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DEVELOPMENT OF SPEECH EXPRESSIVITY OF PRIMARY GRADES STUDENTS THROUGH LITERARY CREATIVE ACTIVITIES

Specialty 532.02 - School Didactics by Educational Levels and Subjects (Romanian Language and Literature)

Summary of the Doctoral Thesis in Educational Sciences

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The relevance and importance of the problem addressed. The relevance of the topic derives from the demanding context of the quality of the educational act, the efficient communication of the teaching staff becoming the favorable binder for obtaining high results in the educational process. Expressive speech thus becomes an integrative value of the efficiency of communication through literary creation activities. The relevance of the research is determined by the existing socio-cultural, aesthetic, artistic and pedagogical conditions, which require from the human factor creative, associative thinking, inventive spirit. The key competence Cultural awareness and expression, defined in the European Framework of Key Competences for Lifelong Learning and recognized by UNESCO in its international documents, is a strong argument for the relevance and importance of the researched issue and plays an essential role in developing the expressiveness of speech of primary school students, as it stimulates creativity, the ability to interpret and understand cultural values, emphasizes the importance of understanding and valorizing cultural diversity, as well as the development of artistic sensitivity. This competence contributes to the formation of individuals capable of expressing themselves clearly and empathetically, an essential aspect for social integration and academic success. Our research falls into this field because it promotes the formation of a cultural and artistic awareness from the primary cycle. Literary creative activities facilitate the development of linguistic skills and the construction of cultural representations and an aesthetic sensitivity. Thus, our experimental approach contributes to the European and international objectives of education for diversity, creativity and expressive communication. The relevance of the research is argued by factors and conditions, which demonstrate that it is necessary, opportune and possible from any perspective it is approached, the defining one remaining being the epistemic one, which imperatively requires the conceptualization of a methodology that stems from the knowledge of expressive speech, the role of expressiveness, the impact of the development of expressiveness on the training of students. The development of expressiveness offers young schoolchildren opportunities for holistic development and preparation for the requirements of an increasingly complex and interactive world. The activity of literary creative activity represents the operational dimension of the process of developing expressiveness of speech in primary school students. Our society is vitally interested in the development and mass affirmation of creative personalities.

The description of the situation in the field and identification of the research problem. The concept of expressiveness has been addressed in numerous fields and contexts: rhetoric, literature, art and psychology. Aristotle discussed the importance of expressiveness in the art of speech and provided guidance on how to use language to persuade and influence the audience [1,

p. 463]. Tz. Todorov analyzed the concept of expressiveness in poetry and literature [50]. J. Cohen focused on the various figures of speech and techniques used in literature to achieve expressiveness [6]. P. Ekman promoted the concept of "microexpressions" to identify emotions hidden in short facial expressions [14]. Authors W. Strunk Jr. and E.B. White [45] explored the importance of style in expressing ideas and emotions in literature. R. Jakobson developed the model of language functions and suggested a scheme of linguistic communication. One of the functions of language that he highlighted is the expressive or emotional function, which refers to the expression of feelings and affective states in language [25]. R. Ingarden developed the theory of expressive acts to explore how works of art can convey emotions and meanings [23]. Expressiveness remains a key topic in the study of human communication and art throughout history.

A logical follow-up to scientific investigations in the field of expressiveness development are the research conducted by: E. Buyssens [4]; St. Ullmann [51]; H. Wald [54]; D. Caracostea [5]; I. Coteanu [9]; Șt. Munteanu [33]; E. Slave [43]. Șt. Prutianu wrote about techniques for developing communication skills and about the importance of correct and expressive expression in education [39]. M. Pavelescu demonstrated that technology and media can be used to develop expressiveness [36]. F. Sâmihăian wrote about communication in school and the development of linguistic and expressive communication skills in students [40]. M. Stoica studied the influence of language on expressiveness and cognitive development [44]. Research in the field of expressiveness remains an important topic in Romanian education and in the context of education at a global level. An essential concern of didactics as a science of the educational process is that of didactic technologies and training methodology. These concepts have been defined by researchers: C. Cucoș [11]; S. Cristea [10]; V. Goraș-Postică [17]; A. Hobjilă [19]; E. Ilie [22]; M. Marin [30]; V. Molan [32]; I. Neacșu [34]; A. Pamfil [35]; M. Pavelescu [36]; C. Șchiopu [46; 47]; A. Șeptelici [48].

We appreciate the contribution of the aforementioned authors to the investigation of some aspects of the expressiveness of speech and the attempt to develop it through literary creation activities, but **we note** some **contradictions:** the educational act remains tributary to the informative-reproductive paradigm; the need to approach literary-artistic and linguistic education as a system, by capitalizing on extracurricular and outdoor activities, within which the student is assigned the value of the subject of the action; the expressive approach to literary creation in primary education involves a reduced variety of tasks and activities; their main purpose is to develop verbal expression skills; limiting the expressiveness of speech to natural talent requires the development and improvement of expressive speech through practice, study and awareness of appropriate communication techniques; in primary grades, the development of expressiveness of

speech is achieved through the school program; the school curriculum establishes the objectives and educational contents that must be covered during the lessons. Based on the above contradictions, we formulate **the research problem**: What are the theoretical and methodological benchmarks for the development of expressiveness of speech of primary school students through literary creation activities?

The research hypothesis. The development of expressiveness of speech of primary school students through creation activities is possible if, in the teaching-learning-evaluation process, the didactic activities of students will be focused on the principles of literary-artistic education, students will be included in creative, playful, active-participatory activities, the expressive role of punctuation, sound resources of language, as well as artistic procedures specific to literary texts will be capitalized on, the activities within the lessons will continue in extracurricular contexts.

The purpose of the research consists in the theoretical and practical-experimental substantiation of the methodology for the development of expressiveness of speech of primary school students through literary creation activities.

The general objectives of the research:

1. Identification of epistemological benchmarks for a methodology for the development of students' speech in primary grades through literary creation activities;

2. Pre-experimental diagnosis of the level of development of students' speech expressiveness, inventory and analysis of the methodology applied by teachers in the process of teaching notions related to expressiveness and literary creation; analysis of regulatory school documents in relation to modern methodologies;

3. Conceptualization and experimental validation of the Pedagogical Model of the development of students' speech expressiveness through the use of literary creation activities;

4. Evaluation of the level of students' speech expressiveness during the training experiment and within the control one;

5. Formulation of conclusions and recommendations for optimizing the development of students' speech expressiveness through the use of literar creation activities on a formal and non-formal level.

The scientific research methodology. The research was carried out on epistemic, theoretical and praxiological coordinates based on theories regarding: language functions [25], acts of expression [23], facial expressions and nonverbal language associated with human emotions [14], expressiveness in poetry and literature [50], development of expressiveness of speech [4; 5; 9; 51], literary-artistic and linguistic education of students [37; 46], didactics of the Romanian language and literature [36; 35; 22], psychology of play [53; 16], didactic activities [10; 37].

Research methods. In the case of the research, theoretical methods were used (scientific documentation, theoretical analysis and synthesis, generalization and systematization, abstraction and theoretical modeling), praxiological (observation, questioning, studying the obtained data, comparison, pedagogical experiment), hermeneutic (interpretation of theoretical sources and experimental data), mathematical (inventory and analysis of experimental data). A form of action research was adopted, a type of investigative methodology through which the research was implemented - not post factum, but right at the moment of organization - in the concrete pedagogical activity in the classroom, aiming not only at data collection, but also at the optimization of the instructive-educational activity, through moderating interventions.

The scientific novelty and originality of the research consist in the valorization of the potential of creative activities in primary grades, in the development and validation of the Pedagogical Model for the development of students' expressiveness of speech, which includes various literary, active-participatory and playful creative activities, carried out within the lessons and in extracurricular, interdisciplinary contexts, as well as a set of innovative didactic activities.

The solved scientific problem aims to substantiate, develop and validate the Pedagogical Model for the development of expressiveness of by capitalizing on literary creative activities, designed according to their formative potential, the status of the student as a subject of educational action and in accordance with the principle of continuity (didactic-extracurricular activities), which contributed to increasing the level of expressiveness of the students' speech.

