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IRINA ELENA-ROXANA

**THE FORMATION OF SELF-IMAGE OF PRIMARY CLASS
STUDENTS IN THE PROCESS OF RECEPTION OF THE
LITERARY TEXT**

Specialty: 532.02. School didactics on levels and educational subjects
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Composition of the Commission for public support of the doctoral thesis:

The president of the commission:

GHICOV Adrian, Habilitate Doctor in Pedagogical Sciences, associate professor, "Ion Creangă" State Pedagogical University from Chisinau, Republic of Moldova

Scientific leader:

MARIN Mariana, Doctor of Pedagogy, associate professor, "Ion Creangă" State Pedagogical University from Chisinau, Republic of Moldova

Official references:

GORAŞ-POSTICĂ Viorica, Habilitate Doctor in Pedagogical Sciences, university professor, Moldova State University, Republic of Moldova

CLIPA Otilia, Doctor in Educational Sciences, associate professor, "Ştefan cel Mare" University in Suceava, Romania

GOLUBIŢCHI Silvia, Doctor in Pedagogical Sciences, associate professor, "Ion Creangă" State Pedagogical University from Chisinau, Republic of Moldova

BRÎŢCHI Aliona, Doctor in Pedagogical Sciences, associate professor, "Alec Russo" State University from Balti, Republic of Moldova

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President of the Support Committee:

GHICOV Adrian, Habilitate Doctor in Pedagogical Sciences, associate professor

Supervisor:

MARIN Mariana, Doctor in Pedagogical Sciences, associate professor

Author:

IRINA Elena-Roxana

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CONCEPTUAL MARKINGS OF THE RESEARCH

The topicality of the research theme and the importance of the problem addressed.

Living in a world that is based on efficiency and fierce competition, whose strength comes from knowledge, in the context of rapid changes in society, the European Union proposed as a cardinal goal the creation of a knowledge-based society. A fundamental role of education is the personal development of the student, everyone having the opportunity to develop according to his own potential, to ensure his independence and prosperity and the groups he will later decide to be a part of. Personal development through continuous learning is essential in contemporary society. Both based on self-perception and because of the social interaction in the school space, the self-image of students is in a continuous reconstruction. The valorisation of the child as an individual, as a unique personality, with its own value and dignity, is ensured by a good knowledge of the mechanisms that determine the formation of the self of primary school students. The self-image represents "a complex mental construct, which is gradually elaborated during the ontological evolution of the individual, in parallel and in close interaction with the elaboration of the consciousness of the objective world through a long series of processes and operations of comparison, classification, ranking, generalization, integration", as stated by M. Golu [18, p. 198]. The National Curriculum, in Romania, offers a flexible offer, allowing the teacher to adapt the formal framework to his personality and to the specifics of the class of students he works with. In the Republic of Moldova, the Education Code [29], art. 26, presents the mission of primary education: "primary education contributes to the formation of the child as a free and creative personality and ensures the development of the skills necessary to continue studies in secondary education", and art. 6 presents the educational ideal, which "consists in the formation of a personality with a spirit of initiative, capable of self-development, possessing not only a system of knowledge and skills necessary for employment on the labour market, but also independence of opinion and action, being open to dialogue intercultural in the context of assumed national and universal values." [29] One of the premises that determines the research theme is that the methodologies of forming the self-image of primary school students in the process of receiving the literary text are not enough known, systematized, exploited, applied. In addition, the literary text with its double function as a psychological and pedagogical resource is used in the educational approach more as a moral value. The emotional aspect, probed in the theories of art or more specifically of the literary-artistic education, which contributes to the development of the respective intelligence, is less valued by the pedagogues. Poorly developed emotional intelligence in students, self-image problems made us worry about this problem. Another premise, which determined the choice of theme, it is constituted by the theoretical-methodical studies of a number of researchers (C. Parfene [48], P. Cornea [9], Vl. Pâslaru [50], C. Șchiopu [58-62] etc.) in which it is addressed the problem of forming students' self-image, through the literary text.

Description of the situation in the field of research and identification of the research problem. The theoretical benchmarks of the research served as: the concept of self-image, (V. Pavelcu [49], M. Zlate [69], P. Popescu-Neveanu [54], A. Perju-Liiceanu [52], N. Bogatu [3], M. Golu [18-19], P. Fraisse [17], R. Baron [17], D. Byrne [17], I. Radu [55], D. Henny [17], D. Paulo [17], T. Rodriquez [17], C. Baremboim [17], U. Șchiopu [63]); the pretended self, the negative self-image, the authentic self, self-esteem (A. Băban [2], A. Perju-Liiceanu [52], V. Ilieș [30]), the self (A. Gavreliuc [16], IA Dumitru [16]); EUL as the core of the personality system (V. Pavelcu [49], M. Zlate [69], U. Șchiopu [63], P. Popescu-Neveanu [54]); the psychological profile of the primary school student (A. Lieury [39], P. Popescu-Neveanu [54], P. Osterrieth [47], M. Debesse [17], I. Nicola [44]); literary-artistic education (C. Parfene [48], P. Cornea [9], Vl. Pâslaru [50; 51], C. Șchiopu [62], M. Hadîrcă [29], V. Goraș-Postică [22; 23], M. Marin [41], S. Golubițchi [20; 21], A. Radu-Șchiopu); the contents of education (Nicu A. [45]), the contents of training (Cristea S. [10]); school curriculum (Cristea S. [11], M. Marin [41], O. Clipa [7; 8], A. Gremalschi [24], M. Golu [18]); the school textbook (S. Cristea [10], M. Marin [41], A. Grigore [27], A. Nicu [35], I. Șerdean [65]); the formative values of the literary text (C. Parfene [48], C. Botezatu [19], G. Călinescu [30], A. Ghicov [17], C. Șchiopu [59]); formation and cultivation of the taste for reading (I. Șerdean [65]).

Literary theories were studied: art and literature as an imitation of the sensible world, C. Șchiopu [62]; the literary work as an object of aesthetic experience, G. Lanson [34, p. 35]; the language of literature as a variant of expressive language, IA Richards [57]; art as intuition that identifies with expression and language, B. Croce [1, p. 47]; true intuition is expression, G. Morpurgo-Tagliabue [43, p. 114]; literature as art of the word, M. Bakos [1]; the object of literary science is literariness, R. Jakobson [32, p. 147]; literature as a product of the evolving human mentality, structuralist theory (U. Eco, A. Serpieri, M. Corti, Iu. Kristeva, R. Barthes); the text as a translinguistic device, Iu. Kristeva [33, p.19]; literature: the interpenetration between the act of plotting and thematizing N. Frye [15, p. 471]; the literary work a layered product, R. Ingarden [31, p. 289]; the literary work story and speech, T. Todorov [66, p. 370]; the literary work as a grouping of reflexive linguistic facts T. Vianu [68, p.11-19]; literature as language art, D. Tucan [67, p. 66]; literature that triggers emotional, aesthetic effects, C. Șchiopu [62].

In the current context, the formation of the self-image of primary school students through the literary text is only partially addressed in the curriculum and in the usual didactic methods, leaving numerous epistemic and methodological discrepancies unaddressed. In particular, in the current Romanian language and literature curriculum and in the optional subjects, there are inconsistencies between the stated objectives and the actual practice of self-image formation. There is an inconsistency between the literary-artistic theory and the pedagogy of self-appreciation and empathy at the level of text reception, affecting the effectiveness of teaching methodologies focused on the development of students' self-image.

Thus, the central scientific problem of the research consists in the reconfiguration of the curricular and methodological approach through the theoretical foundation and validation of the effective methodology of literary reception and self-exploration, which will contribute to the formation of the self-image of primary school students, within the Romanian language and literature lessons.

The purpose of the research consists in the theoretical and practical-experimental substantiation and the implementation of a variant of the curriculum and the optional subject, in order to form the self-image of the primary school students.

Research objectives:

1. Examining specific psychological features regarding self-image at early school age;
2. Identifying the literary-artistic landmarks for the formation of the self-image of primary school students in the process of receiving the literary text;
3. Analysis of the impact of the curriculum and school textbooks of the Romanian language and literature on the development of students' self-image, by receiving literary texts, including optional subjects as additional solutions for strengthening this image at the level of primary classes.
4. Diagnosis and examination of the methodologies, of the specialized literature used in teaching practices, in order to evaluate their influence on the development of the self-image of primary school students.
5. The development and experimental validation of the theoretical model for the formation of the self-image of primary school students in the role of interpreters and understanders/explorers of literary works.
6. Generating a framework of general conclusions and methodological recommendations, relevant for the optimization of educational processes aiming at the formation of the students' self-image through the reception of literary texts.

Research hypothesis: The formation of students' self-image will be effective if:

- within the Romanian language and literature lessons, the literary work will be interpreted, systematically, also from the perspective of the concepts of the self-image of the character, the self-image of the receiver, these, at the same time, being an essential part of the operational objectives formulated by the teacher.

- the activity of exploiting/interpreting the literary work, focused on the formation of the students' self-image, within the lessons, will be supplemented with the optional one/curriculum at the school's decision (optional discipline, auxiliary for students, auxiliary for teachers);

●the methodology applied by the teacher (learning activities, forms of organization, methods) will be connected to the specifics and characteristics of the self-image concept.

