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FORMING LEARNING MOTIVATION OF STUDENTS AT RISK OF SCHOOL DROPOUT THROUGH EFFICIENTIZING DIDACTIC COMMUNICATION

531.01 - General Theory of Education

Abstract

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CONTENT

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THEORETICAL LANDMARKS OF RESEARCH

The research theme relevance. According to the Convention on the Rights of the Child [34], all children have the right to education. Both the education system in Israel and in the Republic of Moldova are involved in the process of adjusting to international standards.

However, globally, beyond the policies adopted and existing successes, 244 million children and youth between the ages of 6 and 18 worldwide were still missing out on school in 2021 [68].

In the Europe 2020 Strategy, one of the goals is to have at least 40% of 30-34–year-olds complete higher education. Reducing dropout and increasing completion rates in higher education is one of the key strategies for achieving this goal. Respectively, we considered them as crucial for creating the high-level skills that Europe's knowledge-intensive economic sectors need as well as for Europe's capacity to innovate and foster productivity and social justice [36, p.16].

The impetuous technical-scientific evolution, which characterizes the contemporary society, imposes to the school new major challenges related, on the one hand, to the formation of a harmonious personality, open to change and self-formation, and on the other, to the increasing demands on the quality education amid growing socioeconomic problems. The education system which is responsible to constraint the inclusion policy is practically faced with a complex variety of problems around the mainstreaming of pupils at risk, from which their probable school dropout is the most disturbing one since it may have harsh implications on society at large. Students at risk are likely to become a social problem if not approached adequately.

Students at risk of dropping out may have a lower chance of becoming successful productive citizens because their starting point is far behind compared to their peers. In this context, school dropout and its prevention are not only a problem of the education system, but a problem of the whole society, which can lead to rising unemployment, perpetuation of poverty, increase of delinquency etc., affecting not only the present but also the future of several countries. The importance of preventing the phenomenon of school dropout is also justified by including school dropout in the list of school education quality indicators [57, p.67].

Thus, school dropout becomes a significant educational challenge for teachers who must assist students at risk of dropping out in order to reach their legal goal of realizing their potential. At the same time, teachers need special skills to adapt to these realities, taking on the responsibility of preparing these students to face potential challenges and failures, giving them valuable life skills.

This problem is also actual for Israel, both from the perspective of the personal development of the students, who may face difficulties of employment, and from the perspective of the social development, the society having the responsibility to reintegrate them, preventing their degradation.

Data from previous years show that the rate of adolescents not studying in Israel is similar to that of most European countries, and in some cases lower than the average in the OECD countries. In Israel, 15% of 17-year-olds were out of school compared to the 21% OECD rate [32, p.4]. At the same time, the lack of statistical data in the dinina limits the estimation of the phenomenon throughout the country.

Therefore, the necessity and the actuality of the subject are determined both by the increasing demands on the educational system against the backdrop of global social challenges, but also on the insufficiency of the studies in the field.

Description of the situation in the research field and identification of the research problems.

Due to the fact that the research covers several aspects, such as: *school dropout, student learning motivation, teachers' communication skills* and others, we analyzed different bibliographic sources.

The phenomenon of school dropout (content, factors, variables) has been analyzed by many authors. Eric Gonzalez, Paul Kennedy, and Tanya St. Julien (2009) explored the issues of history and policies / best practices in the field [40]. Valdez, Román, Cubillas, & Moreno (2008) analyzed the subject from the perspective: abandonment or exclusion of self? [62].

At the same time, data available across Europe being dispersed in terms of availability, methods of availability data collection, definitions and use. Moreover, Israel was not included in the European study, making it difficult to compare data and to approach the phenomenon holistically.

In Israel, the phenomenon of school dropout has been the subject of research for some specialists in the field of education, psychology and sociology, as follows: K.Alexander [27] explored the dropout

process in life course perspective; M. Al-Haj [28] analyzed the particularities of education among Arabs in Israel; B.Sheled [57], M.Tariq [24] conducted a comparative study with reference to the particularities of education in the Jewish and Arab sectors. Lewis, Romi, Qui, Katz, 2005 [53] conducted comparative research on teacher classroom discipline and student misbehavior in Australia, China and Israel.

N.Cocieru N., K. Kakoon studied the availability of teacher communication in Israel [33].

The subject of dropping out of high schools in Israel, the Arab sector was explored by M. Tariq [24; 61], which found a large difference between the educational services provided to Jewish students and those provided to Arab students.

