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**PERSONAL DEVELOPMENT OF PREADOLESCENTS  
THROUGH VOLUNTEERING ACTIVITIES BY  
COMMUNICATING IN ENGLISH**

**Specialty 531.01 – General Theory of Education**

**Abstract  
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## CONCEPTUAL FRAMEWORKS OF RESEARCH

**The relevance and importance of the research topic.** Among the most important characteristics of the human mind and behavior are the capacity for personal development and the tendency to perform altruistic and kind acts, which has led to the emergence of an active volunteer movement. Another important factor is people's strong aspiration to grow as individuals. In a knowledge-based society, this aspiration for personal development becomes vital, especially as people face an increasingly complex and controversial social environment. The educational framework is increasingly transforming into a multidimensional environment of collaboration and innovative actions, in which the education system aligns with contemporary demands for the harmonious development of the younger generation - a generation capable of selfless work and creativity for the good of humanity and society.

Both internationally and nationally, we are experiencing an expansion of innovative ideas, principles, and strategies in the field of personal development, designed to address the urgent need for personal and social transformation - ideas that are firmly grounded in reality and have significant implications for all aspects of human existence. Addressing this topic is truly relevant, given that it generates a multitude of opportunities for research and practical application in various settings, such as family, school, extracurricular, university, or professional environments.

**Description of the current state of the study field and identification of the research problem.** For the younger generation, the growth of the self and self-awareness is a key element of personal development. This may also include an analysis of personal values, beliefs, and life goals. Equally important is volunteering in spiritual development, which we will perceive as a source of satisfaction and guidance in human existence, according to the assertions made by A. Baudart [5], N. Deciu [25], M. Foucault [39], G. Ungureanu [99], and Confucius [117].

Learning and personal development are not separate domains; rather, they are intertwined and mutually supportive. While learning provides the knowledge and resources essential for self-improvement, personal development enriches the learning process by adding depth, meaning, and significance. Thus, personal development can support the educational process, as it is a two-way process. The development of education and of one's full personal potential form a whole or a unity, and the relationship between these two aspects is reflected in the studies conducted by researchers: J.-J. Rousseau [84], J. A. Comenius [11; 135], C. R. Rogers [83], A. N. Chomsky [114; 115], L. S. Velea [100], L. Sarivan (Costea, ed., et al., 2009) [14].

The dimensions of personal development, which focus on the ability to acquire and accumulate knowledge, skills, and talents in various contexts - including non-formal educational activities, volunteer work, as well as self-

directed learning and lifelong education - are highlighted in studies conducted by researchers such as J. H. Pestalozzi [156, cited in Scaglia, 2017], A. Adler [1; 197, cited in Psychology Today Magazine, 1995], G. de Landsheere [52], C. Abello-Contesse [108], U. M. Şchiopu, and E. Verza [92; 93].

Personal development refers to the process of self-discovery, improving one's own condition, and continuing to evolve as a personality. All of this involves recognizing one's own identity, values, and goals, as well as the perseverance to achieve the highest standards in all areas of daily life. The sphere in which interest in self-knowledge, a positive attitude toward oneself and others, the development of personal skills, interpersonal interactions, the organization of the present and the future, as well as interest in volunteering, health, and prosperity are cultivated is addressed in the works of researchers: M. Montessori [64], A. H. Maslow [58], Larisa Cuzneţov [22], J. Harmer [126], L. R. Oxford [149], M. Okuzaki [146], I. Rabacu [79].

The system of concepts, principles, and ideas specific to volunteer activities applied in education, which support the personal development of preadolescents, can be found in the works of the following researchers: M. A. Musick and J. Wilson, 1997 - the integrated theory of volunteering [142; 159]; E. G. Clary and M. Snyder, 1999 - the inventory of volunteer functions [116]; E. L. Deci and R. Ryan, 1985 - self-determination theory [154]; L. S. Vygotsky, 1978 - sociocultural theory of cognitive development and the zone of proximal development (ZPD) [157]; A. Bandura, 1977, 1986 - cognitive theory of learning [110; 143, cited in Nabavi, 2011–2012]; E. Dale, 1969 - the pyramid of knowledge [111, cited in Biggs & Tang, 2011; 119, cited in Davis & Summer, 2015]; A. D. Kolb, 1970 - experiential learning theory [133; 134]; A. N. Chomsky, 1960 - the theory that humans are born with a language acquisition device that needs to be developed [114; 115]; J. Piaget - the cognitive-constructivist theory of development [74; 75; 150]; A. Letina - the competence to learn how to learn [139], etc.

A key factor in selecting the research topic was the identification of existing contradictions within the school environment regarding volunteer work and personal development activities, as follows: volunteer work is perceived as a leisure or extracurricular activity, more closely related to social recognition, with no impact on young people's development as adults; personal development is sometimes erroneously associated exclusively with academic success or school performance; and volunteer activities are not considered relevant to the development of preadolescent students. Thus, **the research problem** was outlined: What are the pedagogical benchmarks in the personal development of preadolescents within volunteer activities conducted in communication in English?

**The subject of the research** is the process of personal development among preadolescents in the context of volunteer activities.

**The purpose of the research** is to identify, develop, and validate the theoretical aspects and practical conditions that contribute to the personal development of preadolescents, structured within *the Pedagogical Model of Preadolescents' Personal Development through Volunteer Activities Focused on Communication in English*.

**Research Objectives:**

1. A multidimensional analysis of personal development issues from the pedagogical perspective of volunteer activities.

2. Establishing a theoretical and practical framework regarding the influence of volunteering on the personal development of preadolescents.

3. Identification of the premises and tendencies of learning to communicate in English through volunteering.

4. Development of *the Pedagogical Model of Preadolescents' Personal Development through Volunteer Activities Focused on Communication in English* carried out during *the Socio-Educational Program* titled *TogetheR*.

5. Experimental validation of *the Pedagogical Model of Preadolescents' Personal Development through Volunteer Activities Focused on Communication in English*.

**Research Hypothesis.** The personal development of preadolescents can be made more effective if the theoretical and practical aspects of personal development are identified and utilized within an interactive, non-formal framework of volunteer activities focused on communication in English.

**Methods of research applied:** *theoretical methods:* scientific literature review, definition and systematization of pedagogical concepts, analysis and synthesis, induction and deduction; *experimental methods:* attitude scales, pedagogical experiments, questionnaires, observation, practical tests; methods of interpretation: qualitative and quantitative analysis of experimental data, mathematical and statistical techniques.

**The novelty and scientific originality of the research** are demonstrated by: clarifying the meaning and origins of the basic concepts; identifying theoretical frameworks regarding the multidimensional nature of preadolescents' personal development and volunteerism; determining the pedagogical conditions for learning English communication within volunteer activities; approaching volunteer activities focused on communication in the English language as a pedagogical and social tool for the education and personal development of preadolescents; developing and practically validating *the Pedagogical Model of Preadolescents' Personal Development through Volunteer Activities Focused on Communication in English*.

**The scientific problem solved in the research and the main results obtained** reside in determining the pedagogical benchmarks for the personal development of preadolescents in the context of volunteer activities focused on communication in English, the conceptualization and development of the

Pedagogical Model of Preadolescents' Personal Development through Volunteer Activities Focused on Communication in English, the implementation of which contributed to optimizing the personal development process through non-formal education and led to an improvement in the quality of preadolescents' communication in the English language.

**The theoretical significance of the research** is sustained by: establishing theoretical frameworks related to personal development, volunteer work, communication in English, and opportunities for personal development and self-affirmation; updating scientific arguments regarding the impact of volunteer activities on the personal development of preadolescents; identifying the pedagogical specifics of volunteer activities focused on communication in English.

**The practical value of the research is demonstrated by:** the experimental validation of the set of pedagogical conditions for communication in English within the presented volunteer activities, which, through their theoretical and practical functionality, have demonstrated their contribution to the personal development of preadolescents. Of particular value is the pedagogical intervention carried out based on *the Socio-Educational Volunteer Program in Modern English* entitled *TogetheR*, implemented through ten activities, and the validation of the effectiveness and functionality of *the Pedagogical Model of Preadolescents' Personal Development through Volunteer Activities Focused on Communication in English*.