Scientific research methodology it consisted of a set of theoretical methods (scientific documentation, theoretical analysis and synthesis, generalization and systematization, abstraction and theoretical modelling), praxiological (observation, questioning, study of obtained data, comparison, pedagogical experiment), hermeneutic (interpretation of theoretical sources and of experimental data), statistical and mathematical (inventory and analysis of experiment data).

Scientific novelty and originality consist in the elaboration and experimental validation of an original paradigm of the methodology of forming the self-image of primary school students, focused, respectively, on curriculum variants, optional subjects, on auxiliaries for students and teachers, on teaching methods, professional training through which a distinct vision is founded on both the reception/interpretation of the literary work and the receiver; the contribution to the revision of the curricular contents in force for the discipline of Romanian language and literature, as well as the methodology reflected in the existing school textbooks analysed from the perspective of the students' self-image formation; the contribution to the validation of the Model of self-image formation for primary school students, in the process of reception/interpretation of the literary text; appropriating a new vision regarding the formation of students' self-image, focused on the relationship between the self-image of the character of the literary work - the self-image of the recipient student; the development, theoretical argumentation, implementation and validation of the curriculum version and the optional subject, regarding the formation of students' self-image by capitalizing on the literary text.

The scientific problem solved in research it takes shape in the development and validation of the theoretical model for the formation of the self-image of primary school students in the process of receiving the literary text, from the perspective of the curriculum and optional subject variants, of some auxiliaries for students and teachers, designed according to the research theme, the psychological and age characteristics of primary school students, the relationship between the literary work and the concept of self-image.

The theoretical value of research is argued by: the updating of some aesthetic, literary, pedagogical and psychological concepts (self-image, psychological profile of the primary school student, literary text, reception/interpretation, literary-artistic education, reading - as a didactic approach); the theoretical substantiation of the methodology of the formation of the self-image in primary school students, focused on the relationship literary work - student - self-image, on the development of an alternative version of the curriculum, new contents and didactic supports; synthesizing the general tendencies of the teachers regarding their practice of forming students' self-image through the literary work and of the students regarding their levels of reception, interpretation of the artistic text from the perspective of their self-identification as a self-image.

The applicative value of the work consists of: examining the curricular parts of the Romanian language and literature in relation to the principles, characteristics, methodology of forming students' self-image and formulating recommendations for their improvement; establishing the levels of self-image of primary school students, depending on their reception/interpretation of the literary work and formulating some conclusions; implementing the methodology (activities, forms of organization, methods) of forming students' self-image through the valorisation of the literary work; the validation of the curriculum and the optional discipline as defining constituent parts of the Theoretical Model for the formation of students' self-image, as well as the formulation of theoretically founded recommendations; establishing the priority directions for improving the methodology of training students' self-image in the process of receiving the literary work.

Main scientific results submitted for support:

1. the contribution to the revision of the curricular contents in force for the discipline of Romanian language and literature, as well as the methodology reflected in the existing school textbooks analysed from the perspective of the students' self-image formation;

2. the contribution to the pedagogical validation of the theoretical Model of the formation of the students' self-image in the reception of the literary text;

3. the validation of a new vision regarding the formation of students' self-image, focused on the relationship between the self-image of the character of the literary work and the self-image of the receiving student;

4. the development, theoretical argumentation, implementation and validation of the curriculum version and the optional subject, regarding the formation of students' self-image by capitalizing on the literary text.

Implementation of scientific results: in the framework of the pedagogical experiment, by ascertaining the situation of the investigated topic, but also experimenting and validating the Theoretical Model of the formation of the self-image of the primary school students in the process of receiving the literary text as well as in the practical activities with the students of the 3rd and 4th grades.

Approval and validation of scientific results. It was carried out through scientific publications and communications from methodological seminars, county seminars, training courses, publications with ISBN in the field, national and international conferences,

Publications on the topic of the thesis. The results obtained are published in 50 scientific papers, 4 articles in specialized journals, 46 communications at national and international conferences.

The volume and structure of the thesis. The content of the doctoral thesis includes annotation (in Romanian, Russian, English), list of abbreviations, introduction, three chapters, general conclusions and recommendations, basic text - 163 pages, bibliography from 226 sources, 239 tables, 298 figures, 53 appendices. The basic content of the thesis contains 32 figures, 39 tables.

Keywords: self-image, student, literary text, reception, literary-artistic education, vocational training, curriculum, optional subject, didactic methodology, emotional intelligence, empathy and self-esteem, theoretical model of students' self-image formation.

THESIS CONTENT

In Chapter 1, called **Theoretical approaches to the problem of the formation of the self-image of primary school students in the process of receiving the literary text**, the following are presented: the psychological profile of the student, conceptual delimitations of the self-image and the ways of its formation through the literary text, the principles of literary education -artistic, as well as the literary theories that were the basis of this research.

In presenting our vision regarding the formation of the self-image (IS), we start from the concept developed by N. Bogatu [3] which defines it as "the central core of the personality, defining element of its social status and role". Self-image is more dependent on what the child would like to be and less on what it is during childhood. The self-image begins to be built, as M. Zlate says [69, p. 54], "according to what the man is or was, what he does or has done". During this period, moral, intellectual, aesthetic emotions and feelings develop group life, cooperation, with a major contribution to the development of the child's moral education. The formation and development of school motivation is focused on curiosity, the need to learn/know, explore and document.

Over time, several authors including: U. Şchiopu, N. Bogatu, M. Zlate, M. Golu, etc. they gave self-image definitions: self-image is the result of a self-evaluation process; the self-image represents "a complex mental construct, which is gradually elaborated during the ontological evolution of the individual, in parallel and in close interaction with the elaboration of the consciousness of the objective world through a long series of processes and operations of comparison, classification, ranking, generalization, integration", as stated by M. Golu [18, p.198]; in the work "I and personality", M. Zlate presents the self-image as "the totality of the individual's representations, ideas, beliefs about his own personality" [69]; self-image or self-perception is dependent on the individual's self-knowledge capabilities, self-requirements, and may be a correct or erroneous perception (based on over- or under-appreciation [69, p. 26], the image that what we think others have about us is described by M. Zlate, in 2004, as a projected personality, respectively, "the set of thoughts, feelings, appreciations that an individual believes they are feeding, others are making on him".[69, p 57] M. Golu [18] identifies two essential forms of self-image: the pretended self is the image that the individual projects to the outside, without authentically reflecting who he is in reality

answers the questions: How does the individual like to be perceived?, What aspects of their personality do they hope people notice first? In some cases, the pretended self can include negative traits when the self-image is built on insecurities or mistrust. In contrast, the authentic self is the image that reflects the true identity of the individual, formed by a balance between the physical, spiritual and social dimensions. The authentic self presupposes good self-knowledge, and self-confidence is a natural consequence of this knowledge, allowing the individual to act according to his own identity. In the work "Personality-attitudes and values" [14, p.73], the author I.A. Dumitru explains the three types of self, respectively: the social self is formed through socialization, the individual building certain structures formed by appropriating norms, behaviours, socially desirable attitudes; the individual self represents the particular way in which the individual internalizes the models promoted by society, respectively the structural differentiation of the individual through which he becomes a personality from a psychological point of view; the total self is the result of the interaction between the social self and the individual self. Self-knowledge and the formation of self-image are very complex activities, and reading can fundamentally influence them, developing students and a vision of the world, based on the Real Self, the Future Self, The Ideal Self.

In the Republic of Moldova, the Reference Framework of the National Curriculum stipulates that "the training profile of the graduate is a regulatory component of the National Curriculum." The capacities, attitudes and values (competencies) targeted by the training profile have a transdisciplinary character and define the learning outcomes, pursued through the application of the National Curriculum." [5, p. 17]. The training profile of the primary education graduate in Romania is built on the basis of eight key competencies, aligned with European recommendations, emphasizing the importance of the student's holistic development. Literature has a great influence in early childhood, the heroes of the books read at this age representing models for young readers, U. Şchiopu claims that in this period moral judgment is formed, consolidating the foundations of the conception of life, of the world, broadening, at the same time civilized behaviour, as the elaboration of fundamental moral convictions begins. [64, p. 240].

Literary-artistic education plays a fundamental role in this development process. Through reading and literary analysis, students develop critical reflection and learn to explore their own traits and beliefs, which positively influences confidence and self-esteem. In this process, students become more aware of how they are perceived by others, and this social evaluation is integrated into their self-image, significantly affecting their self-esteem.

Literary creation can move the reader, to form their beliefs. Literature will sensitize students, triggering their desire to shape themselves, forming attitudes and behaviours. The aesthetic emotion triggered by the study of the literary text will fix in the students' consciousness the meanings of the artistic message of the works. In the framework of education through literature, aesthetic emotion will have the role of a catalyst, literature playing an important role in the process of forming students' self-image and behaviours, in the formation of positive attitudes towards themselves and towards others. Very important turns out to be the act of aesthetic reception, because it can be converted into facts, feelings, emotions, concrete attitudes. Students can receive a moral education, if they are put in the situation to experience the universe of the work emotionally and reflexively. To support our research, it is fundamental to mention that the teacher can put the student's personality at the centre of the reception of the literary work, to condition their development, fulfilment, by creating learning situations in the classroom, focused on debates to confirm/disprove some theses, by stimulating some controversial discussions between students, by removing inhibitions.