R. Suleimani [58], M.Tariq [61], analyzing risk behaviors, found that violence, delinquency and early sexual involvement can lead to school dropout. R. Lewis et al. [53] and T. Lovitt [54] have researched various training facilities for students prone to dropping out; and R. Ekstrom [[37], P. Gleason și M. Dynarski [39], M.Ianachevici [17] and others identified and explored the factors associated with school dropout: individual, family, educational and organizational.

At the same time, in the view of several researchers Darawsha Ahlam [14], V. Mîsliţchi [18], K. Kahoon [46] et al., education remains the basic tool in preventing school dropouts, but it also determines the professional status of each citizen and contributes to improving living standards.

With reference to the motivation to teach students in situations of risk, we mention some studies, as follows: E.Deci et al. [35]; A.J. Elliot, C.S. Dweck, [38]; F. Guay [44], Cohen-Navot et al. [32] etc. We mention A.Kay Alderman [26], who promotes the idea that by helping the student take responsibility for learning, the teacher takes a significant step in ensuring motivational equity in the classroom.

In the Republic of Moldova, we note the completion of some studies, which elucidate various aspects of school dropout: N.Silistraru [23], L. Cuznețov [12] and M. Braghiș [5] addressed the dimensions of school dropout from the perspective of general-human values and the role of the school-family-community partnership in the educational process; M. Bulgaru investigated social assistance methods that can also be useful for students at risk of dropout [6]; A. Barbăroșie and A. Gremalschi mentioned school dropout in the context of a "child friendly" school [2]. V.Uncu and M. Penu [25] studied the psychological aspects of school dropout; Mr. Ianachevici [17] explored the intercultural perspective of the causality of school dropout. A. Paniș [21] and V. Cojocaru [10] addressed aspects of professional competence and development.

The research was based on the epistemological values of normative documents such as: *the Convention on the Rights of the Child, the "Education 2030" Strategy, the Compulsory Education Law of Israel, the Education Code of the Republic of Moldova, etc.*

At the same time, the preliminary analysis of the field of the current research has attested several **contradictions**, among which the following can be found:

• On the one hand, students at risk of learning difficulties, with low academic learning skills, learn in crowded classes, a fact that complicates the activity of all parties involved in the learning process; on the other hand, teachers, who have to deal especially with students at risk, in turn face problems when enrolling them in regular classes.

• On the one hand, the number of students at risk of learning deficiencies increases every year in the school that suffers from invisible dropout, on the other hand, the education system is not yet organized to solve this problem [36; 52].

• On the one hand, structural changes at the economic level require a qualified, efficient and productive workforce. On the other hand, it has been found that young people who drop out of school are more often involved in delinquency, especially those who drop out before completing high school [5], [1], [61].

In order to respond to the special needs and characteristics of students at risk, it is essential to adapt the education system through the initial equipping of the agents of immediate change - namely of the teachers, with appropriate communication strategies.

The contradictions mentioned and the analysis of the studies and materials in the field conducted to the identification of **research problem**: What are the theoretical and the methodological fundaments of the efficient teacher's communication in order to improving learning motivation of students at risk of school dropout?

The object of the research: the process of the formation of the learning motivation of students at risk of school dropout by streamlining the teachers' didactic communication.

The purpose of the research consists in theoretical and methodological foundation of the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout.

The general hypothesis of the research: The process of streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout will be more effective if we: explore the correlation between factors and conditions of school dropout; promote optimal conditions for effective didactic communication between teachers and students; determine the epistemological and methodological context of teacher training, communication skills serving the emotional, social and cognitive needs of their students; identify the main communicative premises and the conditions for achieving the learning motivation of students at risk of dropout; develop, implement and validate the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, based on Playful-formative program.

In order to achieve the purpose and hypothesis of the research, the following **objectives** were foreseen:

1. Determination of theoretical benchmarks regarding school dropout of students in risk situations.

2. Identifying of the theoretical dimensions of the learning motivation of students at risk of dropout.

3. Establishing the theoretical-methodological framework for the efficiency of teachers' didactic communication with students at risk of dropout.

4. Analysis of the school teacher's effective communication models with students at risk.

5. Elaboration, implementation, and validation of the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout.

6. Examining the impact of the school teacher's verbal and non-verbal communication on the level of didactic performance for the formation of the student's learning motivation.

7. Establishing the applicative value of the Playful-formative program for the formation of the motivation for learning of students at risk of school dropout.

Synthesis of the research methodology and justification of the chosen research methods. The research was based on the analysis of theories, concepts, laws, principles in the field of pedagogy, psychology, sociology, dedicated to learning motivation, didactic communication, school dropout.