**The scientific results were implemented** through ten extracurricular volunteer activities carried out as part of the Socio-Educational Program, led by the author in collaboration with preadolescents/students from the participating school, "Alexandru Piru" Middle School, Mărgineni commune, Bacău County, Romania; including through scientific publications, presentations at methodological seminars, international scientific conferences, and dissemination during scientific events and school, university, and academic gatherings.

**Publications on the thesis topic.** The results obtained are presented in 16 scientific papers, as follows: 3 articles in scientific journals listed in the National Register of Specialized Journals, and 13 articles in the proceedings of national and international scientific conferences. Other significant publications: 11 articles in the proceedings of scientific conferences held in Romania.

**Thesis volume and structure.** The thesis comprises: an abstract (in Romanian and English), an introduction, three chapters, general conclusions and recommendations, 176 pages of main text, a bibliography of 198 titles, 22 annexes and 8 sub-annexes. The thesis includes 54 tables and 36 figures.

**Key concepts:** personal development, self-awareness, self-esteem, value system, volunteer work, non-formal education, communication in English, students, preadolescents/preteens.

## THESIS CONTENTS

*Introduction* includes a justification of the relevance and importance of the proposed research topic, a definition of the research problem, and the identified approach to solving it; it outlines the research problem, purpose, scope, and objectives, as well as the research hypothesis. At the same time, the significant theoretical and practical aspects of the research are presented; the novelty and originality of the research are specified, along with a summary description of the research methodology, supported by a justification of the research methods applied.

**Chapter 1. *Theoretical Framework on the Personal Development of Preadolescents in Volunteer Activities Through English Communication*** examines, in a structured, systematic, and in-depth manner, the historical and pedagogical trajectory of the personal development process; presents theoretical definitions and terminological distinctions regarding the constituent elements (content), adaptations of individual development, and functional relationships with volunteer activities and communication in English; highlights key aspects within the legislative framework of pre-university education at the European and national levels, in the Republic of Moldova and Romania, as well as current curriculum reforms.

At the same time, we have dedicated this chapter, as a cohesive whole, to the diachronic nature of the personal development process, to the study of the integrated stages of the concept, to the assessment of young people's perceptions of the phenomenon in question, and to the identification of possible intended and unintended effects. We have focused our attention on the definition and evolution of the concept of voluntary action, referring to its human, pedagogical, and historical-cultural dimensions. The issue of English language learning is addressed through the general and specific objectives of learning, including by elucidating how communication in English can be made more effective through volunteer activities.

The research's investigative approach highlights the socio-educational implications of English-language volunteer placements in improving certain personal traits and aspects of preadolescents. In this regard, as directions for action, we have detailed the interdependence between a series of structural and functional concepts in education, the complementary relationship between formal and non-formal education, the traditional and modern models in contemporary education, personal practical experience (social learning), and the transmission of new information and knowledge (classical learning).

**Chapter 2. *The Methodology for the Personal Development of Preadolescents in the Context of Volunteer Activities*** integrates the organization, implementation, and analysis of the partial and overall results of the preliminary experiment - the pilot study, conducted based on the Tree Test by K. Koch, with the aim of identifying the subjects' personality profiles, taking

into account the socio-psychological influences of their background as well as the dynamics of the formative pedagogical experiment undertaken.

The main purpose of the research with a prospective and exploratory role consisted in outlining the personality profile of the preadolescents included in the experiment, an approach that we considered useful in the conditions of the sociopsychological influence of the age stage in which they are. The objective pursued was the determination of personality traits, with the role of predictive factors, for the personal development of preadolescents and, at the same time, through the hypothesis of the pilot study subjected to testing, starting from the premise that some personality structures can be measured, we tried to notice if there is a connection between the circumstances of life in the rural environment and the need to prioritize certain directions of personal transformation.

Formal, summary analysis, together with contextual or content analysis analysis, the version adapted from A. Rozorea and M. Sterian, according to the exhaustive presentation in subchapter 2.2, representing the scientifically recognized investigative tool, which confers and ensures the credibility of the evaluation carried out in the preliminary stage [56; 102], [61, pp. 420-438], led to the following findings: the participating subjects face psychosocial, relational and affective difficulties, a fact that indicates the need to orient personal development in the direction of training, strengthening and optimizing behaviors, skills and socio-emotional competences. Therefore, based on the aspects identified and mentioned, we can formulate the following preliminary conclusion according to which: the hypothesis of the pilot study under test, namely the existence of a connection between the circumstances of life in rural areas and the need to prioritize directions of personal transformation for preadolescents, was **confirmed**. Consequently, we appreciate that, through the exploratory research carried out and the pertinent results obtained, the purpose of the pilot study carried out was achieved.

From the perspective of the practical-operational model, we initiated the experimental approach focused on socio-pedagogical intervention, in order to develop the personal potential of preadolescents. Possible conditioning relationships have materialized in variables of interest, which will be subjected to a process of measurement and objective relevance. Constituting the basis for issuing the research hypothesis, the variables established for evaluation in our study have a type structure: independent variables, dependent variables and controlled variables, as follows:

1. Independent variable (predictor variable)

VI - Implementation of the intervention program: A Socio-Educational Volunteer Program in Modern English entitled *TogetherR*

2. Dependent variables (response variables) – observable, recorded and measurable behaviors affected by the independent variable. Correlation dependent variables – research tools:

VD1 - Level of awareness regarding the importance of volunteering.

Associated research tool: questionnaire with socio-attitudinal profile towards voluntary activity, Likert Scale; stages: pre-test 1 and post-test 1.

VD2 - Improving the attitude towards oneself (self-concept).

Associated research tool: self-knowledge questionnaire - The Toulouse Self-Esteem Scale, version designed for preadolescents and adolescents; stages: pre-test 2 and post-test 2.

VD3 - Identification of constructive personal resources related to individual development.

Associated research tool: behavioral observation – self-esteem indicators, factual data recording; stages: pre-test 1; pre-test 2 - post-test 1; post-test 2.

3. Controlled or constant variable – constitutes a factor kept unchanged, cannot be modified, provides a similar „treatment” for each subject included in the research sample, ensures context control:

VC - Use of the English language.

Assessment tool: diagnostic docimological test to assess English language proficiency; monitoring method: testing subjects at different stages of the experiment.

At the level of dependent variables, it is relevant to report to a quantifiable range of values in steps, which at the time of applying the estimation methods materialize in result indicators: minimum, average and maximum. At the same time, the variable kept constant, the control one, *will not be measured*, but *recorded* throughout the experiment, for the accuracy of the consecution between the main variables and the integrity of the results obtained.

**Research Methodology.** The research was conducted between 2019 and 2024. The pedagogical experiment, as a specific and primary method of investigation in our research, respected certain precisely defined referential elements: formative pedagogical experiment, carried out in an environment without major changes and under natural conditions - within the school, collectively, designed according to the ex post facto model or cause-effect, with the presence of a single research group – used for the exclusive purpose of advanced hypothesis testing, having a procedural scheme of the type: actual measurements before and after the intervention of the external or independent variable, which acts as an experimental factor. In order to confirm or refute the hypothesis formulated, a series of research methods and techniques with a socio-educational priority function were applied, during three rigorously hierarchized stages, of a fundamental nature, briefly presented below:

**1.Exploratory phase/stage** - we conducted, using the initial questionnaires presented below, in Table 2.4, to define the initial attitude towards volunteering, determine the ability to explore one's own traits and willingness for personal change, as well as assess English language proficiency. As a logical result, we

developed the Socio-Educational Volunteer Program in Modern English, entitled *TogetheR*, based on the results of the research conducted.

**2. Formative experiment phase/stage**, the basic or current experiment - we included the motivating factor - the independent variable, namely the experimental intervention, implemented through a modern English language volunteer program - aimed to observe, document, and demonstrate the impact generated (the dependent variables).