The scientific results of the research refer to the theoretical substantiation, elaboration and experimental validation of the methodology for developing the expressiveness of primary school students' speech through literary creation activities, designed according to the purpose, the predominant method, the types of activities (didactic-extracurricular), which contributed to shaping the profile of a student capable of interacting with various cultural representations, to express his identity through artistic language. The profile of the teacher formed through this approach integrates innovative didactic competence, flexibility, empathy and motivation, inspiration in creating an environment favorable to the free development of students' creativity, expressive communication skills.

The theoretical value of the research is argued by updating and approaching the concepts of expressiveness, didactic activity, playful activity, creative activity, sonority of language, artistic procedures, the epistemological and theoretical foundation of the pedagogical model, the potential of literary creative activities, revealing the way they are carried out, the conditions and advantages of each type of activity, synthesizing the tendencies and attitudes of teachers and students regarding the expressiveness of speech and the need to develop it.

The applicative value of the work is validated by examining the curricular pieces of the Romanian language and literature in relation to the principles of the methodology of literary-artistic education and formulating recommendations for their improvement, by diagnosing the levels of development of the expressiveness of speech of students in primary grades, depending on the genre particularities of the literary texts received, by developing and applying the model of developing the expressiveness of students' speech through literary creation activities, by developing and implementing the methodology of developing the expressiveness of speech, focused on recognizing the student-creator as the second subject of the act of creation, by determining the professional characteristics of teachers of the Romanian language and literature in the field of the methodology of literary-artistic education and by developing practical recommendations for the modernization of the practices of initial and continuous professional training of teachers in the field of literary-artistic education, the educational valorization of the Strategy of problematization of the development of the expressiveness of students' speech, having as a basic component the Instrument of developing the expressiveness of speech, in Romanian language and literature lessons, which experimentally confirmed the developmental validity of the applied techniques.

The implementation of the results was achieved through the didactic activity of the author and the experimenter teachers, direct classroom application of the strategies developed in the research, planning and organization of didactic and extracurricular activities based on the methods of developing expressiveness of speech through literary creation activities, adapting them to the needs of students, articles in specialized magazines, teaching materials, teaching aids, presentations at conferences, symposia and workshops, inter-institutional partnerships, dissemination in educational networks.

The approval and validation of the scientific results are ensured by theoretical and experiential investigations. The scientific value of the research was confirmed at international and national scientific conferences, by participating as a trainer and author of course support in training courses, through the training experiment in which 126 students and 6 teachers were involved, and through the control experiment, with 88 students and 4 teachers.

The publications on the topic of the thesis. 8 scientific papers: 3 in accredited scientific journals 2 - B, 1 - C; 1 communication in scientific annals; 4 at scientific conferences.

Thesis volume and structure: annotations, Romanian and English, introduction, 3 chapters, conclusions and recommendations, bibliography (182 sources), 48 annexes, 61 figures, 1 table.

Keywords: expressive speech, creative activities, didactic activities, extracurricular activities, didactic game, expressive communication skills.

<center>**THESIS CONTENT**</center>

The Introduction specifies the topicality and importance of the problem addressed, the hypothesis, the purpose and objectives, the novelty and originality, the scientific results obtained in the research, the theoretical significance, the applicative value of the work, the implementation and approval of the research results, the keywords and the summary of the thesis sections.

Chapter 1, Epistemological benchmarks for a methodology for developing the expressiveness of primary school students' speech through literary creation activities, includes the analysis of several theories about the concepts of expressiveness, didactic activity, creative activity, playful activity, establishing theoretical and methodological benchmarks for the development of students' expressiveness of speech.

In the opinion of E. Buyssens, *expressiveness* refers to an essential notion with which stylistics operates [4]. St. Ullmann considered expressiveness a set of linguistic features that have a common note [51]. Șt. Munteanu concludes: "Expressiveness is, ultimately, a problem of semantics, in the broad sense of the word, and belongs to all compartments of language, not only phonetics and lexicon" [33, p. 154]. E. Coșeriu considers that the fulcrum of the entire theory of expressiveness is the notion of choice [8]. The expressiveness of language uses paralinguistic elements such as logical and affective emphasis, intonations, rhythm and pauses [2; 46]. Horatius addressed the role of expressiveness in poetry [20]. For us, expressiveness represents the ability of communication to transcend the simple transmission of information, enriching the message through affective, stylistic and aesthetic nuances. It is the art of giving life, rhythm and emotion to words, transforming the act of speaking into a compelling and memorable experience.

Another concept addressed in our research is *the activity of literary creation*. For G. Martea, literary creation is the expression of the word rendered by the human being, it represents the association and geometric connection between existence-man-light-universe [31]. In the opinion of M. Eliade, literary creation is an artistic creative process at the level of which relationships are found between concepts such as authenticity, originality and their psycho-social resources [15]. According to Dressler and Beaugrande, literary creation/text is an occurrence (appearance, manifestation), which satisfies several standards of textuality [12].

M. Marin mentions that the text represents the author's attitudes, which are manifested in his own experiences towards the world, towards human values, attitudes that highlight certain concepts of life, beliefs, ideals, convictions [30]. A. Pamfil associates literary creation with the valorization of the student's imaginative, creative writing [35]. For A. Lazar, literary creation is a personalized activity that targets a series of individual traits of students [28]. M. Pavelescu also considers literary creation as imaginative writing [36].

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In our opinion, creative activity is the process by which thinking, sensitivity and imagination intertwine to give rise to original expressions, be they literary, artistic or conceptual. It does not only mean the production of new content, but also the reinterpretation and reconfiguration of reality through a personal, authentic and meaningful vision.

Conceived from a communicative-functional perspective, the Romanian Language and Literature Subject offers students the opportunity to develop their capacities related to oral and written expressions. Currently, school composition no longer constitutes an independent discipline, but continues to offer the student multiple possibilities for the harmonious development of his personality. Defining composition as a text, we admit the need to use the linguistic code in the best conditions and the judicious organization of communication according to its purpose [29]. The typology of creative activities is diversified and the degree of difficulty ranges from simple to complex.

The didactic activities specific to the study of the Romanian language, through which the development of expressive communication in primary school students can be practiced, are: exercise [11; 49], conversation [36; 48], storytelling [13; 19]. At the pedagogical level, playful activity, viewed in a broad sense, represents "human play as a form of activity in which social relations between people are recreated outside of direct utilitarian activities" [16, p. 20], and in a narrow sense, it defines the game with objects and especially with roles "which continue to exist in childhood, representing one of the main forms of life of the child" [Idem, p. 21]. Didactic play is an activity with many educational valences: it combines learning activity with entertainment, stimulates thinking, imagination, creativity, ensures the training and involvement of each student in the training and education activity [2]. From the perspective of renowned pedagogues and didactics, didactic games are one of the most effective teaching methods [7; 21; 22]. In our opinion, playful activities play a fundamental role in developing verbal expressiveness and stimulating students' creativity. Games, by their interactive nature, create a relaxing and stimulating environment, in which students feel free to experiment, improvise and develop their expressive communication skills.

The new curricular vision requires the structuring of didactic activities through which students can learn and apply what they have learned. The teaching staff must design activities to structure knowledge and capabilities and global communication activities. The major purpose of studying the Romanian language and literature is, at present, the formation of communication competence. C. Simard structures communication competence into six components: verbal, cognitive, encyclopedic, ideological, literary, socio-affective [42]. In the activity of producing text, in imaginative writing, in the drafting of free compositions, in primary grades the verbal

component is essential, with its three dimensions: linguistic, textual, discursive/pragmatic. The expressive approach attributes to writing the value of an essential activity in the process of the student's personal development. The emphasis falls on the perfection of the expressive/personal and poetic function of language. Let us not omit the socializing approach that gives writing the function of an instrument of integration and school success. Anchoring the writing activity in the present of students should become a relatively frequent approach, a gesture through which school learning opens up to the types of discourse and to the current vocabulary [35].

In conclusion, the development of the expressiveness of students' speech is imperative and must be cultivated from the primary grades. The expressive use of the resources of the Romanian language, the valences of verbal, nonverbal, paraverbal communication and the functional styles of the language should constitute a permanent concern in the activity of the primary education teacher. The term expressiveness is full of the sap of life and objective reality.