In particular, the theoretical benchmarks were: the concept of school dropout by Y. Kashti și M. Arieli [65], R. Rossi [56], P. Gleason și M. Dynarski [39], V.Uncu, M.Penu [25]; the Skinner behavior motivation theory in education [59]; Causal Attribution Theory (Weiner, 2010 [64]); Self-Determination Theory (E. Deci et al. [35]); theory of positive/ negative politeness of Brown & Levinson [30]; ideas with reference to didactic communication by M.Cojocaru, C.Zagaievschi [9]; Buck et al. [31]; S. Cristea [11]; I. Cergit [8]; R. Urea [63] and others.

The research methodology: scientific documentation, inductive-deductive method, conceptual analysis and hermeneutic synthesis, reasoning and argumentation; modeling the pedagogical experiment, questioning, observation, data collection; mathematical-statistical data processing, data interpretation; analysis of the products of the experienced subjects, synthesizing.

The novelty and the scientific originality: through the theoretical-experimental research process, the concepts of school dropout, learning motivation of students at risk, effective didactic communication were updated; the principles of optimal communication between teachers and collaboration with students at risk of dropping out were established; has been designed, developed and validated the *Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, based on the Playful-formative program.*

The main scientific results obtained in the research consist in the establishment and validation of the theoretical and methodological foundations of the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, the implementation of which contributed to the openness and flexibility of teachers to communicate with students; improving continuous attendance in school and the ability to resolve conflicts, actions that led to

increased student motivation to learn, confirmed by increased participation in lessons, completion of assignments and involvement in technical projects.

The theoretical significance of the research is ensured by: the contribution to the development of the theory of motivation for learning, by substantiating the importance of increasing the motivation for learning of students at risk of dropping out through their involvement in the efficiency of didactic communication; identification of psychopedagogical factors and conditions adapted to the needs and difficulties of students in risk situations; contribution to the development of communication theory by defining effective communication, including in relation to school dropout, establishing the correlation between the efficiency of teacher-student communication and its impact.

The praxiological value of the research resides in the development and validation of the set of pedagogical tools and theoretical-methodological foundations, included in the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, based on a Playful-formative program, which contributes to improving learning motivation and presents a valuable tool for managers and teachers in preventing student dropout; providing a methodological framework for effective didactic communication, adapted to students with emotional, cognitive and social risks.

The implementation of the scientific results: in the Hadera High School in Israel (2018-2020).

Approval of scientific results. The theoretical and practical results of the research were discussed and approved within the Department of Pedagogy and General Psychology, State University of Tiraspol, Chisinau; approved and validated through publication in specialized scientific journals, communications in scientific forums (Scientific conference, "Integration through Research and Innovation", November 7-8, 2019, USM, Chisinau; Scientific-methodical conference "Educational Prerogatives pre-university and university in the context of the knowledge-based society", November 7-8, 2014, UST, Chisinau; International conference "Актуальные научные иследования в сообщение мире". Украина, 2015).

Publications on the topic of the thesis: the research results were reflected in 9 scientific articles.

Volume and structure of the thesis. The thesis contains: introduction, 3 chapters, general conclusions and recommendations, bibliography (210 titles), annotation, key concepts, list of abbreviations; 145 pages of basic text, 24 tables, 19 figures, 9 appendixes.

Keywords: students at risk, school dropout, effective didactic communication, didactic motivation, learning motivation, factors, conditions, Playful-formative program, pedagogical model.

THESIS CONTENT

The Introduction presents the actuality and importance of the problem, outlines the research problem, formulates the purpose and objectives of the thesis; the scientific novelty of the results is presented, the theoretical importance and the formative value of the research are argued, the main investigative results are specified. The introductory part ends with the summary of the thesis sections.

Chapter 1, **"Theoretical landmarks regarding learning motivation of students at risk of school dropout"**, containes the conceptual approaches of dropout phenomenon, typology of students at risk of abandon; predictors of dropout risk; historical evolution. Also, special attention was focused on analysis of theories, theoretical trends/ approaches to motivation in learning.

The epistemology of the concept of school dropout was based on ideas, concepts and theories that demonstrate its negative impact on the formation of personality from a holistic point of view, a reality that has always concerned the researchers in the field of education, psychology and sociology: K.Alexander [27], M.Al-Haj [28], R.Rossi [56], R.Suleimani [58], R.Ekstrom [37], P. Gleason et al. [39], T.Lovitt [54], N.Silistraru [22; 23], V.Cojocaru[10], V.Uncu, M. Penu [25], M. Ianachevici [17], V.Panico, S.Gubin [20], V. Botnari [4], P.Golu [16], A.Nour [19], I.Bodean et al.[3], V.Mîsliţchi [18], T.Callo [7], L.Cuzneţov [12], etc.