**3. Control/validation phase/stage** - we analyzed, by using the final questionnaires, under similar and unchanged conditions compared to the initial tests: evaluation of the effect of the formative experiment, comparison of the results obtained at each stage involved in the process, detailed establishment of the state of advancement or the variations brought on the attitudes and behavior of the monitored subjects, aiming to test the validity of the hypothesis formulated in the research and clarify the scientific conclusions.

**Table 2.4. Delimitation of research tools and stages**

Research working group	Stages of the research process	Research tools used	Application period
Research sample - beneficiaries of volunteer activities	Pilot study	Graphic Projection Test: The Tree Test, autor Karl Koch	2019-2020
	Exploratory phase	Questionnaire with socio-attitudinal profile towards volunteer activity, with items measured on the 5-point Likert Scale	2021
	Control phase		2024
	Exploratory phase	Self-knowledge questionnaire: The Toulouse Self-Esteem Scale, version designed for preadolescents and adolescents	2021
	Control phase		2024
	Exploratory phase	Diagnostic docimological test to assess English language proficiency	2021
	Control phase		2024
	Formative experiment phase	Socio-Educational Volunteer Program in Modern English, titled "TogetheR"	2022-2023

**Methods, techniques, and procedures used.** The approach adopted in this study was consistent with the Before-and-After study design, a technique that allowed us to examine, quantify, and evaluate the initial impact, the changes that occurred, and the final effects produced following the controlled educational intervention. The main strategy adopted included a wide variety of specific research methods, techniques, and tools: a) studying official documents, analyzing and interpreting trends in current educational policies at the national and international levels; b) methods, techniques, and strategies applied within the English-language volunteer socio-educational program titled *TogetheR*: activities for accommodation, self-knowledge, and mutual understanding (team-building), heuristic conversation, the problem-posing method, the debate method, the dramatization technique, self-perception techniques, presentation

and interpersonal interaction methods, group knowledge techniques, trust-building methods, strategies for personal development, methods of verbal and written communication, playful and entertaining-recreational methods; c) factual examination of the connections between certain phenomena and processes; d) self-assessment methods using tools and tests: the questionnaire-based survey method – self-awareness questionnaire: the Toulouse Self-Esteem Scale, version adapted for preadolescents/adolescents – S.T.; questionnaire with a socio-attitudinal profile towards volunteer activity, measured on a 5-point Likert scale - C.VO.; e) evaluation methods using instruments and tests: the projective drawing method - the Tree Test - Karl Koch - T.A.; diagnostic docimological test for assessing English language proficiency – T.E.; f) methods for collecting, organizing, and classifying raw, unsystematized primary data: S.T. – scoring and interpretation E.T.E.S.; C.VO. - 5-point Likert attitude scale; T.A. - symbolic interpretation form and protocol register; T.E. - criterion-based evaluation using descriptors; P.T. - observation grid for manifested psychosocial behavior; g) mathematical and statistical methods, computer techniques – simple and pondered arithmetic mean; software: Word, Excel; graphical tools: Word, Excel, Google Drawing; Creative Research Systems software – The Survey System; computer calculation algorithms.

Throughout the entire experimental approach, we focused on the following three priority research directions: 1. Investigating preadolescents' attitudes towards volunteering activities. 2. The impact of volunteering on self-knowledge, as a form or exercise of personal development. 3. Stimulating preadolescents' personal growth, by operationalizing communication skills in English.

Based on the situation and identified needs, *the Pedagogical Model of Preadolescents' Personal Development through Volunteer Activities Focused on Communication in English* was designed, illustrated in Figure 2.10, materialized in the implementation of the training program through the development of *the Socio-Educational Volunteer Program in Modern English, TogetherR*. Of its own conception, the proposed Pedagogical Model presents the important components and aspects of the personal development process, based on the relationship between the fundamental approaches to volunteering, the theoretical benchmarks of communication in a foreign language and the practical methods of maximizing individual capabilities.

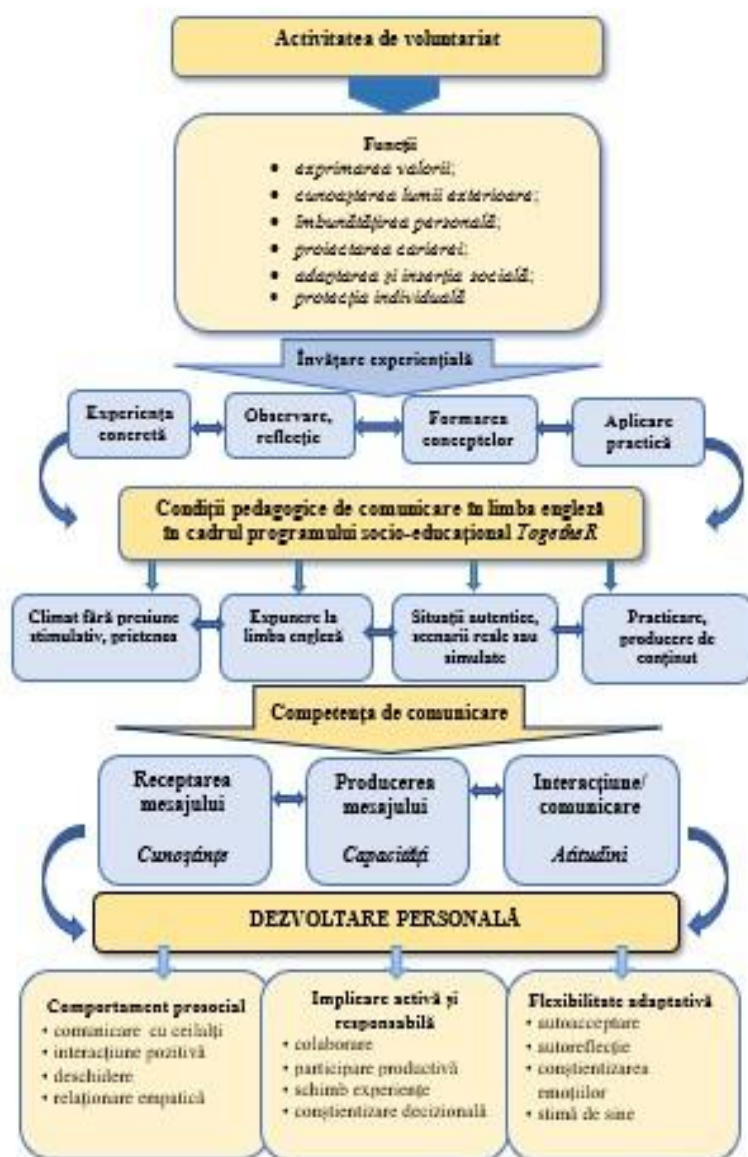


Figura 2.10. Modelul pedagogic al dezvoltării personale a preadolescenților prin activități de voluntariat axate pe comunicare în limba engleză

**Chapter 3. Praxiological Valorization of the Model and Program of Personal Development of Preadolescents Within Volunteer Activities Through Communication in English** describes the progress factors and motivational elements that compete in the context of personal development of preadolescents, the comparative results recorded and the data deduced from the quantitative and qualitative assessments associated with the application, practical testing and experimental confirmation of the intervention strategies used; reveals the valorization of the Pedagogical Model of Preadolescents' Personal Development through Volunteer Activities Focused on Communication in English.

The pedagogical experiment carried out, starting from the potential problems identified following the pilot study, included three distinct phases: the exploratory phase, the formative experiment phase, the control phase. Considering the results of the initial testing carried out within the ascertainment research, which provided data on how preadolescents perceive personal development in the flow of their daily lives, we developed and implemented *a formative intervention program*, carried out in the direction of raising awareness of the multiple benefits that involvement in volunteer activities associated with the English language offers for individual development and optimization. The administration of the tests, in the control phase, aimed at evaluating and analyzing the results obtained after the cessation of the experimental intervention and the comparative monitoring of the generated effects. Thus, the demonstrated effectiveness of the formative activities, included in our intervention program, on improving the personal development process of preadolescents, led and allowed the confirmation of the proposed research hypothesis.