Chapter 2, Methodology for the evaluation of expressive speech in primary school students, includes the development of expressive speech in primary school students from the perspective of the curriculum and school textbooks, the analysis of the results of the observation experiment, the conceptualization of the Pedagogical Model for the development of expressive speech in primary school students.

The ways in which expressive speech is developed in our country, derived from the School Programs for the Romanian Language and Literature Subject, recitations and public readings, debates and discussions, theater activities and dramatizations, oral presentation projects, games and interactive exercises, are insufficient. The curriculum should be improved. In improving it, we must pay attention to the development of communication and expression skills in a holistic and age-appropriate way for students. It is important to ensure a combination of theory and practice and to provide students with sufficient opportunities to practice and develop their expressive verbal communication skills. We analyzed four Romanian Language and Literature textbooks, grades 3 and 4. For a conclusive analysis of the first concept, expressiveness of speech, we started from the qualities that condition it: respecting the fundamental tone of the text, long pauses marked by punctuation marks, logical emphasis; exemplifying intonation rules; using figures of speech; enriching vocabulary; providing verbal, nonverbal, paraverbal feedback. In general, Romanian language textbooks emphasize the fundamental aspects of expressiveness of speech. We rarely find complex activities such as improvisations or theatrical performances, public speeches, interpretation and analysis of complex literary texts. After going through the textbooks, we identified the following activities specific to literary creation: delimiting sentences and choosing the appropriate title, ordering sentences in the text, enriching vocabulary, capitalizing on the

meaning of words, identifying artistic expressions, familiarizing with the tripartite structure of the creative text. The textbooks are poor in content specific to the development of expressiveness of speech. We rarely encounter the phrases *beautiful expression, special expressions, special expression, unusual meaning/meaning, original images*. Only the expressive approach attributes to writing the value of an essential activity in the process of developing expressive speech in primary school students. Through this perspective, the didactics integrates the issue of the subject, of the one who writes and specifies the specifics of writing in terms of an act par excellence creative in the third grade. In conclusion, the activities and tasks proposed by the curriculum in school textbooks are, for the most part, reproductive, uniform, and have a general character. It is necessary to review the curriculum and school textbooks from the perspective of the typology of activities and tasks, whether textual or extratextual.

We conducted an observation experiment - a survey - through which we found out the level of development of expressive speech in primary school students and what literary creation activities teachers use in order to develop expressive speech in students. The observational experiment involved 138 subjects, fourth-grade students from two middle schools, two high schools, and one college. We analyzed the results for each item according to the grading scale and noted their achievement percentages by grade.

We found that all students, 100%, recognized the characters participating in the action, but only 35% of them added unusual adjectives to the nouns. 40% of the students used inversion, this artistic procedure that gives expressiveness to speech and which we considered within everyone's reach. Our subjects, 43%, identified *the beautiful expressions* in the text easily, but justifying their choice posed difficulties. No student used the terms expressive, expressiveness.

The results obtained when using comparison and personification were surprising: FB 37%, B 48%, S 15%. The comparisons frequently used by students were those with the construction *element as*. Only 37% of the students used the comparison constructed with the element *as if*. We believe that subjects who did not note three personifications (10%) read the requirement superficially or did not realize what actions only persons perform.

On the item about finding words used by the author and explaining their use, students obtained: FB 30%, B 55%, S 15%. They discovered the diminutive form of the nouns in the text, to a very large extent. Only 30% wrote the argumentation of their use. The formation of adjectives with the suffix with a semantic role *-iu* represents an important mechanism for expanding the vocabulary and expressing qualities and features in the Romanian language, which brings added expressiveness and precision to communication and contributes to the diversification of the language. The results of this task: 45% (wrote six adjectives), 40% (wrote 4-5 adjectives), 15%

(wrote three adjectives), starting from the *castan - castaniu* model. The development of simple sentences contributes to stylistic variety in communication. 45% of the students developed the simple sentence with 4 words, 50% with 3 words, 5% with 2 words. Practicing the development of simple sentences has a positive impact on the quality of speech and understanding of messages in social interactions.

I.8 Compose a short story in which you use words with similar meaning for: pearl, invite, murmur, powder, hot. The results obtained, FB 20%, B 35%, S 45%, demonstrate that the students encountered difficulties in composing a short story. It was difficult to find an interesting idea or topic for their story. 35% of them wrote a story of five statements with synonyms for the given words. Not all of them understood how to describe them and how to make them seem real in their stories. The limited vocabulary or the difficulties in expressing ideas in a coherent way affected the quality of the story. These students, 45%, should not be discouraged from writing because of these linguistic obstacles. It is important to offer them support and encouragement by approaching learning through modeling. The students encountered difficulties in producing literary text with imposed requirements (Figure 1.) because of developing linguistic skills, limited imagination or uncertainty in the structure and organization of the text. From the analysis of the results recorded above, we conclude that we need to help students become more creative.

The experimental group included 20 primary school teachers. We opted for distributing a questionnaire. The teachers described the concept of expressive speech, according to their own understanding: 40% defined it correctly, 30% gave general answers, 15% insisted on methodological explanations, 15% referred to the consequences of the development of expressive speech in the intellectual evolution of young school-age students.
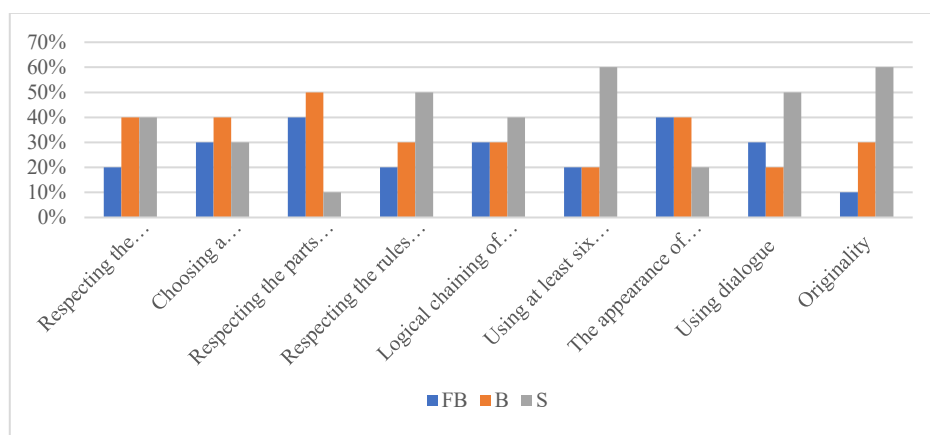

Figure 1. Students' ability to write an essay according to given criteria

All teachers noted arguments in favor of the importance of developing expressive speech in young school-age students: 20% refer to effective communication, 42% refer to the exploration of personal identity, 8% refer to the professional life of students, 10% explain its role in the

development of social skills and empathy, and 10%, in the development of their creativity and imagination. We analyzed the methods they use in developing students' expressive expression and divided them into two categories: methods of a creative nature (40%) and methods that do not stimulate imagination, associative and creative thinking (60%).

