parents in activities to develop CLD communication.

The uneven division of the specific objectives on the 3 pillars of support is determined by their degree of intervention and control in their capacity as factors of the internal school environment (teachers and colleagues) and of the school microenvironment (parents, other family members).

The value of the training experiment is reinforced by the results of the experiment, which are essential as conclusive evidence on the effectiveness of the pedagogical intervention.

The validation experiment has a primary role: the evaluation of the impact produced by the Program.

Following the validation experiment, we compared the progress and performance recorded by the students of the experimental sample, focusing on the parameters:

- identification of the causality of the intervention performed and the results obtained;
- internal viability and external generalisations;
- its reliability;
- the extent to which the didactic strategies applied in the development of the communication skills of the CLD are relevant or not, can be replaced by others or not, could be adapted or connected to certain contexts and to other students with LD.

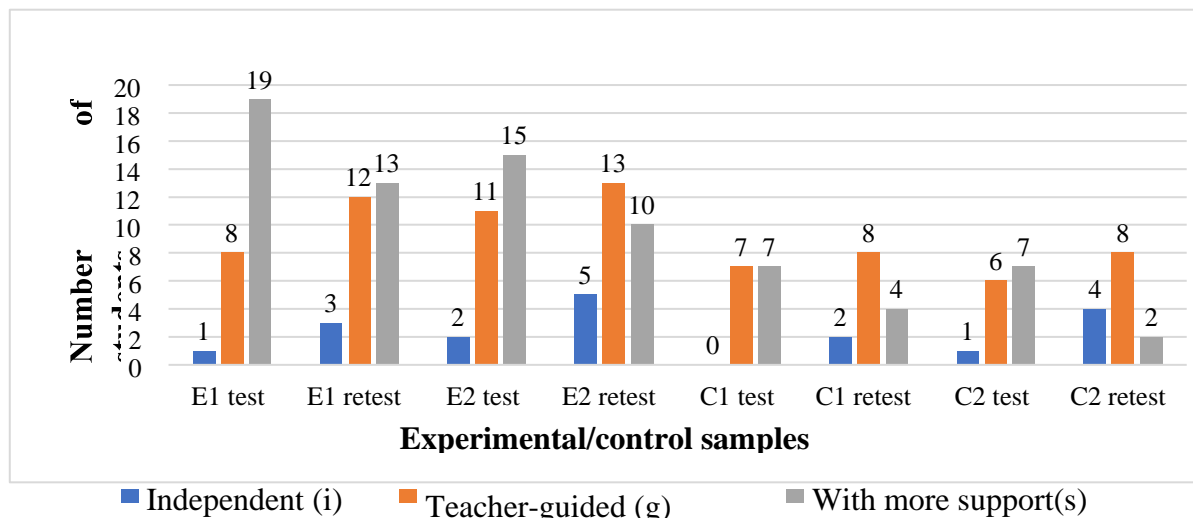


Fig. 6. Results of students evaluated by test-retest performance descriptors at the end of the first semester, third and fourth grade

The comparative analysis was performed on the *test* and *re-test results* of the experimental samples (cl. III-E1 and IV-E2), but also on the results of the students from the experimental control groups C1 and C2.

Monitoring the evolution of the performance of the LDC at the general criterion *the development of communication skills* is a dynamic process that allows the teacher, based on the comparative analysis of the 'inputs' and 'outputs', record their progress or regressions.

The progress monitoring sheet, as a tool for monitoring and evaluating performance, focused on the mid-term evaluation of the pedagogical experiment, so that the construction of the Program's formative approach *would* also derive from the results of this evaluation.