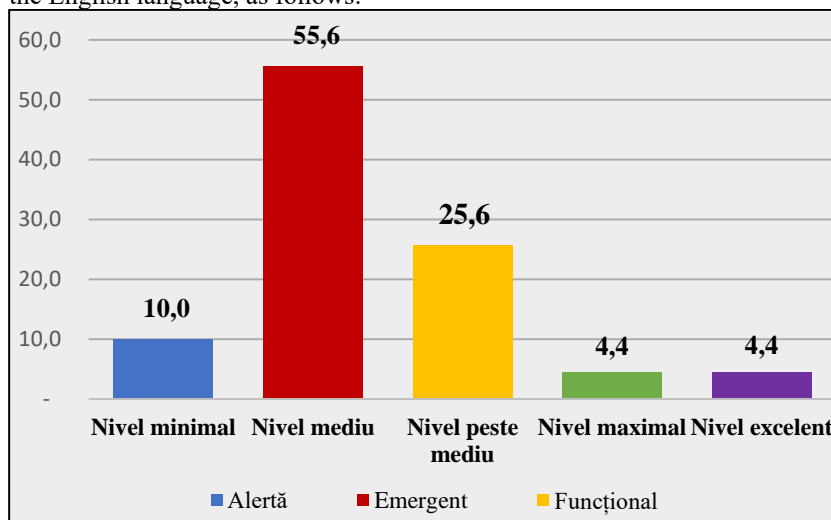
The research sample involved a number of 90 preadolescents, students enrolled at the "Alexandru Piru" Middle School, Mărgineni commune, Bacău county, Romania.

**Exploratory phase/stage.** *Diagnostic docimological test to assess English language proficiency – T.E.* Processing and interpretation of experimental data collected and reported following the application of the diagnostic test and, at the same time, monitoring the level of knowledge of the modern English language achieved by the research subjects, they provided us with eloquent qualitative, observable information, with an exploratory role, but also a series of quantitative, quantifiable data, with a conclusive picture role.

The application of the docimological test is justified by the need to elucidate two important aspects for our research: 1). identifying the level of knowledge of the English language of the preadolescents participating in the research, at the individual and group level, under the conditions in which they will use it during the formative experiment; 2). monitoring the use of the English language, given that it is the unmanipulated and unmeasured factor, only maintained during the

intervention program, remaining unchanged and constant within the educational-formative activities carried out.

The weighted arithmetic mean of the study sample is 6.080, indicating an average-level group. As we can see, Figure 3.1. shows a high variation between the test results, the level of preparation of the subjects registering the most pronounced percentage increase in the average level of knowledge acquired in the English language, as follows:



**Figure 3.1. Appreciation Levels – Performance Standards Achieved**

*II. Questionnaire with socio-attitudinal profile towards volunteer activity, with items measured on the 5-point Likert Scale – C.VO.* In order to evaluate and ascertain the attitudinal orientation towards volunteering activity, we prepared and administered to the subjects a research instrument consisting of a questionnaire consisting of 10 assertions (statements/items), of which 8 items were affirmative - 1, 2, 4, 5, 7, 8, 9, 10 and a number of 2 items were negative - 3 and 6, operationalized on the ordinal or categorical Likert scale with 5 gradations or numerical values and 5 associated meanings:

- **positive item:** total agreement: +2; agreement: +1; indifferent: 0; disagreement: -1; total disagreement: -2;
- **negative item:** total agreement: -2; agreement: -1; indifferent: 0; disagreement: +1; total disagreement: +2.

Therefore, to maintain the objectivity of the configuration of attitudinal commitment, the set of 10 items was structured on a subscale that investigates individual attitude, as intrinsic projectivity, consisting of 5 items: 4 positive items - 4, 5, 7, 9 and one negative item - 3, and on a subscale that investigates social attitude, as an external manifestation, consisting of 5 items: 4 positive items - 1, 2, 8, 10 and one negative item - 6.

*II.1. Individual Attitude Subscale* - focuses on the subjects' personal, individual perceptions of volunteer work; *the internal disposition* to engage in this type of volunteer activity.

*The overall score* for individual attitudes towards volunteering is  $-0.06 (< 0)$ , which represents a *negative result*, signifying, as a general assessment, an *unfavorable attitude*.

*II.2. Social Attitude Subscale* - focuses on the specific, selective attitudes of subjects towards volunteer work; *the external disposition* to engage in this type of volunteer activity.

*The overall score* for social attitudes towards volunteering is  $0.03 (> 0)$ , a score that tends towards 1, which represents a *positive result*, but located at the minimum threshold, signifying, as a general assessment, a *favorable but not firm attitude*.

Comparing the two global scores obtained, the bipolarity of preadolescents' attitudes draws attention, in the sense that, while *individual attitudes* reflect unfavorable experiences and feelings towards volunteering activity, confirmed by the negative result recorded, *social attitudes*, through the positive score of the subscale, indicate social trends and directions of action favorable to volunteering, but minimal.

*III. Self-knowledge questionnaire: The Toulouse Self-Esteem Scale (E.T.E.S.), version designed for preadolescents and adolescents – S.T.* (N. Oubrayrie, M. De Léonardis and C. Safont, adapted from A. Crăciun, 1998: 412). Although the thematic area of the thesis aims at a multisectoral approach to the notion of personal development, pedagogical experimental research cannot fully cover the spectrum delimited by this concept, a fact for which we set out to dwell on individual progress by relating preadolescents to themselves, within the dimension of the act of self-knowledge.

Following the interpretation methodology, as appropriate, the items were scored with one point in the situation where the answers aligned with the correction grid, provided in Annex 8, and with zero points in the situation where the answers did not overlap with the grid correct answers. Each subscale added up to a grouping of 12 binary dichotomous items, of the Yes-No type; partial quotas – between minimum 0 and maximum 12 points; the global value scale was reduced by one subscale, but the standard ratio level was maintained, the proportions considered: between minimum 0 and maximum 48 points.

Elaborated with the intention of measuring perceptions about oneself, we appreciate that *the Toulouse Self-Esteem Scale*, through the subdivisions or subscales considered, namely: *the physical self, the emotional self, the social self, the school self, the projective or prospective self*, reflects the essential facets of self-knowledge, facets that can also be outlined according to personal development.

*III.1. Self-subcategories - partial values (initial stage - Exploratory phase):*

*III.1.a. Emotional Self:* aims at self-evaluation of emotional states. The results obtained showed that 26.7% of the subjects feel a feeling of underestimation, 53.3% of the subjects feel a feeling of objective appreciation, 20.0% of the subjects feel a feeling of overestimation.

*III.1.b. School Self:* aims at self-assessment of observable school skills. The results obtained indicated that 24.4% of the subjects show a feeling of underestimation, 40.0% of the subjects show a feeling of objective appreciation, 34.4% of the subjects show a feeling of overestimation, non-response rate of 1.1%.

*III.1.c. Social Self:* aims at the self-evaluation of the individual position held in the social system, such as: macrogroup, microgroup, collectivity, class, organization. The results obtained showed that 47.8% of subjects feel a sense of underestimation, 44.4% of subjects feel a sense of objective appreciation, 5.6% of subjects feel a sense of overestimation, non-response rate of 2.2%.

*III.1.d. Projective or Prospective Self:* aims at self-evaluation of representations, projections and visions of the future. The results obtained indicated that 43.3% of the subjects show a feeling of underestimation, 40.0% of the subjects show a feeling of objective appreciation, 16.7% of the subjects show a feeling of overestimation.

*III.2. Self-esteem - global value:*

*III.2.a.* 0-17 points - 22 questionnaires, factual findings indicating that the subjects exhibit low self-esteem, which implies feelings of inferiority, negative self-perception, and a pessimistic outlook on life events.

*III.2.b.* 18-38 points - 41 questionnaires, mentioning that 3 questionnaires scored at minimum acceptable threshold of 18 points, 4 questionnaires scored at the maximum acceptable threshold of 38 points; in our view, these subjects can be considered vulnerable in the medium and long term, even though, overall, the accumulated score indicates a realistic self-esteem, which implies a healthy and well-balanced perception of individual worth.