Therefore, there is a gap that is to be resolved through our research. How? In contemporary teaching-learning-evaluation activity, the teacher must integrate active-participatory methods into the instructional-educational process, which encourage the active involvement of students and the development of their independent and innovative thinking skills. We found out that 25% of teachers involve students very often in literary creation activities, 40% often, 35% occasionally. Only 15% of teachers aim to develop the expressiveness of speech through literary creation activities. Most, 35%, aim to develop creativity. A few teachers, 20%, aim to express correctly, coherently, logically chaining ideas, expressing feelings, using literary language in expression. 30% aim to develop the ability to express themselves in writing. Teachers identified the difficulties encountered by young school-age students in the process of literary creation activities: vocabulary development, 45%; development of narrative structure, 35%; difficulties in expression, 15%; inspiration and creative imagination, 5%. We have summarized the teachers' responses about the resources of expressive speech used predominantly in carrying out creative activities from simple to complex in Figure 2. In the process of teaching artistic processes, teachers use a variety of methods: active-participatory (20%), game-like (15%), creative (45%), and critical thinking development (20%). Very important for our research are those related to the creative process. Students are introduced to figures of speech step by step, from simple to complex. We recommend that teachers analyze literary texts with students, focusing on the author's style and expressiveness. Teamwork helps students discover how artistic processes transform a text into an expressive and memorable creation.
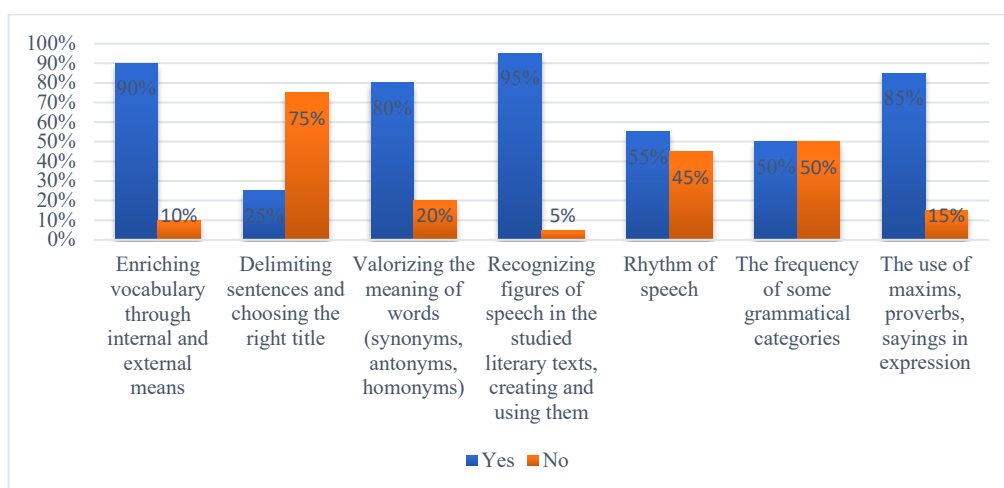

Figure 2. Resources of expressive speech used predilectally

The results of the observational experiment highlighted several significant contributions that research can make in the field of developing students' expressive speech through creative activities at early school age. They helped establish some research directions: improving linguistic skills, developing creativity and imagination, emotional self-regulation and healthy expression of feelings, improving public speaking skills, and promoting learning and comprehension. The results and conclusions formulated following the observation experiment determined the construction of a pedagogical model for the development of the expressiveness of speech of primary school students through literary creation activities.

The pedagogical model represents a systematization-structuring of the epistemic, theoretical, praxiological approaches to the development of the expressiveness of speech through literary creation activities, represented by: M. Heidegger's theory on the origin/essence of the work of art [18], E. Coșeriu's theories on language and metaphorical creation in language [8], F. Schiller's first definition of artistic and aesthetic education [41]; work as text: Iu. Kristeva [27], R. Barthes [3]; theory of the horizon of expectation and literary and aesthetic experiences: H. R. Jauss [26]; theory of reading: W. Iser [24], M. Marin [30], R. Barthes [3]; theory and methodology of literary-artistic education: Vl. Pâslaru [37], C. Șchiopu [47]; concepts of forming students' artistic expressive competence: A. Pamfil [35], M. Pavelescu [36]; speech, language, dialect: E. Coșeriu [8]; playful and creative activity: J. Huzinga [21], C. Șchiopu [46; 47].

In developing the pedagogical model, we directly took into account a number of principles of art in general [18; 25] and those of literary-artistic education and concept formation in particular [38; 52]. We divided the principles underlying the process of developing expressive speech into principles of developing students' creative, didactic, and aesthetic skills.

In choosing the methods and procedures, we started from the statement of researcher V. Pâslaru: "ELA methods/techniques cannot be structured in full coherence with the objectives, on the one hand, and with the learning activities, on the other hand, because the plurivalence of the objectives most often demands not one method, but the combination of methods/techniques, and the learning activities are very large in number" [37, p. 209] and from the classification of the methodologist C. Șchiopu [47].

At the analysis stage, the basic activities expected are to issue hypotheses, to analyze one's own narrative/lyrical texts, to measure the results obtained in school competitions, standardized assessments, educational projects in partnership with cultural institutions, optional subject with auxiliary. A synthesis of the above is illustrated in the Pedagogical Model of Developing the Expressiveness of Primary School Students' Speech through Literary Creation Activities (Figure 3).
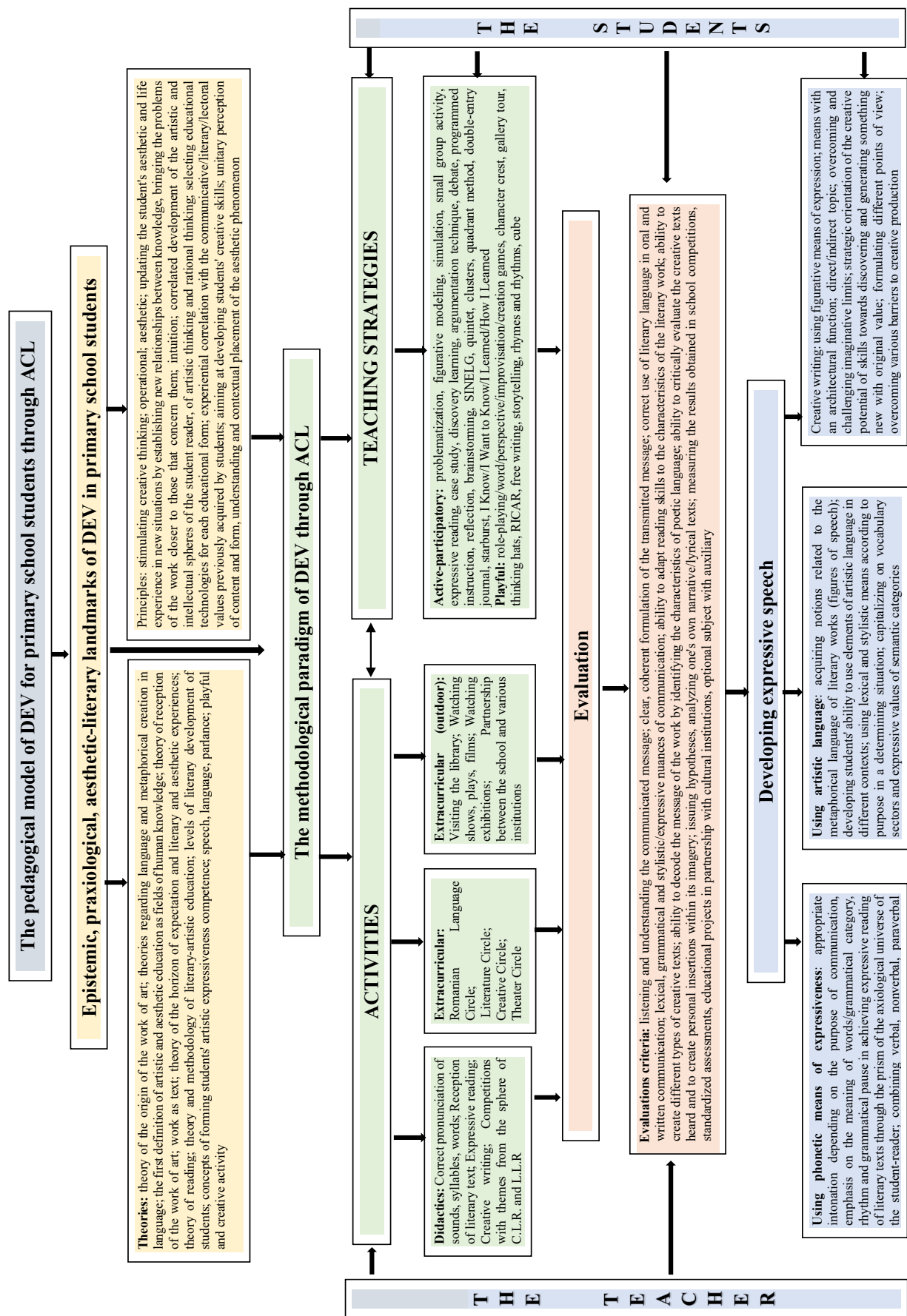
The pedagogical model of DEV for primary school students through ACL

Epistemic, praxiological, aesthetic-literary landmarks of DEV in primary school students

Theories: theory of the origin of the work of art; theories regarding language and metaphorical creation in language; the first definition of artistic and aesthetic education as fields of human knowledge; theory of reception of the work of art; work as text; theory of the horizon of expectation and literary and aesthetic experiences; theory of reading; theory and methodology of literary-artistic education; levels of literary development of students; concepts of forming students' artistic expressiveness competence; speech, language, parlance; playful and creative activity