The reception of the literary text is not only the awareness of the universe of the literary work, but, at the same time, the awareness of emotions, the interpretation and motivation of the impressions produced by it. The positive or negative attitude, launched by the creator, stimulates the reader to recreate and demonstrates the presence of the attitude in the process of the reading activity. If the students feel, they understand, they receive the literary text correctly, they will be oriented towards a varied reading, developing not only their intellectual capacities but also educating their sense, emotion and artistic feelings. Integrating child rights themes into literature can have several benefits

in terms of students' self-image: it strengthens identity and self-respect, develops empathy and understanding, encourages activism and social involvement among students.

Chapter 2 it is entitled **The theoretical model for the formation of the self-image of primary school students in the reception of the literary text.**

Analysis of the National Curriculum, Romanian Language and Literature Curriculum, 3rd and 4th grades

The documentary analysis carried out followed the way in which the key competences with a role in the formation of the students' self-image are found in the curriculum for the Romanian language and literature in the 3rd and 4th grades. Therefore, we analysed whether within the framework of the National Curriculum for Romanian Language and Literature, in the 3rd and 4th grades, both in Romania and in the Republic of Moldova, the formation of the self-image of primary school students is aimed at the reception process the literary text, taking into account the observance of European and international standards regarding the integral development of the personality. The attitudes generated by this competence are the expression of a positive attitude for constructive dialogue, the appreciation of aesthetic qualities and the desire to promote them, the interest in communicating with others, the awareness of the impact of language on others, the need to understand and use language in a positive and responsible way.

The analysis of the National Curriculum for the Romanian Language and Literature in Romania and the Republic of Moldova, grades III and IV, reveals a significant concern for the formation of the self-image of primary grade students through the reception of the literary text. Both countries have integrated specific competences/units of competence and exercises into the curriculum, which aim at a holistic approach to the reception of literary text, encouraging students to explore emotions, express their opinions and personalize their reading experience. In table no. 1, a comparative analysis of the National Curriculum for the discipline of Romanian Language and Literature, intended for the 3rd and 4th grades in Romania and the Republic of Moldova, is summarized in Table 1, illustrating the essential structural and functional elements that support the formation of self-image at primary school students.

Table 1. The quantification grid regarding the development of the self-image of primary school students through the reception of the literary text in Romania and the Republic of Moldova

Comparable aspects	Romania	Qualifier (Romania)	Republic of Moldova	Qualification (Republic of Moldova)
Specific Competences (RO)/ Competence Units (MD)	Holistic approach to the reception of literary text, promoting emotional exploration, expression of opinions and personalization of the reading experience by students.	4 - Good	Similar holistic approach, encouraging students to explore emotions, express opinions and personalize reading experiences.	4 - Good
Typology of learning exercises/activities	Stimulating active participation in receiving the text through activities that allow students to express their thoughts, feelings and attitudes towards literary characters.	4 - Good	Exercises aimed at the active involvement of students in the reception process, facilitating the expression of thoughts and feelings towards the characters.	4 - Good

Reading approach	Evident by emphasizing personal reflection and associating elements from the text with students' own experiences.	5 - Excellent	It reflects an emphasis on personal reflection and the integration of textual elements with students' experiences.	5 - Excellent
Differences in methodical approach	Predominance of oral expression and dramatization of literary texts.	4 – Good	Orientation towards personal reflection and associating elements of the text with individual student experiences.	4 – Good
Aspects favoring the development of self-image	The quality of teacher training, the appropriate selection of literary texts, the diversified use of pedagogical strategies.	4 - Good	The quality of teacher training, the appropriate selection of literary texts, the diversity of teaching strategies used.	4 - Good
Diversity of assessment perspectives	Assessment from multiple perspectives, including own perspective, that of other students and characters, encouraging in-depth exploration of self-image.	4 - Good	The diversity of perspectives is less; most exercises are focused on self-evaluation and limited perspectives on the characters.	4 - Good

Interpretation of scores and qualifications

Score	Qualifying	Interpretation
1	inadequate	Practices are insufficient or do not meet the requirements for self-image formation.
2	Very low	Practices are present but are limited and require significant improvement.
3	environment	Practices are adequate but with potential for development to increase efficiency.
4	Good	The practices are effective but can be refined to reach an optimal level.
5	Excellent	The practices are exemplary and fully achieve the goals related to self-image formation.

Although there are similarities in terms of competences/units of competences, certain differences can also be identified in the way of approaching the formation of self-image: Romania puts a greater emphasis on oral expression and the dramatization of literary texts, while the Republic of Moldova focus more on personal reflection and relating elements of the text to their own experiences; both countries align with European and international standards in terms of developing critical, creative and empathetic thinking skills, essential for building a positive and complex self-image. However, the success of national curriculum implementation in terms of self-image formation depends on several factors common to both countries: teacher training is essential to create a stimulating and supportive learning environment where students feel free to explore and express their opinions without fear of failure; the appropriate choice of literary texts is crucial to capture students' interest and provide them with character models they can identify with; the use of varied didactic strategies can contribute to a deeper reception of the texts and a more active involvement of the students.

We observe that, although both countries have a favourable framework for the formation of the self-image of primary school students by receiving the literary text, success depends on the effective implementation of the national curriculum, the active involvement of teachers, students and parents, as well as adaptation to the specifics of the educational context in each country. A revision

of the skills is required, because self-knowledge and the formation of self-image are very complex activities, and reading can fundamentally influence them, developing students and a vision of the world, based on the coordinates of the real self, the future self, the ideal self. In the context of our research, it is vital to analyse the study of curriculum products which is an essential component of the initial and continuous training of primary education teachers.

Next, we will note aspects related to the complex role of school textbooks, highlighting the multiple functions they perform in primary education. We will analyse the criteria that must be respected when developing textbooks, as well as the importance of their study by teachers. The main purpose of the analysis is to identify the strengths and weaknesses of current textbooks, providing concrete recommendations for improving their quality. Through rigorous analysis, more effective textbooks can be created that stimulate student learning and contribute to the formation of well-prepared generations.

In the analysis of the textbooks, we carried out documentary research. As part of the research carried out, we analysed the school textbooks of the Romanian language and literature, the 3rd and 4th grades, in Romania as well as in the Republic of Moldova, to identify the contents (literary texts and formulated tasks/themes) aimed at training students' self-image in the process of receiving the literary text. In the analysis of literary texts from school textbooks, the existence of some aspects related to the affective sphere (emotions, feelings, states of mind (even those of literary characters), the desirable sphere (desires, ideals, aspirations), the volitional sphere (represented by acts of will), of the evaluation sphere (opinions, appreciations/self-evaluations, evaluative acts), of the conceptual sphere (beliefs, ideas, principles, personal conceptions). Literary texts and tasks/themes from the textbooks specified in the bibliography were analysed [25- 28], [4], [40].

The analysis of the 47 texts from the Romanian language and literature textbooks for the third grade [25-28], from Romania, highlighted the presence of 14 texts (29.8%) that can contribute to the formation of the students' self-image, in the process reception of the literary text. A percentage of 29.8 was identified, which responds to the need to form the students' self-image, in the process of receiving the literary text. In the 3rd grade Romanian language and literature textbook, from the Republic of Moldova [4], 51 literary texts were analysed. Among them, 13 texts were identified as responding to the need for the formation of the students' self-image in the process of receiving the literary text. Therefore, only 25.5% of the total literary texts in this textbook contribute to the formation of students' self-image, fulfilling at least one of its characteristics. In the fourth grade, in Romanian language and literature textbooks in Romania [25-26], 35 literary texts were identified, and following the analysis, 13 literary texts were identified, 37% of the total, which can contribute to the formation students' self-image. In the Romanian language and literature textbook, fourth grade from the Republic of Moldova [40], out of the total of 42 literary texts, 16 literary texts (38%) were identified to contribute to the formation of students' self-image. Following the data analysis, we find that the Romanian language and literature school textbooks both in Romania and in the Republic of Moldova, in the 3rd and 4th grades do not contain enough literary texts with a role in the formation of the self-image of students, highlighted in table 2.

Table 2. Analysis of the number of literary texts with a role in the formation of students' self-image

Class	Class III		Fourth class	
	Romania	Republic of Moldova	Romania	Republic of Moldova
No. total literary texts	47	51	35	42
No. literary texts aimed at the formation of students' self-image	14	13	13	16
share	29.8%	25.5%	37%	38%

We infer that a diversification of textbook content is necessary, by including more literary texts that explore a wide range of themes and characters relevant to the formation of students' self-image. Texts should present positive personality models that students can identify with and learn

about important qualities and values from. In addition to including appropriate texts, it is important to implement effective teaching strategies that facilitate students' reception and interpretation of texts.

The analysis of school textbooks also traced the existence of some themes/tasks, with a role in the formation of the students' self-image: The real/actual self (the physical self - the way in which it physically perceives itself and in which it is perceived by others, the cognitive self - the way in which the informational contents about oneself and the world are received and structured, the emotional or intimate self - the feelings and emotions towards oneself, the world and the future, the social or interpersonal self - the personal mode of behaviour in social interactions, spiritual self-values and principles), future self/possible self (aspirations, motivations, long-term goals) and ideal self. The identified items followed the following aspects from the affective, desirable, volitional, evaluation and conceptual spheres. The work tasks that we identified in the analysed textbooks [25-28], [40], [4] and that we consider productive for the formation of self-image aim at: human qualities, states of mind, human behaviours.