*III.2.c.* 39-48 points, 27 questionnaires, factual findings indicating that the subjects exhibit excessive self-esteem, which implies feelings of superiority, self-centered behavior, and negative reactions to criticism and observations.

**Formative experiment phase/stage.** Given the results of the initial testing conducted within the ascertaining research, which provided data on how preadolescents perceive personal development in the flow of their daily lives, we developed and implemented a *formative intervention program*, designed to raise awareness of the multiple benefits that involvement in volunteer activities associated with the English language offers for individual development and optimization.

Description of the educational experiment conducted.

- *Program goal:* to foster preadolescents' interest in volunteering and communication in English, with a view to exploring their self-identity and

bringing about significant and lasting positive personal changes that will impact their future development as adults.

- *General objective of the program:* to adapt volunteer activities to support the practice of English in specific non-formal contexts relevant to facilitating preadolescents' openness to self-discovery, as a means and concrete approach to personal development.

- *Specific aims of the program:*

- SO1. To raise the level of education in the field of personal development through the implementation of educational, recreational, and socialization activities in English.

- SO2. Encouraging preadolescents to practice skills for self-knowledge through the activities of the volunteer program, in order to achieve their own personal growth (self-fulfillment).

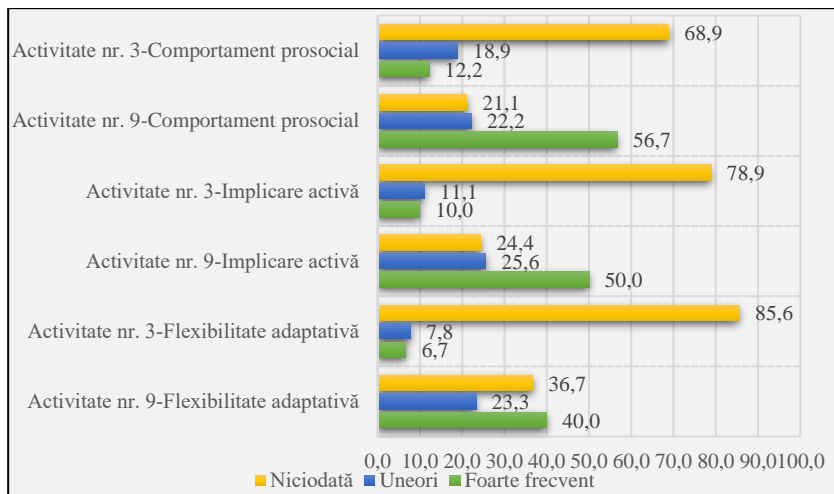
- SO3. To encourage positive changes among preadolescents, through their involvement in the activities of the volunteer program, regarding their beliefs about the benefits of self-development and improvement.

- OS4. To create a volunteer environment conducive to practicing communication in English at the elementary level.

We also introduced three achievement estimators (landmarks or references), specifically designed to meet a double-purpose; thus, firstly, to facilitate access to variables and, secondly, to support the interpretation of the effect of the intervention program on the target group: prosocial behavior, active and responsible involvement, adaptive flexibility.

The activities of the program include: informative workshop, practical and interactive workshops, digital workshops, conversational English language workshops, thematic work sessions with a multicultural character, sports activities, playful and dramatic activities, indoor and outdoor cultural-educational and leisure activities, session of dissemination of the results of the activities.

The schedule of the socio-educational volunteer program held in English focuses on the following main directions: interactivity, varied and stimulating program, learning contexts with real stake, satisfying knowledge interests, practicing self-knowledge, empathetic and constant feedback. Particularized through a series of central themes, the activities covered several common areas of interest, conducive to the formation of a plenary vision on growth and self-knowledge: an ex-ante evaluation activity - dedicated to the analysis of needs in order to realize personal potential; an informative-consultative activity; two teambuilding activities: outdoor and indoor; a cultural training activity; a communication and social skills activity; two activities of self-knowledge and personal development; an activity focused on boosting self-esteem; an activity of ex-post evaluation, dissemination and valorization of the results obtained.



**Figure 3.10. Comparison of the data sets obtained in the first and last practical activities of the formative program**

**Control phase/stage.** The systemic approach of the validation experiment, carried out during the 2023-2024 school year, aimed to assess the socio-educational validity of the formative program focused on volunteer activities conducted in English and, implicitly, the comparative monitoring of the evolution and transformations that occurred at the level of personal development of preadolescent students, included in the single sample subject to research, as beneficiaries of volunteer program.

*I. Diagnostic docimological test to assess English language proficiency -T.E.* In order to verify the valorization of the English language from another perspective, we resorted to the criterion of the calculation relationship for the weighted arithmetic mean. Specifically, the progress of the group of subjects was revealed by the increase of the average grades per sample from 6.080, according to the mathematical formula presented in subchapter 3.1, to 7.105, which represents a difference of 1.025 points, signifying a transition from medium to above average or medium-high level.

Overall, our approach, focused on establishing and operationalizing performance indicators, has enabled us to monitor progress and identify significant differences between the results achieved in the ....phase and the superior results recorded in the control phase (*Annex 12* and *Annex 19*), the actual level of preparedness of research participants being reflected in:

- 10.0% initial - 4.4% final: low level of English language proficiency, performance standard: alert, assessment level: minimal set of language skills;

- 55.6% initial - 30% final: average English language proficiency level, performance standard: emerging, assessment level: average set of language acquisitions;
- 25.6% initial - 42.2% final: above-average level of English language proficiency, performance standard: functional, assessment level: high-medium set of language acquisitions;
- 4.4% initial - 13.3% final: maximum level of English language proficiency, performance standard: operational, assessment level: maximum set of language acquisitions;
- 4.4% initial - 10.0% final: excellent level of English language proficiency, performance standard: operational, assessment level: excellent set of language acquisitions.

II. Questionnaire with socio-attitudinal profile towards volunteer activity, with items measured on the 5-point Likert Scale C.VO.

II.1. Individual Attitude Subscale - concerned the subjects' own reporting to the voluntary activity, the internal disposition to carry out this type of activity. By treating the global scores comparatively, we can notice an obvious reconfiguration of the value of the final score compared to the initial one, **global score 1: – 0.06 (3.7) < global score 2: 1.25 (3.20)**, from negative to positive, increasing by 1.31 points. As a result of the significant heterogeneity of the answers provided by the preadolescents undergoing the assessment-reassessment dyad, the result of the final experimental testing does not surprise, given that the individual attitudinal manifestations changed visibly after the implementation of the training program intended for preadolescent students, in a position of general appreciation favorable to volunteering.

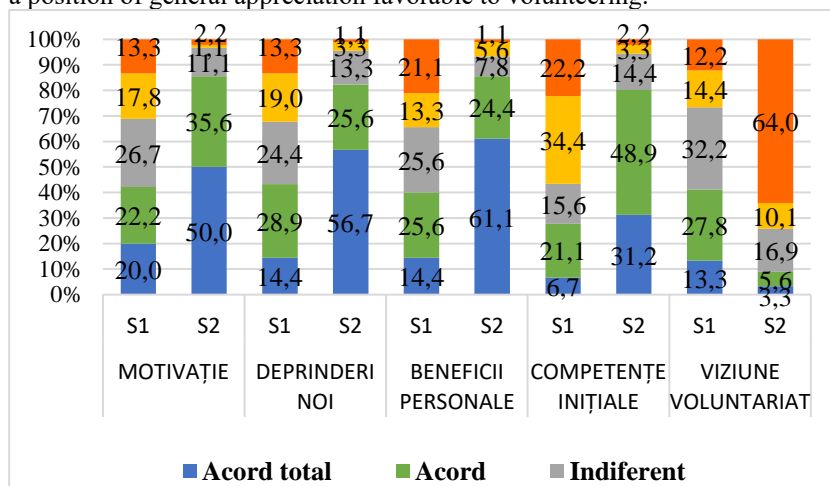
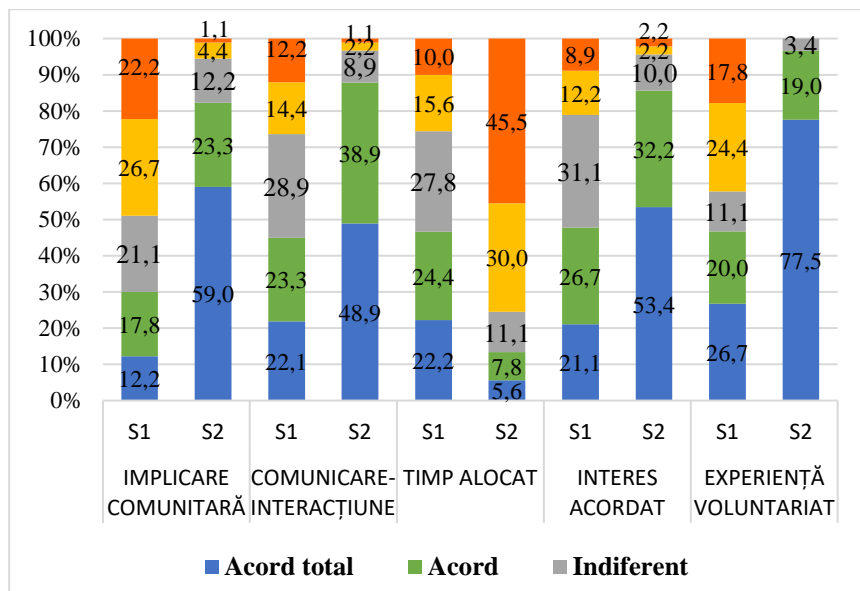