Principles: stimulating creative thinking; operational; aesthetic; updating the student's aesthetic and life experience in new situations by establishing new relationships between knowledge, bringing the problems of the work closer to those that concern them; intuition; correlated development of the artistic and intellectual spheres of the student reader, of artistic thinking and rational thinking; selecting educational technologies for each educational form; experiential correlation with the communicative/literary/lectoral values previously acquired by students; aiming at developing students' creative skills; unitary perception of content and form, understanding and contextual placement of the aesthetic phenomenon

The methodological paradigm of DEV through ACL

THE STUDENTS

THE TEACHER

TEACHING STRATEGIES

Active-participatory: problematization, figurative modeling, simulation, small group activity; expressive reading, case study, discovery learning, argumentation technique, debate, programmed instruction, reflection, brainstorming, SINELG, quintet, clusters, quadrant method, double-entry journal, starburst, I Know/I Want to Know/I Learned/How I Learned
Playful: role-playing/word/perspective/improvisation/creation games, character crest, gallery tour, thinking hats, RICAR, free writing, storytelling, rhymes and rhythms, cube

Creative writing: using figurative means of expression; means with an architectural function; direct/indirect topic; overcoming and challenging imaginative limits; strategic orientation of the creative potential of skills towards discovering and generating something new with original value; formulating different points of view; overcoming various barriers to creative production

ACTIVITIES

Didactics: Correct pronunciation of sounds, syllables, words; Reception of literary text; Expressive reading; Creative writing; Competitions with themes from the sphere of C.L.R. and L.L.R

Extracurricular: Romanian Language Circle; Literature Circle; Creative Circle; Theater Circle

Extracurricular (outdoor): Visiting the library; Watching shows, plays, films; Watching exhibitions; Partnership between the school and various institutions

Evaluation

Evaluations criteria: listening and understanding the communicated message; clear, coherent formulation of the transmitted message; correct use of literary language in oral and written communication; lexical, grammatical and stylistic/expressive nuances of communication; ability to adapt reading skills to the characteristics of the literary work; ability to create different types of creative texts; ability to decode the message of the work by identifying the characteristics of poetic language; ability to critically evaluate the creative texts heard and to create personal insertions within its imagery; issuing hypotheses, analyzing one's own narrative/lyrical texts; measuring the results obtained in school competitions, standardized assessments, educational projects in partnership with cultural institutions, optional subject with auxiliary

Developing expressive speech

Using artistic language: acquiring notions related to the metaphorical language of literary works (figures of speech); developing students' ability to use elements of artistic language in different contexts; using lexical and stylistic means according to purpose in a determining situation; capitalizing on vocabulary sectors and expressive values of semantic categories

Using phonetic means of expressiveness: appropriate intonation depending on the purpose of communication, emphasis on the meaning of words/grammatical category, rhythm and grammatical pause in achieving expressive reading of literary texts through the prism of the axiological universe of the student-reader; combining verbal, nonverbal, paraverbal

Figure 3

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Chapter 3, Praxiological framework for implementing the Pedagogical Model of developing the expressiveness of primary school students' speech through literary creation activities, includes the design of the training experiment, the analysis of the results of the training experiment, and the control experiment. The target audience included 126 students in the 4th grade and 6 primary school teachers from two middle schools, three high schools, and one college. We began with an assessment of the needs and expectations of the target audience, identified the necessary resources, and continuously monitored the proper delivery of the training activities and the achievement of the proposed objectives. At the end of the training program, we conducted an evaluation of the results and feedback from the participants. Based on the information, we were able to make adjustments and improvements for future training activities.

We approached the identification of the level of development of the expressiveness of speech of primary school students through specific methodological benchmarks. We used a number of methods, procedures, activities, forms of organization in the lesson of Traditional Romanian Language and Literature and in several alternatives to the lesson that capitalize on and highlight the level of development of the expressiveness of speech of primary school students in various creation activities.

The methodology included creative, game, interactive methods. At the beginning of the experiment, we asked the students in the training group which they prefer and they answered: interactive methods (40%), creative methods (28%) and playful methods (32%). Without theorizing, expressive valences detectable at each level of the Romanian language were updated, identified in different contexts: phonetic, lexical-semantic, morphological, syntactic.

We analyzed literary texts and different types of conversations, in order to train students in oral and written communication skills. We proposed the methodology for carrying out several activities classified according to the forms of education. After participating in the experiment, the students in the training group improved their expressive communication skills. The students responded with sincerity and enthusiasm that their level of expressiveness and standard of verbal/writing expression had improved.

In describing the evolution of the results of the training experiment, we addressed each of the three main directions of the development of expressive speech. The students became more expressive from a phonetic point of view (intonation, accent, rhythm of speech) as a result of participating in creative activities and literary games or group activities, where they were free to practice their oral skills without constraints. The lack of time constraints and grade pressure allowed students to focus on improving their vocal expressiveness, rather than worrying about correct answers or standardized assessments. Participation in free extracurricular activities, role-

playing, dramatic recitations, or interpreting creative texts, helped students become more aware of the importance of phonetic elements in speech.

The results were compared before and after participation in extracurricular activities, the creative circle and creative writing exercises. Before, *the grammatical pause* was little used, and students tended to read or speak without considering the need for natural pauses in punctuation; *the rhythm in speech* was often irregular; *the emphasis on the grammatical category* was rarely used effectively before the experiment; *the emphasis on the meaning of words* was applied by some students, but not always accurately; *intonation* was used with a high percentage of occurrences in their spontaneous speeches, most of the intonation used was not adapted to the expressive context.

After participating in extracurricular activities, we observed a significant evolution: *intonation* became much more varied and adapted to the context; *the emphasis on the meaning of the word* experienced a significant increase, with students being more aware of the importance of this expressive means and applying it frequently to clarify the message; *the emphasis on the grammatical category* began to be used more effectively, especially in narrative and descriptive contexts; *the rhythm of speech* became more fluid; *the grammatical pause* was correctly integrated into speech, with students being able to respect the necessary pauses for punctuation.

Our research then followed the evolution of *the use of artistic language*. We interpreted the progress made by students in the use of figures of speech. Before: 25% of students were constructing figures and 20% were integrating them into creative writing. After: all students, 100%, had mastered the construction algorithm of each figure and 75% were able to integrate figures creatively (Figure 4). The graph shows a clear increase in the use of figures of speech.

The epithet was used sporadically (20%) before the experiment. Although they knew the term and its role, the students were unable to integrate it naturally into their creations. After, they used it frequently and variedly, 80%. Before the experiment, the students used much more *simple epithets*, 80%, while creative epithets were very few, 20%. After, the number of simple epithets decreased to 30%, while the use of *creative epithets* increased significantly to 70%.
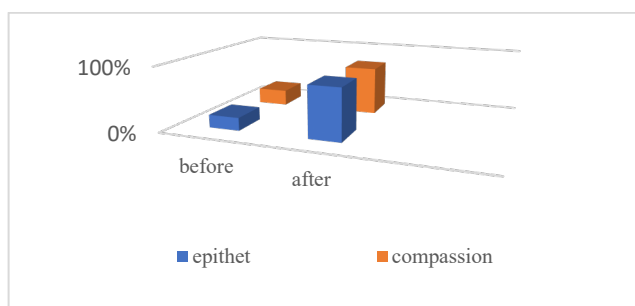
Figure 4. Use of figures of speech in the training experiment
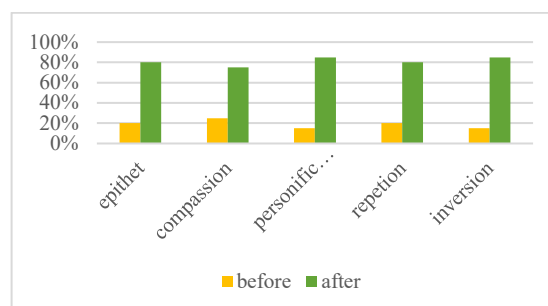

Figure 5. Progress recorded by figures of speech

Before, students occasionally (25%) used *similes* in their writing, and when they did, they were very simple and conventional (70%), had a rigid structure, formed on typical structures, without exploring the descriptive potential of this figure of speech in more depth, or followed a fixed pattern, specific to established expressions. After, the created similes became richer and more imaginative (80%). The upward evolution of creative similes reflects the significant development of students' abstract thinking and imagination, a better understanding of figurative language.