From a historical perspective: the phenomenon of dropout has gone through certain stages, in connection with the development of the field of work. Prior to 1900, given the low demand for high school studies in employment, respectively, there was also a low level of motivation for young people to learn. In the early 1960s, graduation came to be seen as a norm, and the idea of "dropout" barely appeared [40].

The phenomenon of dropout has a strong connection with other dimensions, such as: *"early dropout of education", "risk situation".* The early dropout from education and training (ELET) is conected to unemployment, social inclusion and poverty [17]; [39]; [37]; [36].

Y. Kashti and M. Arieli [65] define school dropout as a process of total or partial separation from school. In this sense, two types of school dropout have been identified specific to the Arab society in Israel: obvious dropout when the student stops attending school; and latent dropout, when the student is absent frequently, does not prepare the homework etc. R. Rossi [56], R. Suleimani [58], P. Gleason and M. Dynarski [39], studying the profile of students at risk of dropping out and those who have already dropped out of school, *found that dropping out is not a sudden process*, but the result of a long process of detachment from school, which can begin just before the schooling process begins. There is no standard profile of students at risk of dropout, however, it has been established that school dropout may be the result of *several factors specific to each dropout case*.

In this vein, two types of school dropout specific to Arab society in Israel were identified: obvious dropout and latent dropout.

In this context, four categories of risk factors have been established, which determine school dropout: *individual, family, educational and community*. Individual factors are likely psycho-emotional, given the particularities of age, but also social nature, taking into account the fact that in adolescence, young people tend to associate with groups and comply with internal rules that often have a negative character [44]; [60]; [61]. Family factors are mainly related to parents' attitude to education and to general human values [43]; [12], [5], [23]. School factors are related to the school climate, the contingent of student, the disciplinary practices and norms, etc.; and the last category of factors includes the specifics of the community in which the school is located: demographic characteristics, type [28]; [42].

Thus, we find that in adolescence, a period of self-expression of the will to control and influence, the students reaching a class with little chance of making decisions and choices, a discrepancy between their developmental requirements and the opportunities offered by the class / school, suffers from decreased motivation for studies and *increasing the feeling of rejection by the system* [12; 24].

The analysis of the definitions expressed by various authors and from various fields, allowed us to present our exhaustive formula of school dropout: *School dropout is the final behavior of voluntarily leaving the education system, regardless of the level reached, before obtaining a full vocational qualification or training taken before starting studies ((subchapter 1.1.).*

Despite different researches and publications on the phenomenon of school dropout, the topic is a continuing interest for the education system, especially in the context of the 2030 Agenda for Sustainable Development and other international standards.

Motivation study involves the question "why": the purpose of motivational research in education is to answer the question "Why are students at risk learning?". Educational literature presents this question in a slightly different formula: "How to motivate pupils at risk to learn?", the question being related to the sources or causes of that behavior. Motivation is essential for learning. A student only learns when he wants to learn. Thus, despite the discrepancy between the years, this statement remains valid even today.

We reiterate the position of the specialists who mention three aspects of motivational behavior: *direction, intensity and quality*. Previous theories of motivation have focused on the first two dimensions. The current theories place great emphasis on the third dimension - *the quality of a person's involvement in the activity*. For example, when the goal of the activity is deep learning, it is important to know if the student is performing the task of learning well from meaningful cognitive involvement or of learning superficially, trying to complete the task as quickly as possible.

Specialists approach motivation in connection with several variables such as: self-control / self-efficacy/self-determination [39], [44], self-esteem [26], specific needs, successes and failures in school [1]; [4]; [23], etc. The dichotomy between intrinsic and extrinsic motivation has been explored in the context of the risk situation [35].

Four dimensions were identified: the degree of emphasis of the theory with regard to the quality of motivation - focusing more or less on the student's emotions and feelings towards learning; theory of perception about the source of motivation - the person or the environment; the theory of perception on the

stability of the motivational process - constant in time and conditions or variables and the theories that highlight the specific or general processes of motivation.