As a result of the research carried out, we affirm that in the analysed textbooks themes/tasks have been identified that aim to form the students' self-image, focused on items mainly in the affective and evaluation spheres. There is a need to add some items/tasks/themes, which respond to the formation and other components of the self-image, such as elements from the sphere of the desirable (desires, aspirations, ideals) and from the conceptual sphere (beliefs, ideas, principles, personal conceptions) in order to outline the real, future and ideal Self. Initially, it started from the analysis of Romanian language and literature textbooks for the 3rd grades, from Romania and the Republic of Moldova, then the Romanian language and literature textbooks for the 4th grades from the two countries were analysed, establishing from began a dysfunction of conceptions to establish a strategic continuity of the textbooks. Some authors, especially those from the Republic of Moldova, mainly in the textbook for the 4th grade, follow the formation of the students' self-image, in the process of receiving the literary text, but it is not something rhythmic. With titles of suggestions, we could note that when revising the current Romanian language and literature textbooks, it would be appropriate to include more literary texts that contribute to the formation of students' self-image.

The discovery experiment. The purpose of the ascertainment experiment is to identify the students' level of reception of the literary text, with a role in the formation of the student's self-image.

Since the object of the research is the formation of the students' self-image in the process of receiving the literary text, we proposed to address the following objectives:

1. Evaluation of the reception level of the literary text to third and fourth grade students from Romania and the Republic of Moldova, by applying a predictive test to measure the ability to express one's own feelings and emotions generated by reading.
2. Identifying the difficulties encountered by students in the post-reading self-reflection process, focusing on how they define and communicate their emotional states resulting from interaction with the literary text.
3. Comparative analysis of the curriculum and textbooks of the Romanian language and literature used in the 3rd and 4th grades in Romania and the Republic of Moldova, evaluating to what extent their content and structure support the formation of students' self-image through literature.
4. Observing the influence of literary experience on the development of physical, emotional, mental and spiritual dimensions of self-image in the students of the experimental group, by monitoring the students' perception of their own person and identification with literary characters, within a literary-artistic context.

In the pedagogical experiment, 228 students from the 3rd and 4th grades, coming from both Romania and the Republic of Moldova, were involved. The choice of the batch was random and was determined by the possibility of analysing the optimal levels of students' self-image formation in the process of receiving the literary text, as well as the availability to observe the manifestations related to the way students perceive themselves from the point of view of physically, emotionally, mentally and spiritually. The experiment took place in September 2021, in parallel classes, each with the same number of students. The quality of experimenters belongs to the author of this work, as well as to the teachers from the selected classes in Romania and the Republic of Moldova.

Analysis of the results of the observation experiment: Within the proposed tests, the performance indicators were examined, which guide the evaluation of the results based on the following parameters: presence or absence, also considering the secondary parameters of the evaluation of school success, such as the value and number of elements that contribute to the formation of self-image. These indicators have the role of generating the performance descriptors and are present in Figure 1.



Fig. 1. The reference for the evaluation of lecture skills, the self-image component (apud Mariana Marin [41;39])

The instrument used was Test 1, a test with items based on a literary text. The test consisted of seven multiple-choice items, which involved the presence of questions related to the proposed text and a list of three possible alternatives or solutions. Students had to select only one answer, which they considered the most appropriate or correct. Considering these aspects, we will approach the self-image as having a low level, if the students demonstrate a reproductive level of receiving the literary text, an average level if the students demonstrate a productive level of receiving the literary text, level high if the students demonstrate a creative level of reception of the literary text.

We present below the quantitative and qualitative indices, recorded following the application of the experimental sample. Qualitatively, from the table, one can observe the predisposition of the experimental groups towards one of the reception levels of the literary text. The results obtained from the answers given by the students are noted in Table 3., as follows:

Table 3. Quantitative values of the observation experiment related to the students' answers according to the level of reception of the literary text

the	Republic of Moldova				Romania			
	L.1.F.	L.2.M.	L.3.F.	L.4.M.	L.5.F.	L.6.M.	L.7.F.	L.8.M.
Reproductive (a)	63.16%	52.26%	67.26%	60.71%	28.57%	37.62%	27.27%	66.88%
Productive (b)	35.34%	46.24%	30.36%	39.29%	71.43%	58.57%	72.73%	33.12%
Creative (c)	1.50%	1.50%	2.38%	0%	0%	3.81%	0%	0%
Total students	38	38	24	24	30	30	22	22

It can be observed that more than half of the number of students' answers demonstrate the achievement of the reproductive level of reception of the literary text, which usually consists, as specified by Vl. Pâslaru, in "the description, the summary story of the characteristics of the communicative/literary/lecturing phenomena, the notions and categories, the immanent values of the text." [51, p. 152] In choosing the answers, it is found that the students tend to reproduce exactly from the literary text, they do not express their own opinion regarding the literary text, the characters, they do not express their point of view regarding the solution of the conflict, he notices no more than the pattern of the literary text. The reproductive answers given by the students demonstrate that they cannot formulate an opinion about the literary character, which shows that they cannot formulate opinions, assessments/self-assessments, cannot make evaluative acts. The students do not express their point of view regarding the resolution of the conflict in the literary text, which highlights that they cannot formulate/assimilate beliefs, ideas, principles and do not issue personal conceptions. Observing only the pattern of the literary text, the students will not manage the emotions, feelings, states of mind neither of the literary characters nor their own.

It will be found that less than half of the students' answers demonstrate the achievement of the productive level of reception of the literary text. Students analyse the content of the text, have and express their own ideas regarding the literary text and characters, formulating opinions, appreciations but can be influenced in issuing them. They can argue their opinion, but weakly. The ideas issued are not original, they do not express their own desires, emotions.

It will be noted that only 4% of the number of students' answers demonstrate the achievement of the creative level of reception of the literary text, indicating a deficit in the current didactic approach and suggesting the need for more varied methods and activities through which student's express points of view original, to argue their own affective states, to present an artistic, conscious taste, to show their personal position towards the behaviour of the characters in the read text.

Concluding at this stage, we can say that:

- The Romanian Language and Literature Curriculum, for the 3rd and 4th grades, from Romania and the Republic of Moldova, which was analysed in the research, proposes some skills / units of skills and contents that meet the need to form the image of primary school students in the process of receiving the literary text, but they are not sufficient in number to achieve the objectives pursued.

- The tasks/themes related to the literary texts, from the Romanian language and literature textbooks for the 3rd and 4th grades, from Romania and the Republic of Moldova, are mainly for receiving the text, understanding, interpreting the texts literary and less are of identifying the student with the character, of his empathy with the character, of expressing his own emotions, feelings/states of mind in relation to the read text, of expressing opinions and formation of beliefs, ideas, which can determine students' aspirations.

- The student does not have a formed self-image, upon entering school, he reaches a certain self-image both through interpersonal relationships, through the affective-sympathetic relationships between his own person and colleagues, through self-perception, through comparison with the images he forms for himself about others and others about him. Their level of reception of the literary text is predominantly reproductive, as they are not used to formulating opinions/opinions, expressing personal emotions or describing those of the literary character, they cannot carry out evaluative acts regarding the studied literary text.

The theoretical model of the formation of the self-image of primary school students in the reception of the literary text explores innovative aspects designed to facilitate the formation of a positive self-image in primary school students through the reception of literary text. We emphasize how literature, through its evocative and emotional power, can help build a strong personal identity and high self-esteem in young students. The model goes beyond simple theorizing, inviting researchers, teachers concerned with the field of literary-artistic education to a deep foray into the universe of characters and narratives, stimulating personal reflection and self-knowledge. So, the Model itself, which we propose, is a theoretical one for the formation of the students' self-image in the reception of the literary text and is centralized in Figure 2.

The model is based on a series of components, of which we mention:

ELA Theories component: The theoretical model is based on the following theories: art and literature as an imitation of the sensible world, as a special type of knowledge, which is denied the ability to access the truth, in ancient times, as specified by C. Şchiopu [62] : the notion of "work" will be replaced with that of "text" within the structuralist theory, supported by U. Eco, A. Serpieri, M. Corti, Iu. Kristeva, R. Barthes; the text as "a translinguistic device that redistributes the order of language, correlating a communicative speech that aims at direct information with various previous or synchronous utterances." Yu. Kristeva [33, p. 19]; literature, as a branch of art that capitalizes on the expressive function of language, "mainly addresses sensitivity, triggers emotional, aesthetic effects", C. Şchiopu [62]; the reading student has value as a knowledgeable subject and subject of the educational act due to the formative-aesthetic function of the artistic text, Vl. Pâslaru [51, p. 129]; literary-artistic education, which in Vl. Pâslaru [51, p. 50] "pedagogically oriented formation of the reader of artistic literature through the axiological knowledge of fiction literature, as an immanent artistic-aesthetic system, and through the close engagement of the reader in the production of the actual values of literature."

Component Personal, social and learning to learn skills: These skills are the development of the ability to reflect on oneself, manage time and information effectively, view teamwork constructively, maintain resilience and manage one's own learning and career.