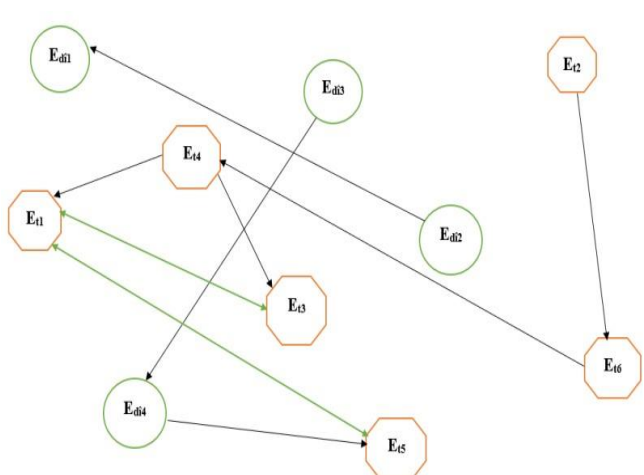


Fig. 7. Sociogram Attractions, experimental subgroup S1E1

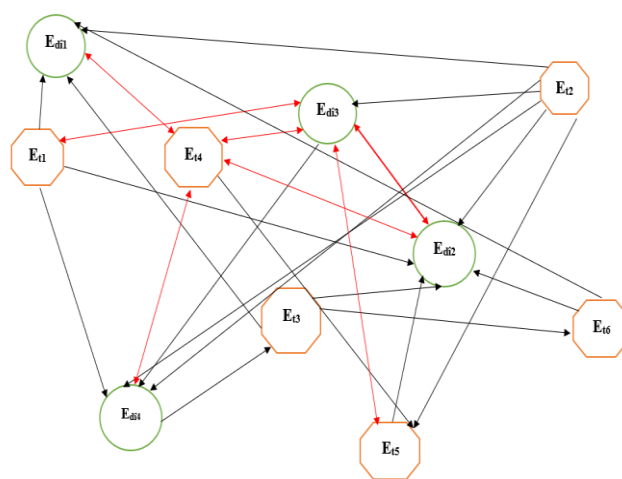


Fig. 8. Sociogram rejections, experimental subgroup S1E1

Based on the sociograms in Figures 5 and 6, we realize that within the group there is a certain homogeneity, the number of attractions exceeding the number of rejections, even if only 2 reciprocal relationships were formed, one of them being between a student with LD – Edi2 and a typical student.

And2. This fact is also confirmed by the group cohesion index, which has a fairly high value – 2.96 (Table 3).

Table 3. Sociometric matrix of attractions and rejections, exp. subgr. S1 E2

Students	Edî1	Edî2	Edî3	Edî4	And1	And2	And3	And4	And5	And6
Edî1	***	+	-			+			-	
Edî2		***	-		+	+				
Edî3			***		-		-	+	+	
Ed4				***			+		-	
And1	+		-		***			+		-
And2		+				***		+		
And3			-		+	+	***			-
And4		-			+	-	+	***		
And5			-	+			-	+	***	
And6			-		-		+		+	***
$\Sigma A/\Sigma R$	1/0	2/1	0/6	1/0	3/2	3/1	3/2	4/0	2/2	0/2
Iss	1/9	2/9	0/9	1/9	3/9	3/9	3/9	4/9	2/9	0/9
Isp	1/9	1/9	-6/9	1/9	1/9	2/9	1/9	4/9	1/9	-2/9

Trusting and supporting CLD in the mentoring activities described in the training experiment phase led to the creation of an educational environment in which these students feel supported,

become aware of certain norms of behavior and values of the class, which they try to respect. An absolute deviation of about 0.40 points is an insignificant progress, but motivating for the teacher and the class of students.

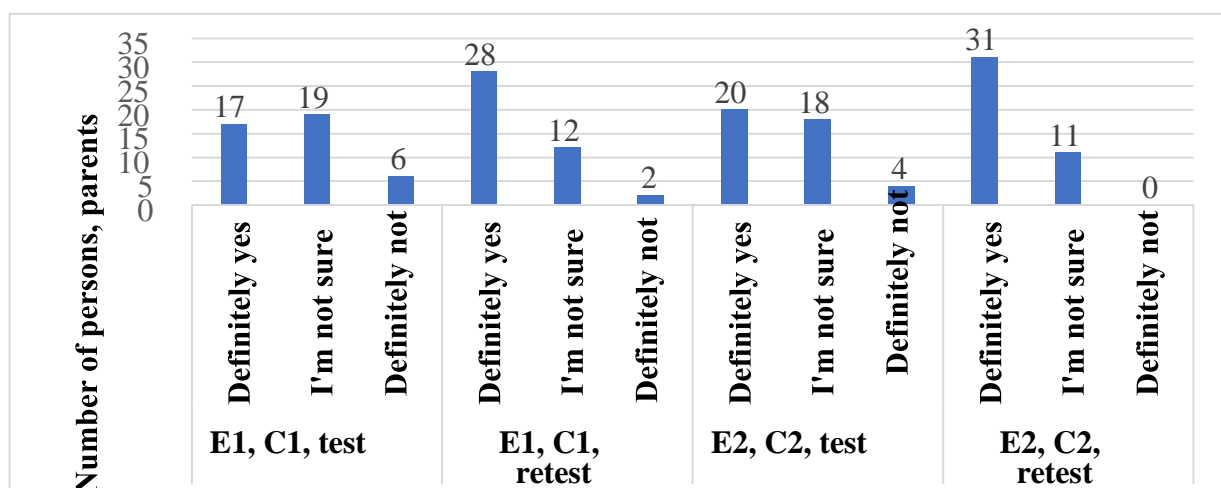
The students' progress during the pedagogical experiment was guaranteed by the unconditional involvement of the CLD parents, who were aware of and accepted the problem given to their children. The parents' effort was enormous in carrying out various activities, but also in agreeing to participate in meetings and trainings organized by the school psychologist, the support teacher or the class leader.