Based on the analyzes carried out, we identified the learning motives of students in risk situations: *achivement, curiosity, conscientiousness, social, self-esteem, self-determination, attachment.*

The analyzes of the sources indicated that the students at risk learn and invest their efforts only when they need their psychological needs [21]; [64]. Based on these ideas, teachers can avoid the use of power and external environmental measures, support students' autonomy in risk situations and develop the motivation to learn. This will help teachers create motivation for learning. Some studies support these hypotheses [42]. At-risk students of teachers who support at-risk students in terms of autonomy (referring to the initiative and their point of view) were more curious and independent, looking for challenges, developing their skills and self-esteem higher than the students at risk of external control of motivation (through consolidation, competitiveness, etc.).

It has been found that young people who drop out of school are more frequently involved in delinquency, especially those who drop out before completing high school [61].

Of interest is the analysis of the educational system and programs in Israel and a general overview of the situation in the Republic of Moldova, which reflects valuable points and examples. We find similarities and differences (with national specificity). At the same time, we conclude that in both countries, despite the existing comprehensive legal framework, education in general, including access to education, is linked to living standards. One of the main challenges remains the implementation of the existing legal framework with the relevant financial mechanism.

Regarding the student-teacher relationships that are at the center of the current research, it was found that the methods of teaching and evaluating the students at risk, transferring the low expectations of the teachers to the students at risk, the quality of the training and the level of the teachers' abilities, all appear as significant variables. In addition, extra-organizational variables, such as finances, resources, and services, which are lacking in schools, have been found to be influencing school dropout [32];[36].

We find that each teacher must know the reasons / needs that lead students to situations of risk of school dropout and adapt activities and teaching methods that meet these needs. The central point was to identify the efficiency of teacher communication as a key factor in improving the motivation of learning.

We conclude: the analysis of motivation and learning theories, of the concepts of school dropout confirmed the need to develop the theoretical and methodological foundations of streamlining teacher communication to improve the learning motivation of students at risk of dropout.

In Chapter 2, "**Theoretical-methodological framework for the efficiency of teachers' didactic communication with students at risk of school dropout**", the epistemological and practical conceptualization of the efficiency of teachers' communication was presented.

At the international level, the subject is explored by several authors: J.Gould & J.Roffey-Barentsen, 2014 [41]; R.Buck et al., 2002 [31]; A.Khan, 2017 [51]; E.Gonzalez et al. [40] et al.

In Israel, N.Reichel & S.Arnon, 2005 [66]; N.Reichel & S.Arnon, 2009 [55]; M.Yossifon, 2004 [67]; R.Lewis et al., 2005 [53]; K.Kahoon [46; 48; 49] and others analyzed teacher communication and other aspects.

In Romania and the Republic of Moldova, ideas with reference to didactic communication can be found in the publications of S.Cristea, 2010 [11], I.Dumitru, D.Ungureanu, 2005 [13]; K.Bloju, R.Stan, 2013 [29]; A.Ionescu, & A.Geantă, 2019 [45]; I.Cerghit, 2008 [8]; M.Cojocaru, C.Zagaievschi [9]; T.Callo, 2014 [7]; V.Goraş-Postică, M.Botezatu, 2015 [15], R.Urea, 2013 [63] et al.

Studies show a clear link between the quality of teacher-student relationships and strengthened pedagogical issues, such as learning, positive school emotions [51]; [55] or increased academic ability, better behavior and improved achievement [60]. Many teachers see positive communication with students at risk as a powerful motivating force in teaching [45]; [49; 50].

Some researchers observed teacher-pupil connections from a pedagogical point of view, according to which building trust is a central axis for the leaning ability of pupils [44]. It influences thinking, feelings and ambitions of the pupils and contributes to the influence of adults on different aspects of life of teenagers.

The most relevant ways of making didactic communication more efficient were indicated in the context of the specially designed format of the vocational classroom, in which the students at risk of dropout

were faced with repeated failure and with low self-image; these obstacles can be overcome by creating a direct way of communication that takes into account the students' own interests, emotional needs.

All the above-mentioned aspects can be the platform for reflection on a new approach or a new paradigm, with emphasis on the characteristics of the "Significant" teacher. From our point of view, the "Significant" teacher paradigm is based on persuasive behavior in teaching through the competence of didactic communication. At the same time, the characteristics of the "Significant" teacher represent an important component of the "new paradigm" based on the profile of the new teacher vs "old paradigm", proposed by us (*subchapter 2.1*).