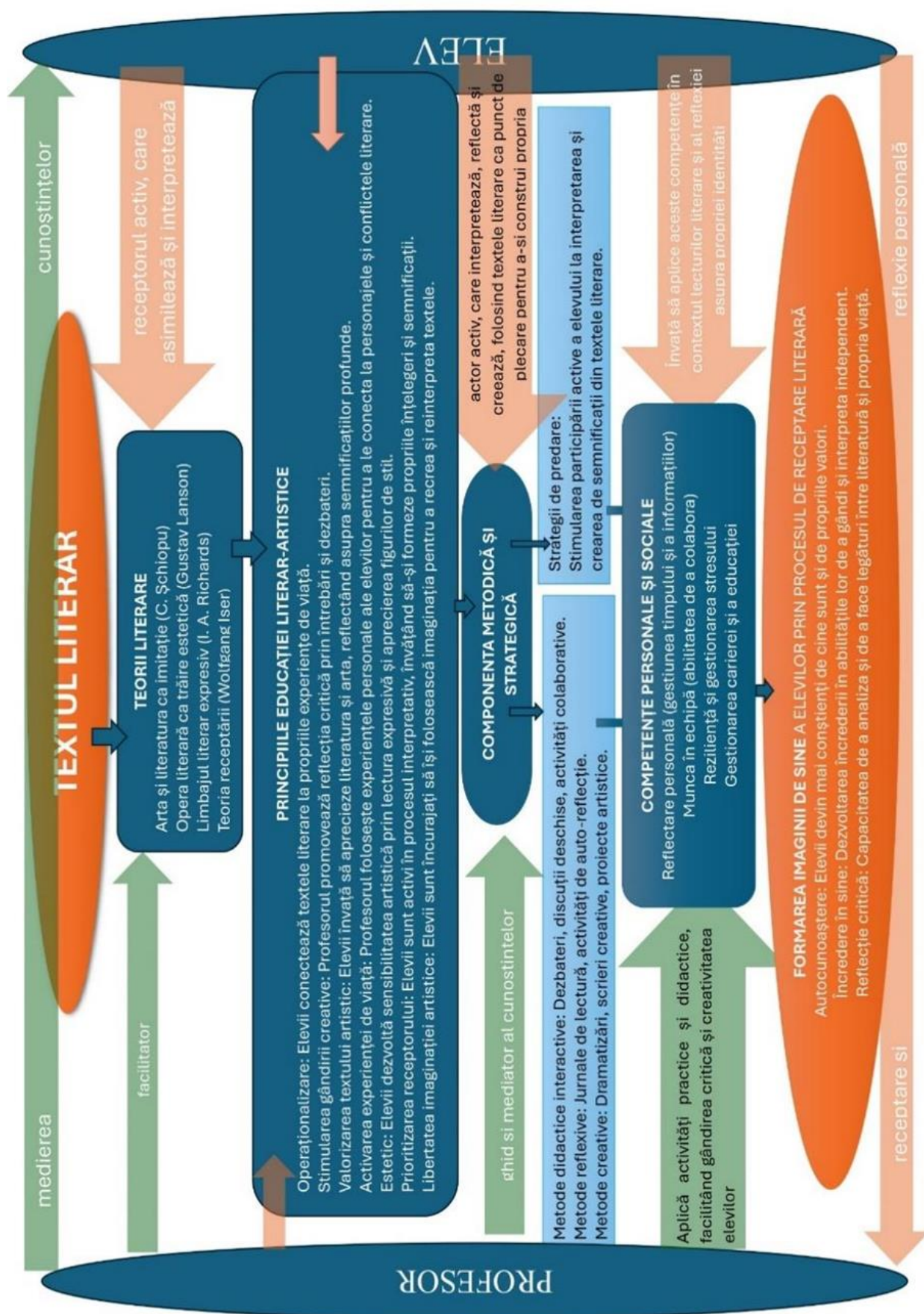


Fig. 2. The theoretical model of the formation of the students' self-image in the reception of the literary text

Component The principles of literary-artistic education as a foundation for the formation of students' self-image: The principles of literary-artistic education can be significantly leveraged in the process of forming students' self-image, providing a conducive framework for receiving the literary text and exploring its deep dimensions. We will support the idea through the following arguments, described in table 4, which contextualize the theoretical model.

Table 4. The principles of literary-artistic education as a foundation for the formation of students' self-image (Synthesis made by ER Irina)

Principle	Description	Examples of implementation strategies
operational	Translating concepts from texts into concrete experiences	* Dramatization of literary texts * Reflective journaling * Creative projects that explore characters, themes, and emotions in texts
Stimulating creative thinking	Encouraging students to think critically and independently	* Open discussions and debates * Creative writing exercises that imagine alternatives to the events in the plays * Exploring different perspectives
Valorisation of the artistic text	Developing respect for literature and art	* Detailed analysis of texts and identification of figures of speech * Discussions about the role of literature in society and its personal impact * Appreciating the beauty of language and the message conveyed
Activating life experience	Facilitating students' connection to literary content	* Reflection activities that identify similarities and differences with characters in the texts * Exploring common emotions and feelings * Using your own experiences as a basis for interpreting characters, conflicts, and themes
Aesthetic	Cultivating artistic sensibility	* Expressive reading exercises * Analysis of figurative elements (metaphors, symbols) * Discussions about the emotional impact of texts
Receiver prioritization	Acknowledging the active role of the student as an interpreter	* Reflective journaling * Opinion essays * Creative projects that allow the expression of one's own interpretations and reflections
Freedom of artistic imagination	Stimulating creativity and free exploration	* Creative writing activities * Art projects that allow the expression of personal vision of characters, conflicts and themes

The conclusions of this analysis highlighted the need for the creation and proposal for the implementation of the optional discipline "Read and get to know yourself!", in the 3rd and 4th grades. The optional discipline "Read and get to know yourself!" is integrated into the Language and Communication curriculum area. Specific auxiliaries: to carry out this optional integrated subject, it was necessary to design in 2021 the specific auxiliaries "Read and get to know each other!", both for students and for the teaching staff.

The methodology of applying the theoretical model of the formation of the self-image of primary school students in the reception of the literary text

The curriculum for the optional subject „Read and get to know yourself!" was elaborated in accordance with the needs and learning interests of the students, with the specifics of the school and with the needs of the local community, with the main goal of forming the self-image of the students

of the 3rd and 4th grades, in the process of receiving the literary text. The curriculum was designed respecting the structure of a school program, the age level of the students, containing skills related to the formation of self-image in the process of receiving the literary text.

Component Specific auxiliaries: To carry out this optional integrated subject, it was necessary to design the specific auxiliaries, both for students and for the teaching staff, broken down into the two school semesters (as the school year was divided at the time of the research), with literary texts, exercises applications, information, self-knowledge tests.

The Teaching-Learning-Assessment Methods component specific to the ELA domain: The use of semiotic (observation, discernment, accumulation), hermeneutic (interpretation, appropriation) and praxeological methods, specified by Vl. Pâslaru, facilitated the identification of key elements of the concept, the interpretation of collected data and the application of theoretical principles to practical analysis.

Forms for organizing activities component, used during the optional, respectively frontal activity, group activity, independent activity.

Self-image component: Optional disciplines has its starting point the hypothesis that if the literary text will be systematically interpreted from the perspective of the concepts "self-image of the character", "self-image of the receiver", these, at the same time, being an indispensable part of the operational objectives formulated by the teacher, as well as if the methodology applied by the teacher will be connected to the specifics and characteristics of the "self-image" concept, then the quality of the self-image will be better.

Component Level of reception of the literary text -self-image: The students' lecture competences are generated by the competence to summarize a text, the competence to interpret a text and the competence to express an opinion in relation to the read text. The reference criteria that the "self-image" component involves are the following: the students' emotional-affective report to the message of the read text; the argumentative expression of one's own post-reading states, making use of the language; arguing literary preferences. The performance descriptors/evaluation criteria are: the reproductive, productive, creative level of reception of a literary text.

Based on the above, we propose a **grounded theoretical model for the formation of the self-image of primary school students through the reception of the literary text**. The model is developed based on the fundamental principles of literary-artistic education and includes three essential components: theoretical, methodological and practical. We also propose a series of specific teaching-learning-assessment methods designed to facilitate the effective implementation of the model.

- **Theoretical foundation:** The model is based on an interdisciplinary approach, integrating concepts from psychology, pedagogy, literature and linguistics, to explore the complexity of the formation of self-image in primary school students through the reception of literary text.

- **The methodological dimension:** The model proposes an active and participatory methodology, centered on the student, which capitalizes on the personal and emotional experience of the students in the interaction with the literary text, stimulating critical thinking, creativity and empathy.

- **Impact assessment:** The model includes a complex evaluation strategy, using observational methods, analyses of student products, and questionnaires, to monitor its effectiveness in promoting the development of a positive self-image in primary school students.

The tools developed within the implementation of the model: In order to apply the principles of ELA and to form the self-image of the students, a curriculum was developed for the teaching of an optional subject of education. The auxiliaries were created to support teachers and students, in order to adequately implement the specific school program, in the teaching-learning process, with the aim of forming a positive self-image, in the context of receiving the literary text.

The third chapter, presents **The praxiological approach of forming the students' self-image in the process of receiving the literary text**, respectively: the analysis of the results of the training and control experiment reflected in the test applied to the students of the 3rd and 4th grades, in Romania and in the Republic of Moldova and proposals are developed to improve the curriculum and Romanian language and literature textbooks, for the 3rd and 4th grades.