Before the training, *personification* appeared only sporadically (20%). After the training, students used it more frequently (80%). Analyzing the functionality of personification, before the experiment they were used more to embellish the text, without having a significant role in the structure. After, they were also used to convey emotions or to provide narrative depth, contributing to the atmosphere and message of the text. This progress suggests a more nuanced understanding of figures of speech and an increased capacity to create texts full of emotion and fantasy.

Repetition was used sometimes (30%), before the training experiment began, in an unconscious way, more out of the need to fill space. After the training, repetition registered an increased, intentional frequency (70%), used more often and with a clear purpose, to emphasize certain ideas or to create rhythm in writing. Before, repetitions were often accidental, caused by a lack of vocabulary or difficulties in expression. After, students began to use *repetition with an artistic purpose* (65%) to improve expressiveness, not just as a simple redundancy. Applied to create an aesthetic effect or to emphasize, repetitions add depth and beauty to language.

To analyze the evolution of the use of *inversion* as a figure of speech, we tracked the frequency of use, complexity, originality, impact on the rhythm and melody of the text, and use in context. Before the experiment, students rarely used inversion (5%). After training, they used it frequently in literary creations to achieve an aesthetic or expressive effect. Before training, inversions were simple (70%), focused only on changing the order of some words to attract attention. After, inversions were used consciously (80%), with a clear intention to create aesthetic effects, to emphasize certain parts of the sentence, or to create an internal melody of the text.

In conclusion, after participating in the creative circle activities and free writing exercises, significant improvements were observed in the use of figures of speech. The progress recorded shows that the students developed their skills in identifying and constructing figures of speech. The extracurricular activities had a positive impact, providing them with a relaxed and friendly environment, in which they had the opportunity to explore and exceed their creative limits. The use of figures of speech became an essential tool in the development of expressive speech, contributing to the enrichment of vocabulary and the nuanced expression of thoughts and emotions (Figure 5).
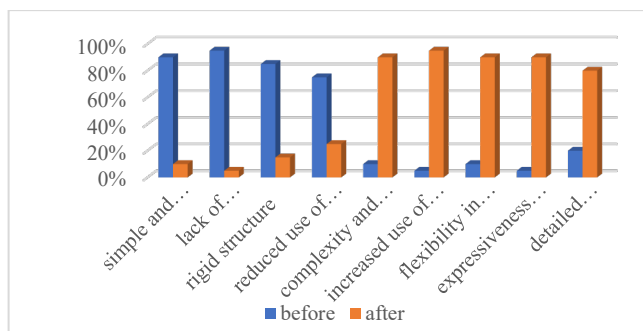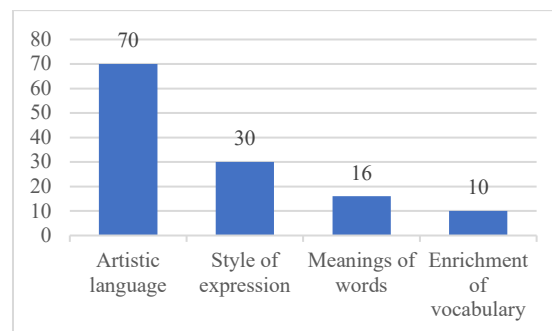
Figure 6. Using creative elements

Figure 7. Developing expression

In the training experiment, the emphasis was on developing imaginative writing, without the constraints imposed by the rigid structure of the curriculum. This freedom encouraged students to use various expressive means. We analyzed the evolution of creative writing based on nine descriptors. It reveals a profound transformation of students in terms of creative expression and the development of expressive speech (Figure 6). In the opinion of the subjects, creative writing contributed most to the enrichment of artistic language (55%), helped them to define a style of expression (24%), motivated them to value the meanings of words (13%) and to develop their vocabulary (8%) (Figure 7). Activities carried out to develop expressive speech through literary creation activities in the didactic process, extracurricular and extracurricular activities play a crucial role in cultivating the skills of expressing ideas and emotions in an artistic and captivating way. The key aspects of this process are represented in Figure 8. The preferred framework for such activities is the Creative Circle, a form of activity that allows, through the coherence of sequences, the creation of integral texts (Figure 9).

All the activities carried out in the experiment significantly influenced the development of expressive speech of primary school students. Non-formal contexts allowed for freedom from the strict constraints of classes, stimulating spontaneity, expression with emotion and authenticity. Students learned to use language in an expressive way, to convey feelings and to cultivate their creative thinking. These activities provided an essential platform for the development of communication skills and artistic sensitivity.
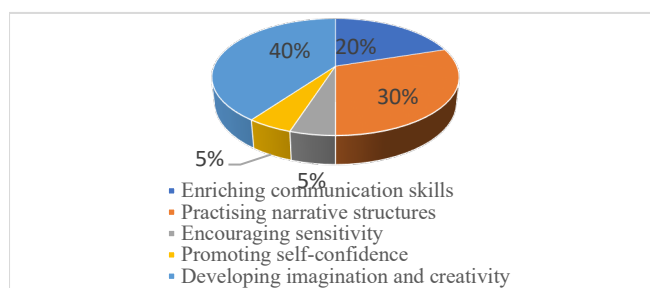

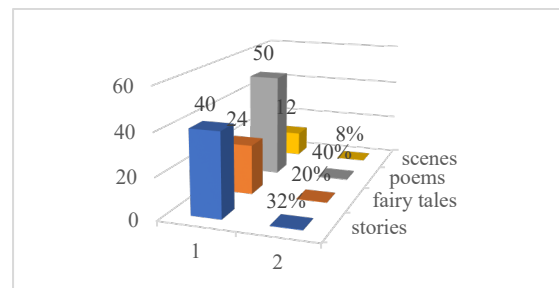**Figure 8. Key aspects of the on a didactic level**

Figure 9. Students' appetite for the products of creative activity

In applying the control experiment, we followed several steps to validate the pedagogical model. We established a clear and specific hypothesis and verified to what extent the projected values became acquisitions of the students. We developed a methodology for evaluating the students' expressive communicative-literary competence consisting of objectives, topics, and evaluation methods. We were interested in the opinions of the students and the teachers involved in the experiment about the contribution of literary creation activities to the development of expressive speech. In the control experiment, the progress of the students in the training group was evaluated in particular, comparing their performances demonstrated in the observation experiment with those at the end of the training. The presence of a significant number of students in the training group who have made progress in developing skills, *a repositioning of the learner into the one who is good at/is able to do,* is a solid criterion of the effectiveness of a conceptualized approach, in this case, there being no longer any need to involve, for comparison, a group of students outside the training experiment. Increased performance is a consequence, a result of high competence. We also subjected the group of students not involved in the training experiment to evaluation. The control methods used were direct observation, students' recitations, analysis of the created works, docimological tests of current or summative evaluation. The students' qualifications served as forms of evaluation. The processing of experimental data was carried out through mathematical methods, analyses, syntheses that allowed the formulation of conclusions and openings towards new research perspectives. *How do you think literary creation activities helped you develop your expressive language skills?*. Students in the training group chose as follows: 100% by developing vocabulary, 88% by improving nonverbal communication skills; 80% by increasing self-confidence during speaking (Figure 10) and 62% wrote Other (Figure 11).
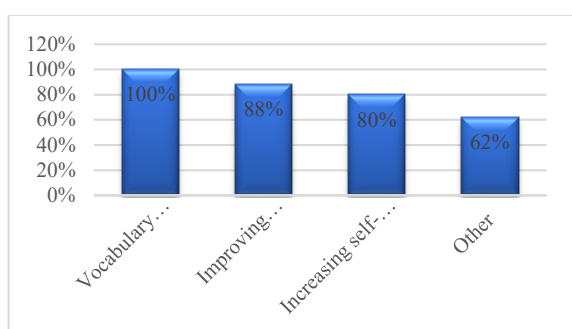

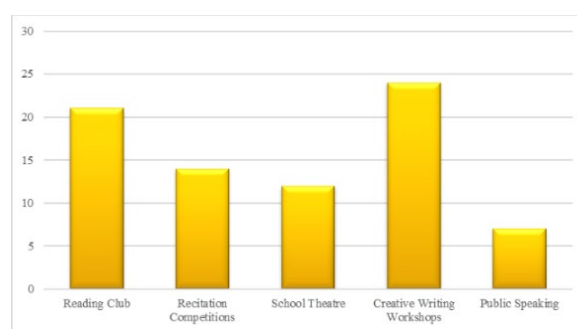**Figure 10. Development of expressive language competence**

Figure 11. Other activities that contribute to expressive language competence

The arguments of the teachers who taught in the training classes participating in the experiment were: developing vocabulary and expressiveness, training speech structure, stimulating imagination and creativity, promoting trust and emotional comfort, developing empathy and multiple perspectives, feedback and continuous improvement.