Table 4. Cohesion index for e.g. subgr. E1, test-re-test

Sociometric indices	S1E1 test	S1E1 re-test	Absolute deviation, +/-	S2E1 test	S2E1 test	Absolute deviation, +/-
Number of reciprocal relations, R	9	11	2	11	13	2
Number of unilateral relations, U	24	22	-2	27	25	-2
Number of choices allowed, k	2	2	0	2	2	0
Calculation coefficient, p	2/9	2/9	-	2/9	2/9	-
Calculation coefficient, q	7/9	7/9	-	7/9	7/9	-
Group cohesion index, I_c	1,31	1,75	0,44	1,42	1,82	0,40

The number of parents who recognized and accepted their children's learning difficulties at the *test-re-test* stages is increasing, which is a positive indicator, because an aware and accepted problem leads to the identification of solutions and the acceptance of the challenges of organizing, participating and fully involving them in various activities (Figure 9).

At the end of the impact assessment of the *Intervention Program*, we analyzed the feedback obtained from the LDC, parents, teachers as a result of the implementation of the interactive tool *Advent Calendar*. Its creation, adaptation and implementation to the particularities of the LDC was a challenge for all the subjects of the training experiment, also having a total involvement and openness.



**Fig. 9. Recognition of learning difficulties by parents
After discussions with the psychologist**

The data of the experiment of training-development at the CLD of communication capacities (knowledge, competences, skills, behaviors, etc.) demonstrated that the application of special psycho-pedagogical models for this purpose is effective both for the communicative-linguistic development of this category of students, and for the development of the general culture of their interaction with

certain categories of interlocutors, related to their age. The statement is supported by the following theses.

- *The triadic pedagogical model of communication development in children with learning difficulties*, developed on the basis of an *Educational Intervention Program*, offers concrete solutions for combining the approaches of teachers, classmates and family for the development and consolidation of students' communication skills. This is also due to the *Incorporated Programme*, which objectifies the educational intervention action through a necessary number of well-defined objectives, 14 types of related general activities, identified managers, resources, terms of achievement, performance indicators and identified risks.

- By applying the *microgroup mentoring process*, the instruction-learning atmosphere becomes more relaxed, the fear, anxiety and silence of some students in the group being overcome by increasing the level of interaction and intensifying communication.

- The implementation of *the Family Advent Calendar* generated positive feedback from both the EDH and their families, constituting a challenge for all the subjects of the training experiment.

- The advances attested at CLD in the formation-development of communication skills at the *test/finding* and *re-test* stages on most of the evaluated indicators are:

- *increasing the group's cohesion index;*

- *increases in the value of the correction coefficient;*

- *enriching the students' vocabulary;*

- *the average scores calculated at the re-test stage show positive trends for most of the behaviors observable during game activities;*

- *positive results recorded in the progress sheet.*

- The use of modern information and communication technologies facilitates adaptation to the needs and particularities of students with learning difficulties.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The doctoral research solved the *scientific problem* regarding the theoretical-applicative argumentation of the efficiency of the communication process in children with learning difficulties based on the application of a possible *pedagogical model of communication development* to this category of students.

The more important values of the research are summarized by the following *general conclusions*.