Based on the many researches and materials analyzed, we find that communication is a flexible link that allows the relationship between people. For this binder to be effective it needs certain capacities, conditions and a suitable environment. Given that communication skills are approached in a multidimensional way, we propose our vision of *effective communication with students at risk* - the *ability of the teacher to be functional under any circumstances, by verbal and non-verbal communication, demonstrating openness and flexibility, simplicity in relation to students, willingness to listen to pupils, acceptance and adaptation to the situation, overcoming preconceptions about children at risk and encouraging them to positive behaviors (fig.1).* It is an interference approach, which allows to establish an effective communication and to ensure the synergy and complementarity between the actions of all the actors involved in the training.
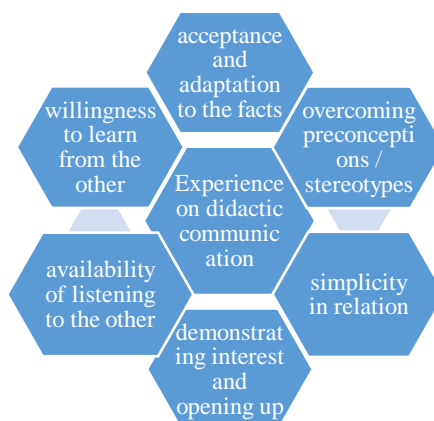

Figure 1. Efficient didactic communication

In the same context, we reiterate that didactic communication becomes effective in the teacher-student relationship (table 1.).

Table 1. Types of teacher-student relationships

Professional interaction	Psychological interaction
• communication relationships; • facilitating relationships; • helping relationships during classes; • collaborative relationships; • constructive relationships; • cooperative relations; • feedback relationships.	• close relationships; • friendly relations; • partnership relations; • common relationships; • beautiful relationships; • relationships focused on mutual respect, understanding, kindness, indulgence; • good relationships; • normal relationships; • benevolent relations; • relationships based on sincerity; • special relationships, because the teacher is an example; • mutual acquaintance relations; • open relationships.

Regarding the stimulation of didactic communication, it is necessary not only to thoroughly know the characteristics and methodological details of the respective process but also to identify concrete ways by which the efficiency of communication can be ensured, considerably increase. Personal, psychological, pedagogical, and social factors are favorable factors of didactic communication.

From a professional point of view, the teaching staff contributes to developing the student's abilities and personalities. He is called to realize the major objective - the formative aspect of training, to shape the personality of today's students.

From a psychological point of view, the teaching staff is a connoisseur of the art of communicating with students through the free exchange of thoughts and feelings. We must not only know how to convince others but also how to master the art of listening, without prejudice, to the arguments that are brought to us.

The strong personality of the teaching staff is his presence of mind, dynamism, sharpness of mind, competence, ethos, the ability to maintain an atmosphere of the relaxed, creative spirit in the auditorium, adding here also charisma, eloquence, varied language, flexible tone, demeanor sober and decent, outward appearance. Teacher-student communication is a very important element in the student's professional development, which is why communication should be applied, verified, and capitalized on. This is the result of the combination of the types of the two protagonists. Optimal communication is due to the interest that teachers show in their work.

Thus, it is necessary to strengthen the pedagogical staff to develop effective working approaches that will remove the student from the risk situation and allow them to develop, on the one hand, a sense of ability and, on the other hand, skills relevant to school success.

Research shows that the higher the exclusion of at-risk students and the more problematic behavior, the lower the morale and professional self-esteem of teachers in schools who work with at-risk students.

A paradox that seriously affects the possibility of creating any change in schools working with excluded groups: despite high professional training, the teacher's morale and sense of professional value diminishes, so that the value of education decreases.

The analysis of school processes shows the existence of the phenomenon called "*the cycle of exclusion*" (Suliman [58]), which aims at the impact of exclusion on teaching staff, leading to their stress, which should offer solutions to help students at risk, to get out of the cycle of failure. Thus, teachers who communicate daily with their students at risk face *feelings of inadequacy, detachment, and loneliness*. As a result, they cannot fulfill their role and promote at-risk students. Teachers working with at-risk students develop unprofessional behaviors, such as detachment from at-risk students and school, frequent absences, etc. We approached the phenomenon of "the cycle of exclusion in education" together with other researchers (*subchapter 2.2.*).

In this context, the paradigm regarding the new teacher in the context of work with students at risk, with the following qualities was explored and completed: *students at risk are encouraged, become potential change factors (in school adaptation strategies); cooperation between teachers and students on the net; the human rights approach: all students are equal, but different - with specific needs that should be considered.*

Subchapter 2.3. contains the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout.