The students' responses to the item *Which of the following literary creation activities helped you the most in developing expressive speech?* were: 65% writing poems, 90% writing short stories, 80% creating dialogues, 70% free composition. *Writing poems* means focusing on expressive language, exploring rhythm and intonation, practicing word economy. *Writing short stories* aims at developing characters and dialogues, narrative structure and rhythm. *Creating dialogues* is achieved by adjusting intonation and rhythm and exploring the diversity of speech styles. *Free composition* explores students' creativity and uses stream of consciousness exercises. These lead to the authors' spontaneous and expressive expression. *The recitation of the poem La Paşti by G. Topîrceanu* was addressed to the two groups of students. The parameters of an expressive recitation were selected from the methodology of professor C. Șchiopu: intonation, melody, fundamental tone, logical accents, pauses [69]. The students of the training group managed to perform an expressive recitation in a proportion of 83% of the total number, the rest, 17%, had deviations in respecting logical accents and psychological pauses. They participated in training exercises in specific techniques for expressive recitation. Dramatization lessons, role-playing games, school theater contributed to the formation of the expressive recitation skill of the students of the training group. In the control group, the results were clearly inferior. Of the total number of respondents, only 34% were able to recite the poem expressively in accordance with the meanings of the text, 48% neglected several of the stipulated parameters, their recitation being quite approximate, and 18% did not offer an expressive recitation. Some students preferred to express themselves in a more reserved or calmer way. Perhaps the students in the control group did not fully understand the message and symbolism of the poem or did not have enough time to prepare for the recitation (Figure 12).
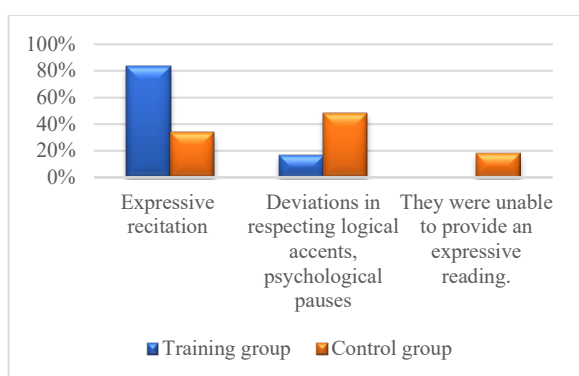

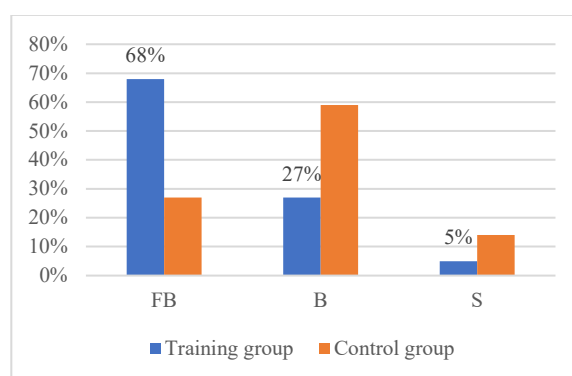**Figure 12. Students' ability to recite a poem expressively**

Figure 13. Students' ability to write a free creative text

The ultimate form of verifying the contribution of creative activities to the development of expressive speech of primary school students is free composition. Write a free creative text in which you relate an emotional event that you experienced at school. Students in the experimental

classes obtained: FB 68%, B 27%, S 5%. We can explain the better results of students in the training group through various educational practices and factors that influence the learning process and development of creative writing skills. Students permanently benefited from constructive feedback and appropriate guidance from mentors, had the opportunity to practice and practice writing free compositions regularly, were encouraged to explore a variety of writing styles and topics, from fiction to non-fiction, from poetry to essays. The results in the control group, FB 27%, B 59%, S 14%, weaker, were influenced by factors that differentiate this group from the training group: lack of adequate guidance, low levels of motivation and engagement, anxiety and stress, low levels of experience in creative writing, time constraints, individual differences in learning and writing styles. The time limit had an impact on creativity and expressiveness, causing them to focus more on completion than on the quality of expression. Certain free writing styles may not suit certain students in the control group, causing a lower level of performance (Figure 13).

In the second part of the questionnaire, we asked the teachers involved in our experiment a few questions. We asked them what advice or suggestions they would give for improving creation activities in order to develop expressive speech. The advice of the teachers from the experimental classes was pertinent: Encourage discussions and debates! Include verbal improvisation exercises in literary creation activities! Provide detailed and constructive feedback as students share their work and express themselves verbally! Diversify literary genres! Encourage creativity and originality! Teachers from the control group suggested expressive reading in public, role-playing, encouraging self-assessment, and being open to student feedback.

How would you describe the overall experience of participating in creative writing activities in terms of developing expressive speech? Teachers' responses focused on improving verbal expression skills, increasing self-confidence, developing intonation and rhythm of speech, collaborative learning, developing vocabulary, encouraging critical and analytical thinking, and flexibility in communication. They believed that most students felt a significant improvement in their oral expression skills. Teachers observed differences in how creative writing activities affected students' expressive speech, because each student has a unique way of assimilating and applying what they learn, and they are the ones who notice changes, progress, and performance in each student. The quality of feedback and guidance provided by teachers influenced the level of expressive language development of students in the early grades. They recorded students' progress over time and added observations based on these changes. As students continuously participated in creative activities, their level of verbal expression also evolved. Respondents added other comments: *Literary creative activity provides a stimulating environment for the development of expressive language, as it encourages imagination, creativity, and language exploration. These*

activities provide the opportunity for the development of individual and authentic expression, which can lead to distinct and expressive verbal expression. Writing and expressing personal emotions and experiences through literary creation helps develop empathy and understanding of other points of view. This can contribute to the development of expressive language through the ability to communicate and connect better with others. In conclusion, creation activities contribute to the development of expressive speech and bring long-term benefits in personal and professional life, offering a fascinating way to develop expressive speech. Literary creation thus becomes a lifelong learning activity. Encouraging participants to continue writing and expressing themselves verbally after the activities have ended can lead to a continuous development of expressive speech.

In General Conclusions and Recommendations, the theoretical and methodological results of the research are summarized, and a series of recommendations are proposed. The research addressed an essential problem in linguistic and literary-artistic education: the development of expressive speech in primary school students through literary creation activities. A pedagogical model based on the valorization of didactic, extracurricular and extracurricular activities was proposed and validated, aiming to increase the level of expressiveness of students' communication. The main values of the research are systematized in the following *conclusions*:

1. The expressiveness of speech is an essential dimension of human communication, including phonological, stylistic and affective elements. The study highlights the need for an innovative methodological approach, focused on playful and creative activities that stimulate students' critical thinking. The concept of *expressiveness* requires a multidimensional approach. Considered by some researchers as a semantics issue that belongs to all compartments of language, a manifestation of emotional reactions, the sum of means of poetic language, being associated with the notions of fantasy, aesthetics, in our understanding, expressiveness is a mode of expression that serves for the more nuanced communication of any content, affective, emotional or volitional.

2. *The Romanian Language and Literature discipline* offers contexts for practicing literary-artistic and communication competence, either through expressive reading and reciting a poem with appropriate intonation, or through oral presentations on a literary text, or through various literary creation activities of a playful and active-participatory nature. Being part of the field of literary-artistic education, contributing, in particular, to the formation of communication and literary-lectoral competence, expressive speech must be cultivated from the primary grades.