1. The CLD pedagogy has made significant progress in recent decades, in the country and abroad, among which the most important is the definition of the term *learning difficulty*: disorder, slowed affective and/or behavioral development; basic disorders in learning processes; group of deviants, expressed by significant difficulties in acquiring, understanding and using oral and written language, reading (literarization, spelling); mathematical reasoning and skills, as well as social skills; all categories of learning disabilities – from simple to disability-related.

Respectively, the typology of LD is varied and tends to expand, as a result of the imposing number of children with special educational needs, who, following the de-institutionalization process, are included in general education institutions. Learning *difficulties* serve as a resource for epistemotic, theoretical and methodological renewals.

2. The importance of training and developing communication skills at the CLD is also argued by the purposes of education, prescribed legally, normatively and curricularly, at national (*Education Code of the Republic of Moldova, National Curriculum*) and European level (*Common European*

Framework of Reference for Languages, Key Competences). The core of the aims of the language education of the CLD is, according to the two frameworks and a large number of exegetes, *the competence/ability of communication*, this pedagogical entity having a potential to synthesize all the values of education, including communication and socialization.

3. The problem of the research has its origin in the young age of the children, respectively, it was established that the solution of the problem of CLD communication imperatively demands the application of the *microgroup mentoring procedure*, socially and pedagogical-professional validated to carry out the entire spectrum of activities related to the training-development of communication at CLD: identification of LD, pedagogical solutions for overcoming LD, management of educational-didactic activities, etc.

4. The data of the finding experiment, designed and carried out on an original complex methodology (diagnosis of LD, identification of CLD problems, grid for evaluating the communication skills of the RDI, tests: *sociometric, A. Descoedres, Rey, Bovet*), identified the particularities of communication at the CLD and demonstrated that:

98% of the subjects show a balanced and benevolent behavior;

82% orient themselves in space and time;

74% are involved in extra-didactic activities;

and the 84 subjects showed 145/24.13% of attractions and 119/51.26% rejections.

The CLD usually follows simple oral instructions, but often needs help; have difficulty understanding the meaning of simple words; difficulty expressing themselves (speak slowly, do not express their point of view, tone is uniform); have a predominantly rigid posture with a slight inclination towards relaxation; listen to and follow discussions within the activity.

Over 40% of parents are aware of their children's LD problem, and a part categorically denies this problem.

5. Having made the history of the problem, the structuring of the theoretical concepts related to the training-development of the CLD of the communication skills, as well as the praxeological study of the problem (ex. of finding), before triggering the training exp., we developed a theoretical-praxiological model of experimental development of the CLD competences/skills of communication, *the triadic pedagogical model of communication development in children with learning difficulties*, "pillars", or the subjects specific to CLD education, are *the teachers* (support teachers, the school psychologist, the speech therapist), *the classmates of the CLD*, *the families* of these students. *The model* includes an *Intervention Program*, which contains the purpose and objectives of the experimental activities, the management of 14 experimental activities: organizing communication development games; monitoring the CLD, filling in *the Progress Sheet* etc., as well as some interactive tools (applications and online platforms *Wordwall, LearningApps, Voki, Padlet, Baamboozle*).

The model also includes a *Teacher Training Program* according to the conception of our research.

6. The communication problems of the CLD cannot be overcome without the conceptually and methodologically organized intervention of parents. The development and implementation of a special methodology for the activity of parents with their children (including *the Family Advent Calendar, the Rules for Effective Communication with Children, Counseling Sessions with Parents*, etc.) had double results: in terms of training-training parents and in the development of CLD communication skills/abilities.

7. The new quality of CLD communication was experimentally validated by values related to the educables in the process of school and social relationships, such as:

- dependence of the value of communication on the value of the support provided: 48/57.1% of students evaluated by the descriptor "s - with more support" at the *test stage* and 29/34.5% of students at the *re-test stage*;

- contacts with other people: 16/19.04% students at the *test stage* and 27/32.1% students at the *re-test stage*, with an increase of 13.06%;

- compliance with school and social rules: 38/45.23% students at the *test stage* and 49/58.33% at the *re-test stage*, with an increase of 13.1%;

- validation of the pedagogical intervention for the 7 samples of the *A. Descoedres* test reflects increasing results;

- the increase in the group cohesion index;

- increases in the value of the correction coefficient;

- enrichment of students' vocabulary;

- average scores calculated at the *re-test stage* show positive trends for most playful activities;

- positive results recorded in *the Progress Sheet* .