A final step in the process of obtaining the motivation of students at risk of dropping out was: the development of self-feedback tools within the effective communication of teachers and helping these categories of students.

Thus, the Playful-formative program (subchapter 2.3)(figure 2) was developed, which is based on the "5 STEPS Game tool" (The Game tool "5 STEP") to encourage learning motivation (figure 3) etc.
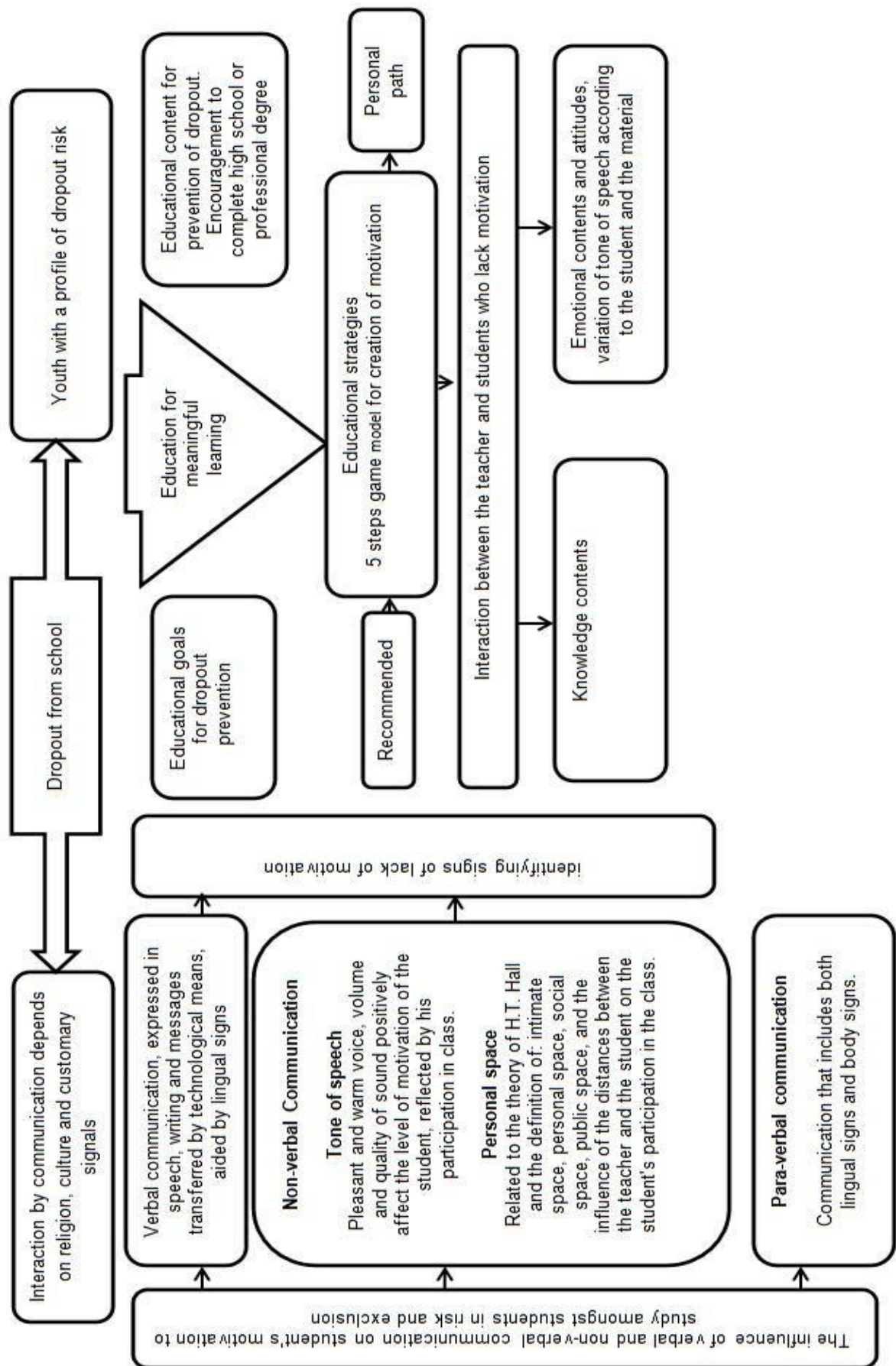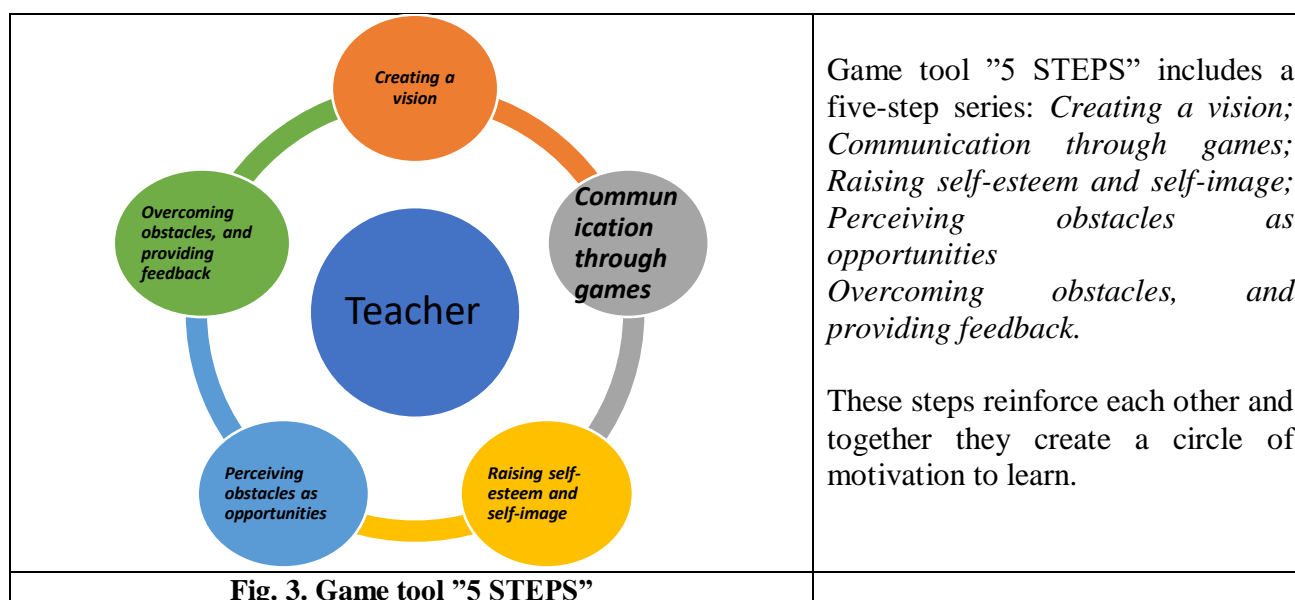
Fig. 2. Playful-formative program