Figure 3.12. Comparative analysis (C.VO. initial-final) of responses distributed on the individual attitude to volunteering subscale

II.2. *Social Attitude Subscale* - concerned the specific, selective reporting of subjects towards voluntary activity, the external disposition to carry out this type of activity. Comparatively, the global score resulting from the testing carried out at the end of the intervention program registered an increase of 1.31 points compared to the previous global score, before the participation of preadolescents in the activities of the voluntary training program, **global score 1:0.03** (3.13) < **global score 2: 1.34** (3.26), with favorable attitudes and actions being evident, as well as the special value given to volunteering.



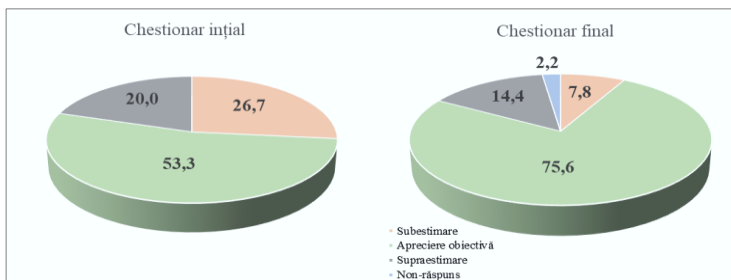
**Figure 3.13. Comparative analysis (C.VO. initial-final) of responses distributed on the social attitude to volunteering subscale**

Following their participation in the formative intervention program, the intensity and scope of individual and social attitudes acquired a positive connotation and a marked tendency toward homogenization among preadolescents, which was much more strongly conducive to volunteering.

III. *Self-knowledge questionnaire: The Toulouse Self-Esteem Scale, version designed for preadolescents and adolescents (E.T.E.S.) – S.T.*

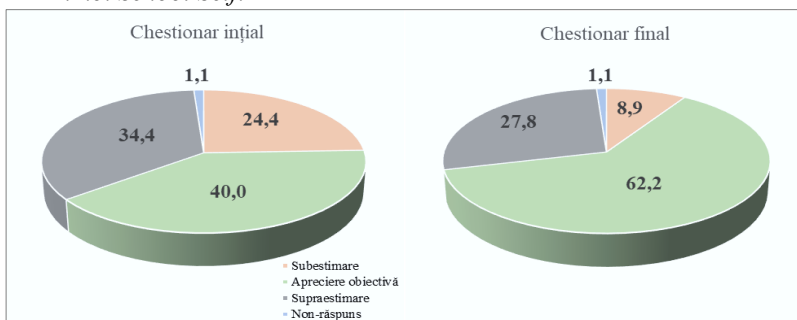
III.1. *Subcategories of the Self* – partial scoring values (initial – exploratory phase and final – control phase):

III.1.a. *Emotional Self*: refers to self-assessment of emotional states.



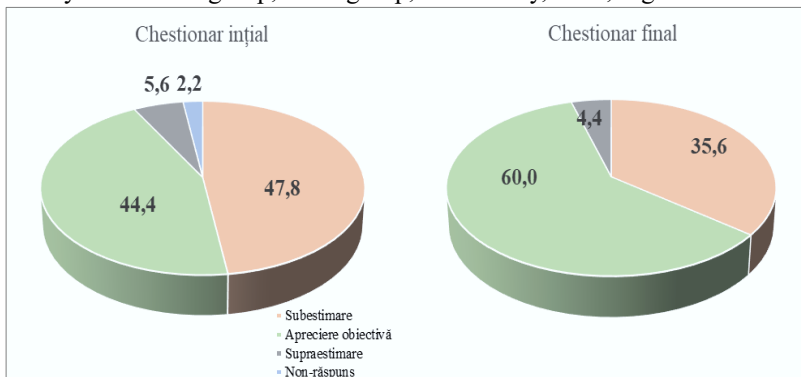
**Figure 3.15. Respondent structure for the initial and final tests of the emotional self (%)**

*III.1.b. School Self:* refers to self-assessment of observable school skills.



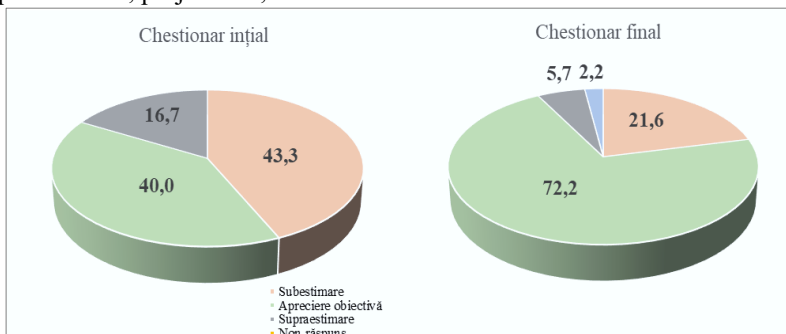
**Figure 3.16. Respondent structure for the initial and final tests of the school self (%)**

*III.1.c. Social Self:* refers to self-assessment of individual position within the social system: macrogroup, microgroup, community, class, organization.



**Figure 3.17. Respondent structure for the initial and final tests of the social self (%)**

III.1.d. *Projective or Prospective Self*: refers to self-assessment of representation, projections, and vision of the future.



**Figure 3.18. Respondent structure for the initial and final tests of the projective self (%)**

III.2. *Self-esteem - overall score* (initial – exploratory phase; final - control phase) reveals the following significant aspects:

III.2.a. 0-17 points - **low self-esteem**, 5 final questionnaires, compared to 22 initial questionnaires.

III.2.b. 18-38 points - **realistic self-esteem**, 73 final questionnaires, compared to 41 initial questionnaires.

III.2.c. 39-48 points - **excessive to exaggerated or exacerbated self-esteem**, 12 final questionnaires, compared to 27 initial questionnaires. In contrast, behind feelings of personal superiority, low self-esteem, a tendency to compensate, and conceal are often identified.

**Final conclusion.** Based on the results recorded in the two distinct phases of the research: the exploratory phase and the control phase (Annex 22), although it was quite obvious since the formative experiment, **the research hypothesis is validated**, according to which the personal development of preadolescents will become more efficient, if it will be carried out in a non-formal interactive framework of volunteering activities focused on communication in English. Consequently, the results and main data obtained in the present research, which demonstrated the interinfluence and interdependence relationship between personal development and volunteer activities focused on communication in English, support the hypothesis of the thesis, which is subject to evaluation.

In this context, *the Pedagogical Model of Preadolescents' Personal Development through Volunteer Activities Focused on Communication in English* was utilized in the pedagogical experiment conducted, its effectiveness and good functionality being demonstrated by the significant positive impact on the individual progress of the preadolescents participating in the study.