Practical recommendations for school teachers and educational institutions:

1. Implementation of *the triadic pedagogical model of communication development in children with learning difficulties* and the *Intervention Program*.

2. Implementation of *the Teacher Training Program* (promotion of didactic strategies for relating and development of communication skills at CLD in primary grades; themes: *psycho-pedagogical aspects of RDÍ; regulatory policy documents on the identification and management of learning difficulties of students in the primary cycle; didactic strategies for developing communication skills of CLD; ways of integrating technologies in the development of CLD communication skills; involvement of the family in the development of communication competence at CLD*).

3. Monitoring the evolution of students' performance with the help of *the CLD Progress Monitoring Sheet* and evaluating their communication and language.

4. Developing children's motivation for learning activities; developing computer skills to facilitate social integration; using interactive online tools (*Wordwall, LearningApps, Voki, Padlet, Baamboozle applications and platforms*) to facilitate the process of adapting to the needs and particularities of *CLD*.

5. Initiation of the mentoring activities of the *CLD* by creating *Mentoring microgroups*.

6. Sensitization and involvement of parents in the extra-didactic activities of the *CLD*; implementation of *the Family Advent Calendar*; organization of *individual or group counseling sessions* for parents.

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ANNOTATION

Olga Druguș. "Psychopedagogical models of communication development in children with learning difficulties". PhD thesis in educational sciences, Chisinau, 2024.

Structure of the thesis: introduction, 3 chapters, general conclusions and recommendations, 222 bibliographic sources, 19 annexes, 127 pages of basic text, 39 figures, 26 tables. The results obtained were published in 13 scientific papers, including a methodological guide for teachers.

Keywords: communication skills, psychosocial adaptation, children with learning disabilities, learning difficulties, social inclusion, psychopedagogical model, mentoring microgroup.

Research field: Pedagogy.

Research goal: To develop communication skills in children with learning difficulties, operating theoretically based and experimentally validated psychopedagogical models.

General objectives: identification of conceptual landmarks with reference to the particularities of communication in children with learning difficulties; establishment of the particularities of communication in children with learning difficulties; elaboration of psycho-pedagogical models of communication development in children with learning difficulties; experimental approval and evaluation of the effectiveness of psycho-pedagogical models of communication development of children with learning difficulties; elaboration of general conclusions and practical recommendations for teachers and parents.

Scientific novelty and originality of the research: elaboration: "*Model of the 3 pillars of support in the development of communication of students with learning difficulties*", of the *Intervention Program*; of interactive tools for developing communication skills at the CLD; initiation of mentoring activities by creating mentoring microgroups; of the *Teacher Training Program* through Didactic Strategies for Networking and Development of Communication Skills at the CLD in Primary Grades.

The main scientific results submitted for support:

- Systematization/analysis of concepts regarding the communication skills of students with LD.
- Specific methodology for training-development-evaluation of students' communication with LD, including *the Pedagogical Model*, *the Intervention Program* and *the Teacher Training Program*.

Theoretical value: establishing/systematizing the epistemological landmarks of the concept of *learning difficulties*, arguing the role and importance of developing communication skills at the CLD, developing the specific methodology for research and development of these skills, including the sociometric method; analysis of the types and forms of communication manifested at the CLD, description of the causes of ineffective communication and solutions to make communication more efficient, presentation of curricular interventions for the individualization of the instructional-educational process of the CLD, learning by the CLD of group communication.

The applicative value of the research: identifying and selecting the tools for assessing the communication skills of students with learning difficulties at the stage of the finding experiment; developing and validating the proposed pedagogical model, the intervention program and the teacher training program; formulating recommendations for teachers, support teachers and parents.

The scientific problem solved: Theoretical-applicative argumentation of the efficiency of the communication process at the CLD, by applying the developed psycho-pedagogical models.

The implementation of the scientific results was carried out through examination at the methodical commissions of 5 educational institutions, at the Department of Psychopedagogy and Special Psychopedagogy of the UPSC, presentation at national and international scientific forums, through 13 publications.

DRUGUȘ OLGA

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