Sampling: the training group (LF) and the control group (control) (LM), 3rd and 4th grade students. 228 students from the urban environment: 104 students from Romania, 124 students from the Republic of Moldova; 108 students from the 3rd grade, 120 students from the 4th grade. The control group (54 third-grade students: 30 from Romania, 24 from the Republic of Moldova) and 60 fourth-grade students (22 from Romania, 38 from the Republic of Moldova) were trained according to traditional pedagogical methods: the didactic presentation, the demonstration, working with the textbook, the teaching staff showing a rigid, non-permissive relationship with the students. The training group (54 students from the 3rd grade (30 from Romania and 24 from the Republic of Moldova) and 60 students from the 4th grade (22 from Romania and 38 from the Republic of Moldova) was influenced by the ELA principles of reception of the literary text, within the optional discipline "Read and get to know yourself!", studying according to a specific curriculum and using specially created aids, for students and for the teacher, applying methods of ELA.

The training experiment was carried out during the 2021-2022 school year and followed the formation of the self-image of students from the 3rd and 4th grades, in the Republic of Moldova, and Romania in the process of receiving the literary text, based on the theoretical model of image formation of students in the process of receiving the literary text. During the experiment, the discipline "Read and get to know yourself" was carried out. with specific curriculum and auxiliaries, for the 3rd and 4th grades from the Republic of Moldova and from Romania, aiming at the use of the literary text and for the purpose of forming the students' self-image, taking place learning activities that involved reading the text and its analysis through the prism of the formation of the components of the self-image, as well as various forms of organization of learning.

The training experiment outlined a set of specific activities aimed at developing students' social and emotional skills, facilitating self-knowledge, positive relationships with others and the formation of a healthy self-image. The formative experimental approach consisted of a set of didactic scenarios with the following general and specific objectives, among which: Who am I? - explores personal identity and the need for acceptance, discussing physical and personal traits. Self-appreciation, self-respect, self-acceptance - encourages students to accept their uniqueness, through self-reflection activities and individual qualities. Self-confidence, in one's own strength - develops confidence in one's own abilities and the courage to recognize one's strengths and weaknesses. Praise and criticism - helps to understand praise and criticism, promoting the acceptance of constructive feedback. Constant self-criticism - they are encouraged to balance their self-criticism and develop self-acceptance through activities that promote reflection on their own qualities and flaws. Ambition and Perseverance - promotes determination and perseverance in achieving personal goals through literary examples and games. Success/Failure - reflects on success and failure, identifying the personal resources needed for success. Self-esteem - aims to strengthen self-esteem through self-evaluation and positive comparison. Other people's opinion of me - learn to manage the impact of external perceptions and maintain a positive attitude. My friends - upholds the values of friendship and altruism, emphasizing the importance of mutual support. Belonging to a group - explores belonging to a group, discussing social roles and integration into a collective. Me and the group of friends - develop empathy and help each other through activities that encourage pro-social behaviours. Confidence in self and others - they are encouraged to express confidence in themselves and others, promoting cooperation. Altruism/selfishness - cultivates altruistic values by helping students identify selfish and altruistic actions. Honesty - they are sensitized to the value of honesty and the effects of lying, encouraging authentic and correct behaviours.

The two evaluation tests were applied to the training groups, in order to investigate the level of reception of the literary text, which will lead to an appropriate formation of the students' self-image. At the end of the experiment, we were able to analyse how each student in the training group evolved, regarding the level of reception of the literary text in the process of self-image formation. They passed from the reproductive or productive level of reception of the literary text, to the creative one.

Batch 1 of training. In the observation experiment, as a result of the application of test 1, the students opted for answers related to the reproductive level of reception of a literary text (table 5.).

At the end of the training experiment, the students' preferences for answers changed, they selected answers related to the creative level of reception of the literary text (table 6.).

Table 5. Frequency weighting of responses to T1 I1-I7 for L.1.F.

Frequency of responses			
item	A	b	c
It.1	76%	21%	3%
It. 2	66%	29%	5%
It. 3	53%	47%	0%
It. 4	39%	61%	0%
It.5	53%	47%	0%
It. 6	61%	39%	0%
It. 7	94%	3%	3%

Table 6. Frequency weighting of responses to T2 I1-I7 for L.1.F.

Frequency of responses			
item	A	b	c
It.1	0%	45%	55%
It. 2	3%	68%	29%
It. 3	0%	21%	79%
It. 4	0%	34%	66%
It.5	0%	37%	63%
It. 6	0%	13%	87%
It. 7	0%	11%	89%

Batch 3 of training. At the initial stage of the experiment, as a result of the application of test 1, all students opted for answers related to the reproductive level of reception of a literary text (table 7.). After the training experiment, the students' preferences for answers changed, they selected answers related to the creative level of reception of the literary text (table 8.).

Table 7. Frequency weighting of responses to T1 I1-I7 for L.3.F.

Frequency of responses			
item	A	b	c
It.1	58%	30%	12%
It. 2	62%	38%	0%
It. 3	62%	38%	0%
It. 4	58%	42%	0%
It.5	75%	25%	0%
It. 6	67%	33%	0%
It. 7	88%	8%	4%

Table 8. Frequency weighting of responses to T2 I1-I7 for L.3.F.

Frequency of responses			
item	A	b	c
It.1	0%	58%	42%
It. 2	4%	54%	42%
It. 3	0%	33%	67%
It. 4	0%	54%	46%
It.5	8%	42%	50%
It. 6	0%	42%	58%
It. 7	0%	13%	87%

Batch 5 of training: At the beginning of the experiment as a result of the application of test 1, the students opted for most of the questions for answers related to the productive level of reception of a literary text (table 9.). After the training experiment, the students' preferences for answers changed, with the majority selecting answers related to the creative level of receiving the literary text (table 10).

Table 9. The weight of the frequency of responses at T1

Frequency of responses			
item	A	b	c
It.1	73%	27%	0%
It. 2	63%	37%	0%
It. 3	0%	100%	0%
It. 4	7%	93%	0%
It.5	50%	50%	0%
It. 6	7%	93%	0%
It. 7	0%	100%	0%

Table 10. The weight of the frequency of responses at T2

Frequency of responses			
item	A	b	c
It.1	0%	33%	67%
It. 2	0%	53%	47%
It. 3	0%	57%	43%
It. 4	0%	43%	57%
It.5	0%	43%	57%
It. 6	0%	47%	53%
It. 7	0%	37%	63%

Batch 7 of training. As a result of the application of test 1, all students opted for most of the questions for answers related to the productive level of reception of a literary text (table 11). At the end of the training experiment, the students' preferences for answers changed, they selected answers related to the creative level of reception of the literary text (table 12).

Table 11. The weight of the frequency of responses at T1

Frequency of responses			
item	A	b	c
It.1	36%	64%	0%
It. 2	45%	55%	0%
It. 3	9%	91%	0%
It. 4	27%	73%	0%
It.5	41%	59%	0%
It. 6	27%	73%	0%
It. 7	5%	95%	0%

Table 12. The weight of the frequency of responses at T2

Frequency of responses			
Item	A	b	c
It.1	0%	36%	64%
It. 2	0%	36%	64%
It. 3	0%	27%	73%
It. 4	0%	36%	64%
It.5	0%	23%	77%
It. 6	0%	32%	68%
It. 7	0%	23%	77%

In general conclusion, we note the following qualitative changes (found in the thesis in appendices 32-35), according to which the students:

- can identify personal characteristics regarding physical, intellectual, emotional specifics, with a role in personality development, in the context of receiving the literary text;
- prove the ability to establish a way of relating to others, with a role in valuing one's own person and others, as a result of reading literary texts;
- prove the ability to discover fundamental social behaviours in order to ensure an effective social relationship, derived from literary texts;
- prove the ability to analyse the influence of different factors on personal development and on the formation of self-image, through the lens of the literary text.

The control experiment aimed at evaluating students' creative level of reception of the literary text that determines the formation of self-image, valorising literary-artistic education.

Objectives of the control experiment:

- the presentation of the dynamics obtained through the qualitative evolution as a result of the application of the techniques of forming the students' self-image in the process of receiving the literary text, in parallel with the control (witness), parallel between the results obtained initially in the observation experiment and those in the stage of control.
- demonstrating the effectiveness of the theoretical model, oriented towards the use of the literary text in the process of forming the students' self-image.
- confirming the scientific basis of the hypothesis, formulating general conclusions regarding the effects of the methods of forming the students' self-image in the process of receiving the literary text, in the 3rd and 4th grades.

In his experiment applied a test like the one in the ascertainment stage, namely T2, aiming to identify the emotions, ideals, acts of will, self-appraisals, beliefs, personal conceptions of the students, determined by reading a literary text.

In contrast, we analyse the results obtained for the Republic of Moldova, in the 4th grades L.1.F. and L.2.M., figures below.