## GENERAL CONCLUSIONS AND RECOMMENDATIONS

1. Considering the study conducted on the process of personal development, it has been determined that this process represents and encompasses a series of activities and actions carried out with the aim of improving personal knowledge, qualities, skills, and competencies, which have been only modestly explored in the relevant educational literature, an aspect that creates ambiguity in defining conceptual boundaries, the set of factors, and the resulting school, social, and cultural influences. The concept of personal development was clarified, resulting in a practical determination of the phenomenon, a functional definition, focused not only on describing the main elements or forms, but also on establishing concrete actions, possibilities, and real ways to activate and harness the potential for progress in preadolescents.

2. The multidirectional relationship, the process of codetermination, and the mutual influence between volunteer work and communication in English were examined from a socio-pedagogical perspective, in order to identify the major differences and points of convergence between volunteering and personal development.

3. The role of practicing and communicating in English, both in school and non-school contexts, was presented and supported by scientific research. A positive aspect of the research conducted is that it integrated verbal interaction in English and volunteer initiatives into a formative program aimed at the personal development of preadolescents. Within the framework of the implemented program, topics of educational interest were addressed, such as: the development of social relationships, self-regulation (management) and emotional regulation (response), interpersonal and group communication, career guidance, self-observation and self-awareness, personal management, as well as related topics such as leisure time management, conflict resolution, goal orientation, and a flexible mindset.

4. The conceptual paradigms, theories, and relevant studies were analyzed from various perspectives - educational, didactic, pedagogical, psychological, and sociological - focusing on the evolution, interpretation, and current approach to the phenomenon of personal development. This analytical approach led us both to study the phenomenon in relation to the fields of volunteering and communication in English, as well as to explain and understand it within formal and non-formal educational contexts. Given the above, the Pedagogical Model of Preadolescents' Personal Development through Volunteer Activities Focused on Communication in English was developed, a model that fosters an openness to volunteering by leveraging communication in English, with the aim of encouraging and supporting young people in improving their own potential.

5. The work plan was developed, establishing the group of subjects, the investigative approach, the phasing of the research strategy, the research methodology (including the techniques, methods, instruments, and procedures

used), and the variables considered; and defining the parameters, indicators, descriptors, and standards for measuring and evaluating the level of optimization of the targeted aspects, with the aim of encouraging change and individual progress.

6. The results recorded during the initial and final stages of the evaluation, as well as a detailed comparative statistical analysis of the data collected and processed during the assessment and monitoring phases, revealed a growing interest among preadolescents in personal development. In this regard, the results of the Docimological Test for assessing English language proficiency showed an increase in the average grade per class from 6.080 to 7.105, a difference of 1.025 points, signifying a transition from an average level to an above-average or medium-high level; the results of the Socio-Attitudinal Questionnaire regarding volunteer work, evaluated on the Likert scale, showed an increase in overall scores for both subscales: individual attitudes - overall score 1:  $-0.06 < \text{overall score 2: } 1.25$ , from negative to positive, an increase of 1.31 points; social attitudes - overall score 1:  $0.03 < \text{overall score 2: } 1.34$ , an increase of 1.31 points; the results of the Self-Knowledge Questionnaire: the Toulouse Self-Esteem Scale indicated a shift in the group toward objective self-assessment for all subcategories of the self: emotional, academic, social, and projective.

7. The results and data obtained in the research experiment support the proposed research hypothesis, confirming that the personal development of preadolescents will be enhanced if it takes place within an interactive, non-formal context of volunteer activities focused on communication in English, thereby clarifying the scope of the issue we are investigating.

8. Both in the Republic of Moldova and in Romania, there is a pressing need for innovative educational interventions, driven by issues such as low academic motivation, difficulties in integrating cross-curricular competencies, and the vulnerability of certain categories of learners. This study addresses this reality by involving a sample of preteens, students from rural areas. This choice gives the research both educational relevance and social and ethical value. Furthermore, this methodological approach has not only scientific value but also social and ethical significance, demonstrating that English-language volunteering can function as a tool for non-discrimination and educational equity.

9. The age range of 10–14/15 years is considered a critical period in developmental psychology, marked by identity exploration, the need for belonging, and vulnerability to peer influence. In this context, volunteering in English simultaneously offers a sense of belonging, opportunities for social recognition, and intercultural openness, contributing to the strengthening of self-esteem, confidence, and the ability to cooperate.

10. Last but not least, the thesis addresses the need for education for all. The decision to involve students from rural areas in the research demonstrates sensitivity to social issues and proves that the work has not only an educational purpose but also a civic and ethical one. Similar experiences in other European countries show that volunteering, combined with the use of English, contributes significantly to increased self-esteem and social integration.

Based on the knowledge and experience gained during the preparation of this doctoral thesis, we propose a series of constructive recommendations for education specialists and others, along with potential directions for further research:

1. Continuation of the present research by deepening the aspects related to the conditions that facilitate personal development; development of instruments for assessing satisfaction with school life; development of an applied strategy for fostering healthy habits and positive behaviors that improve quality of life.

2. Based on the insights provided by our study, efforts can be directed toward expanding research on the impact of factors influencing personal development among preadolescents, by selecting a larger representative sample. Equally, the study can be expanded to include a comparative analysis between two or more age groups or vulnerable groups.

3. Implementation, within the curriculum of counselling and personal development classes and educational and vocational counselling sessions, of coherent strategies and programs for self-knowledge, mutual understanding, and personal development, in partnership with the families of participating students.

4. Strengthening the international dimension of the program through the involvement of native speakers and the development of transnational educational partnerships, including online ones. This openness would amplify the communicative and intercultural dimensions of the English language and contribute to the formation of a global perspective on volunteering.

5. Engaging and empowering groups of experts and analysts who coordinate and provide specialized consulting in the field of personal and educational development.

Although the hypothesis of our thesis is valid, the limitations and constraints identified are primarily related to the following aspects:

- the size of the sample used in the research does not allow us to extend and generalize the results to the entire regional population, but it does offer a new perspective and serves as a good starting point for further analysis, research, and development;

- organizational difficulties in terms of implementing the activities planned as part of the formative program, the selected subjects were suspicious, reluctant, unavailable without a valid reason, or overburdened, as they were

already involved in other extracurricular, recreational-educational, or leisure activities;

- due to contextual and subjective factors, from both a methodological and practical standpoint, maintaining the structure of the representative sample of subjects constituted a major challenge in conducting the research;

- the insights provided by the use of questionnaires, based on responses, are relatively limited, as the holistic picture of the phenomenon under study is inevitably influenced by subjective perceptions, stereotypes, and prejudices from everyday life, a lack of commitment and accountability, and the subjects' momentary emotional states.

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**Annotation**  
**ENACHE Beatrice-Ionela**  
**Personal Development of Preadolescents Through Volunteering Activities**  
**by Communicating in English**  
**Doctoral Thesis in Educational Sciences, Chişinău, 2026**

*The structure of the thesis includes:* introduction, three chapters, general conclusions and recommendations, bibliography with 198 sources, annotations (in Romanian and English), key concepts in the Romanian and English languages, a list of abbreviations, 176 pages of main text, 54 tables, 36 figures, 22 annexes and 8 sub-annexes.

*Publications on the topic of the thesis:* the results obtained are presented in 16 scientific papers, as follows: 3 articles in scientific journals listed in the National Register of Scientific Journals, and 13 articles in the proceedings of national and international scientific conferences. Other significant publications: 11 articles in the proceedings of scientific conferences held in Romania.

*Key concepts:* personal development, self-awareness, self-esteem, value system, volunteer work, non-formal education, communication in English, students, preteens/preadolescents.

*Field of study:* General Theory of Education

*The purpose of the research* is to identify, develop, and validate the theoretical aspects and practical conditions that contribute to the personal development of preadolescents, as outlined in the Pedagogical Model of Preadolescents' Personal Development through Volunteer Activities Focused on Communication in English.