3. The theoretical and experimental study of the research problem demonstrated the need to develop a pedagogical construct, which would address and eliminate expressiveness difficulties, expression deficiencies and which would be focused on theories and principles of art, language, communication, literary-artistic education, the development of expressiveness of speech

(theoretical coordinate), on activities and methods that stimulate free and expressive expression, carried out within the lessons, extracurricular and extracurricular, on evaluation criteria (methodological coordinate). The pedagogical model is an alternative to canonical education, ensures good functionality and competitiveness of the training process, in general, and the development of expressiveness of speech of young students by creating a linguistic and educational environment adequate to the purpose and objectives, essential for the exploration of language, expressiveness as determining factors for efficient communication.

4. The experiments carried out in the research highlighted difficulties in the expressiveness of students' speech, such as poor articulation, limited vocabulary and lack of adequate intonation. The determining factors of these problems are the poor linguistic environment, traditional teaching methods and insufficient use of expressive activities. The proposed model offers solutions by integrating innovative strategies that facilitate creative expression.

5. The results of the pedagogical training and the control experiment demonstrated the increase in the level of development of students' expressiveness of speech, this being illustrated by their ability to read/recite a literary text expressively, to interpret, to write literary compositions, to use elements of artistic language in different contexts, by the texts of the trainees created, within the activities, by triggering creative capacities, imagination, associative thinking. The results confirm that the developed model is a viable construct, which can be successfully applied in school practice in order to develop the expressiveness of speech in primary school students.

Practical recommendations:

1. *For primary school teachers*: use of creative methodologies, promotion of social interaction and integration of playful activities for the development of expressive speech, capitalizing on the formative potential of the relationship between classroom lessons and extracurricular activities.

2. *For authors of curricula, school textbooks and curricular aids*: review of educational content to better reflect the age characteristics of students and introduce innovative methods for stimulating verbal creativity and expressive speech.

3. *Continuing professional training centers*: inclusion in the professional training of teachers of the methodology developed for studying the development of expressive speech of primary school students through literary creation activities.

4. *Educational technology specialists*: development of interactive digital tools and online platforms to support creation activities and to encourage expressive speech in primary school.

5. *Parents and guardians*: supporting children in developing expressiveness by engaging in literary activities at home.

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IANA, T.-I. *Compoziţia şcolară - dimensiune operaţională a procesului de dezvoltare a expresivităţii vorbirii elevilor din clasele primare*. În: *Studia Universitatis Moldaviae (Seria Ştiinţe ale Educaţiei)*, 2021, nr. 5 (145), pp. 93-96. ISSN 1857-2103. (index B)

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IANA, T.-I. *Parteneriatul educaţional cu biblioteca - sursă de valorificare şi dezvoltare a expresivităţii vorbirii elevilor*. În: *Cadrul didactic - promotor al politicilor educaţionale*, 2019. Chişinău, Republica Moldova. pp. 701-704. ISBN 987-9975-48-156-4

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ANNOTATION

Iana Tatiana-Irina

The development of the expressiveness of the speech of primary school students through creative literary activities

Doctoral thesis in Educational Sciences, specialty 532.02 Chisinau, 2025

Thesis structure: annotation (Romanian and English), introduction, three chapters, general conclusions and recommendations, bibliography (182 sources), 48 annexes, 61 figures, 1 table.

Publications on the topic of the thesis. 8 scientific papers: 3 in accredited scientific journals 2 - B, 1 - C; 1 communication in scientific annals; 4 communications at scientific conferences.

Keywords: expressive speech, creative activities, didactic activities, extracurricular activities, didactic game, expressive communication skills.

Research purpose: determining the theoretical foundations and developing epistemological benchmarks for a methodology for the DEV of primary school students through ACL.

Research objectives: identification of epistemological landmarks for a MDEV through ACL, pre-experimental diagnosis of the level of development of students' expressive speech, inventory and analysis of the methodology applied by teachers, analysis of regulatory school documents, conceptualization and validation of MPDEV in students, assessment of the level of expressive speech in the training and control experiment, formulation of conclusions and recommendations.

Scientific novelty and originality consist in substantiating and capitalizing on the potential of creative activities in the development of students' expressive speech; in developing and validating MPDEV for primary school students, which includes various ACL, carried out in the classroom and in extracurricular, interdisciplinary contexts, and a set of innovative teaching activities.

The solved scientific problem aims to substantiate, develop and validate students' MPDEV by capitalizing on creative activities, designed according to their formative potential, the student's status as a subject of educational action and in accordance with the principle of continuity (didactic-extracurricular activities), increasing the level of expressiveness of speech.

Theoretical value of the research: updating and approaching the concepts of expressiveness, epistemological and theoretical substantiation of the pedagogical model, the potential of ACL, synthesizing the tendencies and attitudes of teachers and students regarding the need for DEV.

The applicative value of the work is validated by examining the curricular pieces of Romanian language in relation to the MELA principles, formulating recommendations, diagnosing students' DEV levels, developing, applying and implementing MDEV for students through ACL.

The implementation of scientific results was achieved through the teaching activity of the author and the experimenter teachers, scientific publications, and inter-institutional collaborations.

ADNOTARE

Iana Tatiana-Irina

Dezvoltarea expresivității vorbirii elevilor din clasele primare
prin activități de creație literară

Teză de doctor în științe ale educației, specialitatea 532.02 Chișinău, 2025

Structura tezei: adnotare (limba română și limba engleză), introducere, trei capitole, concluzii generale și recomandări, bibliografie (182 de surse), 48 de anexe, 61 de figuri, 1 tabel.

Publicații la tema tezei. 8 lucrări științifice: 3 în reviste științifice atestate 2 - B și 1 - C; 1 lucrare în anale științifice; 4 în materialele conferințelor științifice naționale și internaționale.

Cuvinte-cheie: vorbire expresivă, activități de creație, activități didactice, activități extracurriculare, activități extrașcolare, jocul didactic, competențe de comunicare expresivă.

Scopul cercetării: determinarea fundamentelor teoretice și elaborarea reperelor epistemologice pentru o metodologie a DEV elevilor din clasele primare prin activități de creație literară.

Obiectivele cercetării: identificarea reperelor epistemologice pentru o MDEV prin ACL, diagnosticarea preexperimentală a nivelului de dezvoltarea expresivității vorbirii elevilor, inventarierea și analiza metodologiei aplicate de profesori, analiza documentelor școlare reglatorii, conceptualizarea și validarea experimentală a MP DEV la elevi, evaluarea nivelului expresivității vorbirii în experimentul de formare și de control, formularea concluziilor și recomandărilor.

Noutatea și originalitatea științifică constau în fundamentarea și valorificarea potențialului activităților de creație în dezvoltarea expresivității vorbirii elevilor; în elaborarea și validarea MPDEV elevilor din clasele primare, care include diverse ACL, desfășurate la clasă și în contexte extracurriculare, extrașcolare, interdisciplinare și un set de activități didactice inovatoare.

Problema științifică soluționată vizează fundamentarea, elaborarea și validarea MPDEV elevilor prin valorificarea activităților de creație, concepute în funcție de potențialul formativ al acestora, de statutul elevului ca subiect al acțiunii educaționale și în corespundere cu principiul continuității (activități didactice-extracurriculare-extrașcolare), sporirea nivelului de expresivitate a vorbirii.

Valoarea teoretică a cercetării: actualizarea și abordarea conceptelor de expresivitate, fundamentarea epistemologică și teoretică a modelului pedagogic, a potențialului ACL, sintetizarea tendințelor și atitudinilor profesorilor, ale elevilor cu privire la necesitatea DEV.

Valoarea aplicativă a lucrării este validată de examinarea pieselor curriculare de limba și literatura română în raport cu principiile MELA, formularea unor recomandări, diagnosticarea nivelurilor de DEV elevilor, elaborarea, aplicarea și implementarea MDEV elevilor prin ACL.

Implementarea rezultatelor științifice s-a realizat prin activitatea didactică a autoarei și a profesorilor-experimentatori, publicații științifice, colaborări interinstituționale.

IANA TATIANA-IRINA

DEVELOPMENT OF SPEECH EXPRESSIVITY
OF PRIMARY GRADES STUDENTS
THROUGH LITERARY CREATIVE ACTIVITIES

**Specialty: 532.02 - School Didactics by Grades and Subjects
(Romanian Language and Literature)**

Summary of the Doctoral Thesis