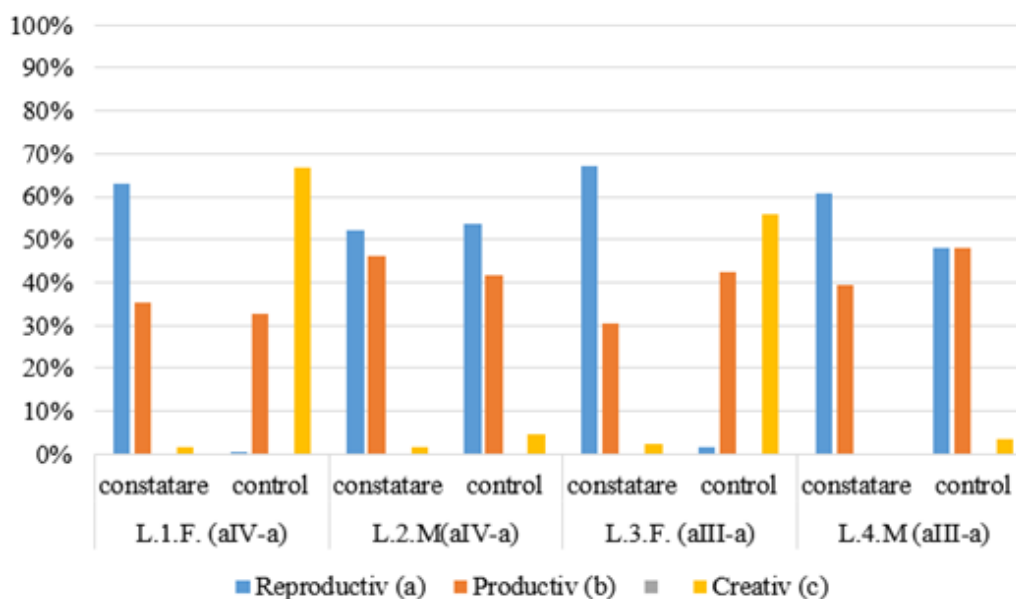


Fig. 3. Quantitative values of the experience of students' self-image formation in the process of receiving the literary text, in the 3rd and 4th grades, in the Republic of Moldova

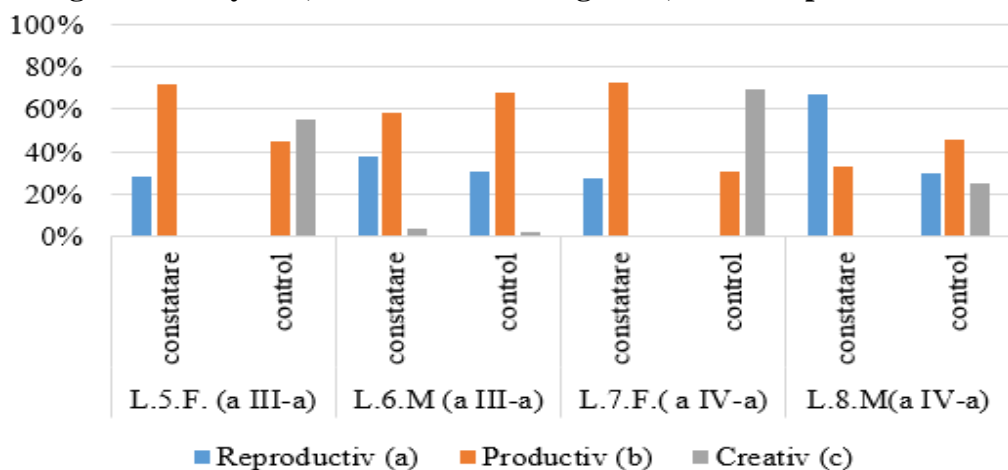


Fig. 4. Quantitative values of the students' self-image formation experience in the process of receiving the literary text, in the 3rd and 4th grades, in Romania

If in the control groups there is a fluctuation in the answers aimed in particular at the reproductive and productive levels of reception of the literary text, we notice that in the training groups the greatest increase is recorded in the answers that are attributed to the creative level of reception of the literary text, as following the application of ELA methodologies in the teaching-learning process, the reading of literary texts and didactic tasks (exercises applied to texts), but also the guidelines general, regarding the characteristics of the self-image reflected in the literary texts studied, which can be found in the teacher's auxiliaries. The training classes insisted on a deeper analysis of the literary characters, facts and events in the texts, paralleling both the social environment in which the students find themselves at different times of the day, as well as the Ego of each one.

Summarizing, we observed the existence of a dynamic, obtained through the qualitative evolution as a result of the application of the techniques of forming the self-image of the students in the training classes, in parallel with the control classes. The research subjects opted for creative or productive responses and because of the way in which the students began to perceive themselves, appreciate themselves, communicate with those around them, tolerate or relate to others, eliminate prejudices and interact, having as examples concrete different characters or events from the studied literary texts. In contrast to the students in the control groups, the students in the training groups proved that they formed their abilities: to easily evaluate the literary text; to express an original/own point of view; to argue their own states, not being influenced by the opinion of others; to present a

personal opinion about the characters; to identify personal characteristics regarding physical, intellectual, emotional specifics, with a role in personality development, in the context of receiving the literary text; to establish a way of relating to others, with a role in valuing one's own person and others, as a result of reading literary texts; to discover fundamental social behaviours in order to ensure an effective social relationship, derived from literary texts; to analyse the influence of different factors on personal development and on the formation of self-image, through the lens of the literary text.

In parallel, the Impact of the training program "Formation of the self-image of primary school students in the process of receiving the literary text" on the teaching staff and the analysis of the training results was also monitored. The proposed approach would be slightly hampered without the teachers' awareness of the importance of studying the literary text and using it as a way of developing the student's personality, respectively as a way of forming the student's self-image. In order to train the necessary skills in the process of forming the self-image of primary school students, by receiving the literary text, a professional training of teachers from Neamț County was carried out, in cascade, during the school years 2020-2024, as is presented in table 13.

Table 13. Professional training

Professional training	Online webinars with the teachers from the experimental classes (weekly)
	The 24-hour professional training program, approved by the Ministry of Education, with the name Formation of students' self-image in the process of receiving the literary text (2020-2022)
	National Symposium School and family - factors of the development of self-image in students (2021)
	The training seminar Developing the positive self-image of students in the educational process (2022)
	Projects to promote reading within the documentation and information centres in Neamț county and publication in the volume Projects to promote reading within the CDI (2022-2023)
	The training session "Optional discipline Read and get to know yourself!" (2023)
	The training session within the Training Workshop "New training experiences through CDs" (2023)

The teachers believe that in primary education, the teacher's role is also to form the students' self-image, to guide them in the way they relate to reality; they form characters, taking into account the valorisation of each child as a unique personality, with value and dignity, always respecting the "principle of respecting the student's right to opinion as a direct beneficiary of the education system" [36], respectively Article 3. lit. u.) from the National Education Law no. 1/2011, respectively art. 3 lit. r., from law 198/2023: "the principle of respecting the right to opinion of the student and the educational staff in the context of the development of the educational act."

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The main values of the research on the topic "Formation of the self-image of primary school students in the process of receiving the literary text" are systematized by the following conclusions:

1. Self-image is not only formed at the level of primary education, but starts from the family, is emphasized in primary education, develops in secondary education and takes shape in high school education. N. Bogatu defines the self-image as "the central core of the personality, a landmark, its orientation constant, a defining element of social status and role" [3, p. 57] and U. Șchiopu [64] presents it as "the concrete expression of the way a certain person sees himself or represents himself; as experiencing the unifying aspect of personality cohesion".

2. During the school period, the process of forming the child's personality is influenced by his status as a student, both in terms of internal organization and external behaviour. But being the fact that at early school age, the degree of cohesion of the personality constructs increases, that a new mental structure is highlighted by the transformations that occur in the student's thinking and behaviour, and his desire to learn is linked to the progress of knowledge, the school has the rather

difficult task of directing the formation of the self-image of students, who, at this age, perceive themselves more as what they would like to be than what they really are. The analysis of the disciplinary curriculum and Romanian language textbooks for the 3rd and 4th grades, from Romania and the Republic of Moldova, from the perspective of the concept of self-image, highlighted the following aspects: both at the level of targeted skills and in that of curricular contents, the concept of self-image is not directly found in any of the three components: knowledge, capabilities, attitudes. Indirectly, this can be noticed in the context of a few specific skills, through which one insists on the association of the elements discovered in the read text with one's own experiences; the literary works in school textbooks, in most of them, by the type of text, issue, message, etc., are less suitable for the formation of students' self-image; the tasks formulated in the school textbooks analysed are identification, reproduction, understanding (explaining the meanings of words, phrases, etc.), grammar. Very few of the textual tasks are open to the concept of self-image, respectively, to its formation in students.

3. The results of the experiment to determine the levels of reception of the literary text by the students, as well as the way in which they relate to the characters, showed that the subjects have a tendency to reproduce the story, that they cannot express their personal opinion about characters, the way they act and the reasons that determine their behaviour, that they cannot appreciate, evaluate. The fact demonstrates the insufficient approach to the literary text from the perspective of student-character, event-character-student relationships, relationships that can lead students to the awareness of their real self. The research in question established a methodology for the formation of primary school students' self-image by means of the received literary text. This paradigm, at the theoretical level, consists of the development of a curriculum variant, and, at the practical level, of an optional discipline (Read and get to know yourself!), an auxiliary for students and an auxiliary for teachers. In the reader student's plan, the concept of self-image, centred on the self/real self, self/projected/desired self, led the teaching staff to significant professional performances, validated during the training experiment, such as: understanding and receiving the literary work as an inexhaustible source of forming the students' self-image; the valorisation of the students' own, life and reading experiences through the literary text, through their self-identification with the literary characters, different in their way of self-perception; the students' ability to express their opinion, to formulate ideas on the side of the work; the students' ability to evaluate their own self, to understand the importance of self-image; the involvement of students in the training group in various activities of reading and interpretation of literary works, the use by teachers of appropriate strategies for the valorisation of the artistic text.