*Research objectives.* The following objectives were defined: a multidimensional analysis of personal development issues from the pedagogical perspective of volunteer activities; establishing a theoretical and practical framework regarding the influence of volunteering on the personal development of preadolescents; identifying the premises and trends in learning to communicate in English through volunteering; the development of a pedagogical model for the personal development of preadolescents in the context of volunteer activities focused on communication in English, implemented during the Socio-Educational Program titled TogetherR; the experimental validation of the Pedagogical Model of Preadolescents' Personal Development through Volunteer Activities Focused on Communication in English.

*The novelty and scientific originality of the research* are demonstrated by: clarifying the meaning and origins of the basic concepts; identifying theoretical frameworks regarding the multidimensional nature of preadolescents' personal development and volunteerism; determining the pedagogical conditions for learning English communication within volunteer activities; approaching volunteer activities focused on communication in English as a pedagogical and social tool for the education and personal development of preadolescents; developing and practically validating the Pedagogical Model of Preadolescents' Personal Development through Volunteer Activities Focused on Communication in English.

*The results obtained*, which address and solve an essential problem in research, pertain to: conceptualizing the phenomenon of personal development; defining the act of free will at the educational and societal levels; exploring the interdependence between communication in English and the experimental validation of the Pedagogical Model of Personal Development, which indicated the possibility of individual optimization for. The conclusions reached validated the reparative and inclusive function of volunteering mediated through the English language, which proved to be not only an effective teaching strategy but also a genuine tool for social and educational inclusion.

*The theoretical significance of the research* is based on: establishing theoretical frameworks related to personal development, volunteer activities, communication in English, and opportunities for self-improvement and self-affirmation; updating scientific arguments regarding the impact of volunteer activities on the personal growth of preadolescents; identifying the pedagogical specifics of volunteer activities focused on communication in English.

*The practical value of the research* is evidenced by: the experimental validation of the set of pedagogical conditions for communication in English within the presented volunteer activities, which, through their theoretical and practical functionality, have demonstrated their contribution to the personal development of preadolescents. One particular value lies in the pedagogical intervention implemented on the basis of the Socio-Educational Program entitled TogetherR, applicable in the form of 10 activities, and the validation of the efficiency and functionality of the Pedagogical Model of Preadolescents' Personal Development through Volunteer Activities Focused on Communication in English.

*The scientific findings* were implemented through 10 extracurricular volunteer activities organized as part of the Socio-Educational Program, led by the author together with preadolescent students enrolled at the participating school, "Alexandru Piru" Middle School, Mărgineni commune, Bacău County, Romania; including through scientific publications, presentations at methodological seminars, international scientific conferences, and dissemination during scientific events and school, university, and academic gatherings.

## Adnotare

ENACHE Beatrice-Ionela

### Dezvoltarea personală a preadolescenților în cadrul activităților de voluntariat prin comunicare în limba engleză

Teză de doctor în științe ale educației, Chișinău, 2026

*Structura tezei include:* introducere, trei capitole, concluzii generale și recomandări, bibliografie din 198 de surse, adnotare (limba română, limba engleză), concepte-cheie în limbile română și engleză, lista abrevierilor, 176 pagini de text de bază, 54 de tabele, 36 figuri, 22 anexe și 8 subanexe.

*Publicații la tema tezei:* rezultatele obținute sunt prezentate în 16 lucrări științifice, astfel: 3 articole în reviste științifice din Registrul Național al revistelor de profil, 13 articole în lucrările manifestărilor științifice naționale și internaționale. Alte publicații semnificative: 11 articole în lucrările unor manifestări științifice din România.

*Concepte-cheie:* dezvoltare personală, cunoaștere de sine (autocunoaștere), stimă de sine, sistem atitudinal (sistem de valori), activitate de voluntariat, educație de tip nonformal, comunicare în limba engleză, elevi, preadolescenți.

*Domeniul de studiu:* Teoria generală a educației

*Scopul cercetării* constă în determinarea, elaborarea și validarea aspectelor teoretice și a condițiilor practice care contribuie la dezvoltare personală a preadolescenților, structurate în Modelul pedagogic al dezvoltării personale a preadolescenților prin activități de voluntariat axate pe comunicare în limba engleză.

*Obiectivele cercetării:* analiza multispectuală a problematicii dezvoltării personale din perspectiva pedagogică a activităților de voluntariat; fundamentarea cadrului teoretic-aplicativ raportat la influențele voluntariatului supra dezvoltării personale a preadolescenților; identificarea premiselor și a tendințelor învățării comunicării în limba engleză prin intermediul voluntariatului; elaborarea Modelului pedagogic al dezvoltării personale a preadolescenților în contextul activităților de voluntariat axate pe comunicare în limba engleză, desfășurate pe parcursul Programului socio-educational TogetheR (Împreună); validarea experimentală a Modelului pedagogic al dezvoltării personale a preadolescenților prin activități de voluntariat axate pe comunicare în limba engleză.

*Noutatea și originalitatea științifică a cercetării* este obiectivată de: precizarea semnificației și a genezei conceptelor de bază; determinarea reperelor teoretice privind configurarea multidimensională a dezvoltării personale a preadolescenților și a voluntariatului; determinarea condițiilor pedagogice de învățare a comunicării în limba engleză în cadrul activităților de voluntariat; abordarea activităților de voluntariat axate pe comunicarea în limba engleză, ca instrument pedagogic și social de educație și dezvoltare personală a preadolescenților; elaborarea și validarea practică a Modelului pedagogic al dezvoltării personale a preadolescenților prin activități de voluntariat axate pe comunicare în limba engleză.

*Rezultatele obținute*, care conduc la abordarea și soluționarea unei probleme esențiale în cercetare, se referă la: conceptualizarea fenomenului de dezvoltare personală; definirea actului voluntar la nivel educațional și societal; explorarea interdependenței existente între comunicarea în limba engleză și validarea experimentală a Modelului pedagogic de dezvoltare personală, care a indicat posibilitatea de optimizare individuală a preadolescenților. Constatările înregistrate au validat funcția reparatorie și incluzivă a voluntariatului mediat prin limba engleză, care s-a dovedit nu doar o strategie didactică eficientă, ci și un veritabil instrument de incluziune socială și educațională.

*Semnificația teoretică a cercetării* este susținută de: stabilirea reperelor teoretice asociate cu evoluția personală, activitatea de voluntariat, comunicarea în limba engleză și oportunitățile de progres și afirmare individuală; actualizarea argumentelor științifice despre impactul activităților de voluntariat asupra dezvoltării personale a preadolescenților; identificarea specificului pedagogic al activităților de voluntariat axate pe comunicarea în limba engleză.

*Valoarea aplicativă a cercetării* este demonstrată prin: validarea experimentală a ansamblului de condiții pedagogice de comunicare în limbă engleză în cadrul activităților de voluntariat, prezentate, care prin funcționalitatea lor teoretică și praxiologică au demonstrat contribuția la dezvoltarea personală a preadolescenților. O valoare aparte o deține intervenția pedagogică realizată în baza Programului socio-educational TogetheR, aplicabil sub formă de 10 activități, și validarea eficienței și funcționalității Modelului pedagogic al dezvoltării personale a preadolescenților prin activități de voluntariat axate pe comunicare în limba engleză.

*Implementarea rezultatelor științifice* s-a realizat în cadrul a 10 activităților extrașcolare de voluntariat desfășurate în cadrul Programului socio-educational, susținute de către autore împreună cu elevii preadolescenți înmatriculați la unitatea școlară implicată, Școala Gimnazială „Alexandru Piru”, comuna Mărgineni, județul Bacău, România; inclusiv prin intermediul publicațiilor științifice, a comunicărilor la seminare metodologice, conferințelor științifice internaționale și diseminărilor pe parcursul evenimentelor științifice și manifestărilor școlare, universitare și academice.

**ENACHE BEATRICE-IONELA**

**PERSONAL DEVELOPMENT OF PREADOLESCENTS  
THROUGH VOLUNTEERING ACTIVITIES  
BY COMMUNICATING IN ENGLISH**

**Specialty 531.01 – General Theory of Education**

**Abstract**

of doctoral thesis in educational sciences

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