4. The developed auxiliary, through which the teachers' training was followed, as well as the one intended for the students, constitute a very important component for the formation of the students' self-image. The tasks provided in these auxiliaries require students to issue ideas/opinions, to make assessments, to develop their capacity for self-assessment. The students are placed in the situation to perform evaluative acts based on the text, to empathize with the literary character (putting themselves in his place, experiencing the situation in which the literary character is), experience emotions, feelings, states of mind that they verbalize, they express their wishes, aspirations, form their beliefs, ideas, principles and personal conceptions, use the literary text to get to know themselves better.

5. The results of the research demonstrated that the theoretical model of students' self-image formation in the reception of the literary text is a viable construct, based on the nature, the essence of self-image concepts, the psychological profile of the young schoolboy, on the laws of artistic reception and on the receiver's ability to approach the literary work in a personal way, depending on the value system that characterizes it. The model demonstrated its validity not only from the perspective of the epistemological benchmarks that were its basis, but also from the perspective of the applied methodology components.

Recommendations:

1. At the macrostructural level:

1.1. At the level of the Romanian Ministry of Education and the Ministry of Education and Research of the Republic of Moldova (curriculum authors/ curriculum designers): curriculum authors can include in the Romanian language curriculum, in a revised version, the concept of "self-image",

in the form a specific competence, being able to use the theoretical results, as well as the applied results of this research, in the process of reforming the curriculum for the discipline Romanian Language and Literature, in the 3rd and 4th grades, in order to respecting the four generic attributes of some future citizens [5, p. 27-32] related to the graduate's training profile, according to the Reference Framework of the National Curriculum of the Republic of Moldova, as well as the educational ideal of the school, as provided in the Law of national education no. 1/2011 [30], we propose the inclusion of the following specific skills: in class III: identification of personal characteristics regarding physical, intellectual, emotional, with a role in personality development, in the context of receiving the literary text, establishing a way of relating to others, with a role in valuing one's own person and others, as a result of reading literary texts; in the 4th grade: the discovery of fundamental social behaviours in order to ensure an effective social relationship, derived from literary texts, the analysis of the influence of different factors on personal development and on the formation of self-image, through the lens of the literary text. In order not to move away from the predominantly cognitive side, we will intervene on the competences/content units that already exist in the current curriculum and have also demonstrated a component aimed at the formation/development of the student's personality.

1.2. At the level of textbook authors, they can use content from the research, in order to build a profile of the primary education graduate according to the normative acts in force; in order to form the students' self-image in the process of receiving the literary text, school textbooks of the Romanian language and literature, in the 3rd and 4th grades, in the Republic of Moldova and in Romania, can include literary texts („Memories from childhood", by Ion Creangă, "The jar and the tennis balls" (story with narration), "The turtle and the bird", "The victorious frog" (story with narration), "The most precious treasure" (based on a folk tale), "Five pairs of glasses" (story with narration), "The mountain rooster and the fox" by Leo Tolstoy, "The nails" by Pop Simion, "Heart, child's heart", by Edmondo de Amicis, "How the Frog tricked the Lion" (Indian story) "La saniuş", by Ion Agârbiceanu, "Written... spoken work", by Mircea Sântimbreanu, "Lula dragonfly", "The buccal apple", by Vladimir Suteev, "We, the bees", by Călin Gruia, "A helping hand", , "The Case of Cuza", by Dumitru Almaş, "The Unsatisfied Peacock", by Jean de La Fontaine, "Rainbow Fish", by Marcus Pfister, "Petrică and the wolf" (story with a story), "The story of the crying crocodile", by Vladimir Colin, "The punished robber", by Tudor Arghezi, "The fox and the raven", by Jean de La Fontaine, etc.), creating opportunities to introduce didactic technologies specific to the system of literary-artistic activities for the formation of the student's self-image.

1.3. At the level of initial training institutions, in primary and preschool education pedagogy specializations, it is recommended to complete with teaching-learning modules of the methodology specific to literary-artistic education, in order to form the self-image of students through the literary text;

1.4. At the level of continuing education institutions, it is recommended to provide training programs that are based on the specific methodology of literary-artistic education, to form the self-image of students through the literary text.

At the microstructural level:

2.1. At the level of educational institutions (methodical committees of teachers, curriculum committees): the development of an optional curriculum containing skills aimed at forming the self-image of students through the literary text or the application of the one presented in the research.

2.2. At the level of the county pedagogical circles run by teachers, the research offers a starting point in the theoretical and practical approach to the discipline of Romanian language and literature through methodologies specific to literary-artistic education, applying especially the principles: the principle of stimulating students' interest in reading, the principle updating the student's life and aesthetic experience, the principle of creativity.

At the same time, recognizing the limits of the research carried out, referring to the complex topic, we emphasize that this work represents a starting point for the development of other research aimed at completing the curriculum and textbooks of the Romanian language and literature in all classes of education primary and secondary schools, from Romania and the Republic of Moldova.

Current curriculum for the Romanian language and literature, as well as an optional subject created for the specific age level of the students, can be made by researchers who will collaborate with the stakeholders in solving these problems. In the same way, the research carried out can serve as a foundation for the study of the language of literature through the prism of the formation of the students' self-image as a result of the application of the methodology specific to literary-artistic education and secondary education.

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ANNOTATION

Irina Elena-Roxana

The formation of the self-image of primary school students in the process of receiving the literary text

PhD Thesis in Sciences of Education Chisinau, 2024

Structure of the thesis: The thesis consists of an introduction, three chapters, general conclusions and recommendations, bibliography (226 sources), 53 appendices. The work contains 163 pages of basic text, 239 tables, 298 figures. The basic content of the thesis contains 32 figures, 39 tables. The results are published in 50 scientific papers.

Keywords: self-image, student, literary text, literary-artistic education, professional training, optional subject curriculum, reception of literary text, didactic methodology, emotional intelligence, empathy and self-appreciation, literary reception, theoretical model of self-image formation of students in receiving the literary text.

The purpose of the research consists in the theoretical and practical-experimental substantiation and the implementation of a variant of the curriculum and the optional subject, in order to form the self-image of the primary school students.

Research objectives: examining specific psychological features regarding self-image at early school age; identifying the literary-artistic landmarks for the formation of the self-image of primary school students in the process of receiving the literary text; analysis of the impact of the curriculum and school textbooks of the Romanian language and literature on the development of students' self-image, by receiving literary texts, including optional subjects as additional solutions for strengthening this image at the level of primary classes; diagnosis and examination of the methodologies, of the specialized literature used in teaching practices, in order to evaluate their influence on the development of the self-image of primary school students; the development and experimental validation of the theoretical model for the formation of the self-image of primary school students in the role of interpreters and understanders/explorers of literary works; generating a framework of general conclusions and methodological recommendations, relevant for the optimization of educational processes aiming at the formation of the students' self-image through the reception of literary texts. **Scientific novelty and originality:** consist in the elaboration and experimental validation of an original paradigm of the methodology of forming the self-image of primary school students, focused, respectively, on curriculum variants, on optional subjects, on auxiliaries for students and for teachers, through which a distinct vision is founded on both the reception/interpretation of the literary work and the receiver.

The theoretical significance of the research is argued by: the updating of some aesthetic, literary, pedagogical and psychological concepts (self-image, psychological profile of the primary school student, literary text, reception/interpretation, literary-artistic education, reading - as a didactic approach); the theoretical substantiation of the methodology of the formation of the self-image of primary school students, focused on the relationship "literary work - student - self-image", on the development of an alternative version of the curriculum, new contents and didactic supports ; synthesizing the general tendencies of the teachers regarding their practice of forming students' self-image through the literary work and of the students regarding their levels of reception, interpretation of the artistic text from the perspective of their self-identification as a self-image.

The applicative value of the work is designated by: the examination of the Romanian language and literature curricular pieces in relation to the principles, characteristics, methodology of forming students' self-image and formulating recommendations for their improvement; diagnosing the levels of self-image of primary school students, depending on their reception/interpretation of the literary work and formulating some conclusions; implementation of the methodology of forming students' self-image by capitalizing on the literary work; the validation of the curriculum and the optional discipline as defining constituent parts of the Theoretical Model for the formation of students' self-image through the reception of the literary work, as well as the formulation of theoretically founded recommendations; establishing the priority directions for improving the methodology of training students' self-image in the process of receiving the literary work.

The main scientific results submitted for support: the contribution to the revision of the curricular contents in force for the discipline of Romanian language and literature, as well as the methodology reflected in the existing school textbooks analysed from the perspective of forming students' self-image; the contribution to the pedagogical validation of the theoretical Model of the formation of the students' self-image in the reception of the literary text; validation of a new vision regarding the formation of students' self-image, focused on the relationship between the self-image of the character of the literary work and the self-image of the receiving student; the development, theoretical argumentation, implementation and validation of the curriculum version and the optional subject, regarding the formation of students' self-image by capitalizing on the literary text.

The implementation of the scientific results was carried out within the pedagogical experiment carried out in three stages within two educational institutions in Chisinau, Republic of Moldova and in Piatra-Neamț, Romania, on an experimental batch made up of students from the 3rd and 4th grades a, by ascertaining the situation of the investigated topic, but also experimenting and validating the theoretical model of self-image formation in the process of receiving the literary text, including through scientific publications and communications to methodological seminars, county seminars, pedagogical circles, training courses, publications with ISBN in the field, national and international conferences, as well as during practical activities with students of the 3rd and 4th grades.

IRINA ELENA-ROXANA

**THE FORMATION OF SELF-IMAGE OF PRIMARY CLASS STUDENTS
IN THE PROCESS OF RECEPTION OF THE LITERARY TEXT**

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