Game tool "5 STEPS" includes a five-step series: *Creating a vision; Communication through games; Raising self-esteem and self-image; Perceiving obstacles as opportunities Overcoming obstacles, and providing feedback.*

These steps reinforce each other and together they create a circle of motivation to learn.

Fig. 3. Game tool "5 STEPS"

We mention that this program was initially developed as a working tool with students at risk of school dropout to motivate them to learn. At the same time, it was necessary to train the teachers in order to apply for this Playful-formative program. They were trained in the "Learning Revolution" Program.

In the context of the analyzed literature were determined the indicators of academic competencies, which can be both challenging, but also achieved by the students exposed to the risk of dropout, in the form: the improved level of attendance, the achievement of homework, and the desire to carry out a qualitative technical project according to of their own choice. A final step in the process of obtaining the motivation of the students exposed to the risk of the dropout was: the development of self-feedback tools among the teachers and students.

The following principles were applied to the elaboration of the methodology: *the principle* of adapting the didactic tools to the needs and difficulties of the students*; the principle* of raising the self-esteem and self-image; observation and monitoring of results; *the principle* of simplicity and flexibility; *the principle* of perceiving obstacles as opportunities; *the principle* of efficient feedback.

Playful-formative program for creating motivation, it is also an essential component of the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, as shown in the following figure (fig. 3.).

The model encompasses various aspects that elucidate the transformation of effective didactic communication of high school teachers, who work with students in the school dropout group. The overall aim of the model was to enhance the skills of effective communication with teachers, in particular through practical coping strategies and also as a larger holistic resource to be used further in high school activity for students at risk.

The model includes two important interdependent components: the component targeting the school teacher and the component targeting the student at risk of dropping out of school. The component of the school teacher includes: the principles of effective didactic communication: empathic communication, verbal and nonverbal communication, assertive communication, communication as an interrelational process, and intentional communication; but also the aspects of efficient didactic communication: flexibility in communication, use of verbal and nonverbal language, the message transmitted empathically, positive attitude. A special role belongs to the didactic communication experience, in a broader sense, which manifests itself more as the teacher's ability to be functional in any condition.
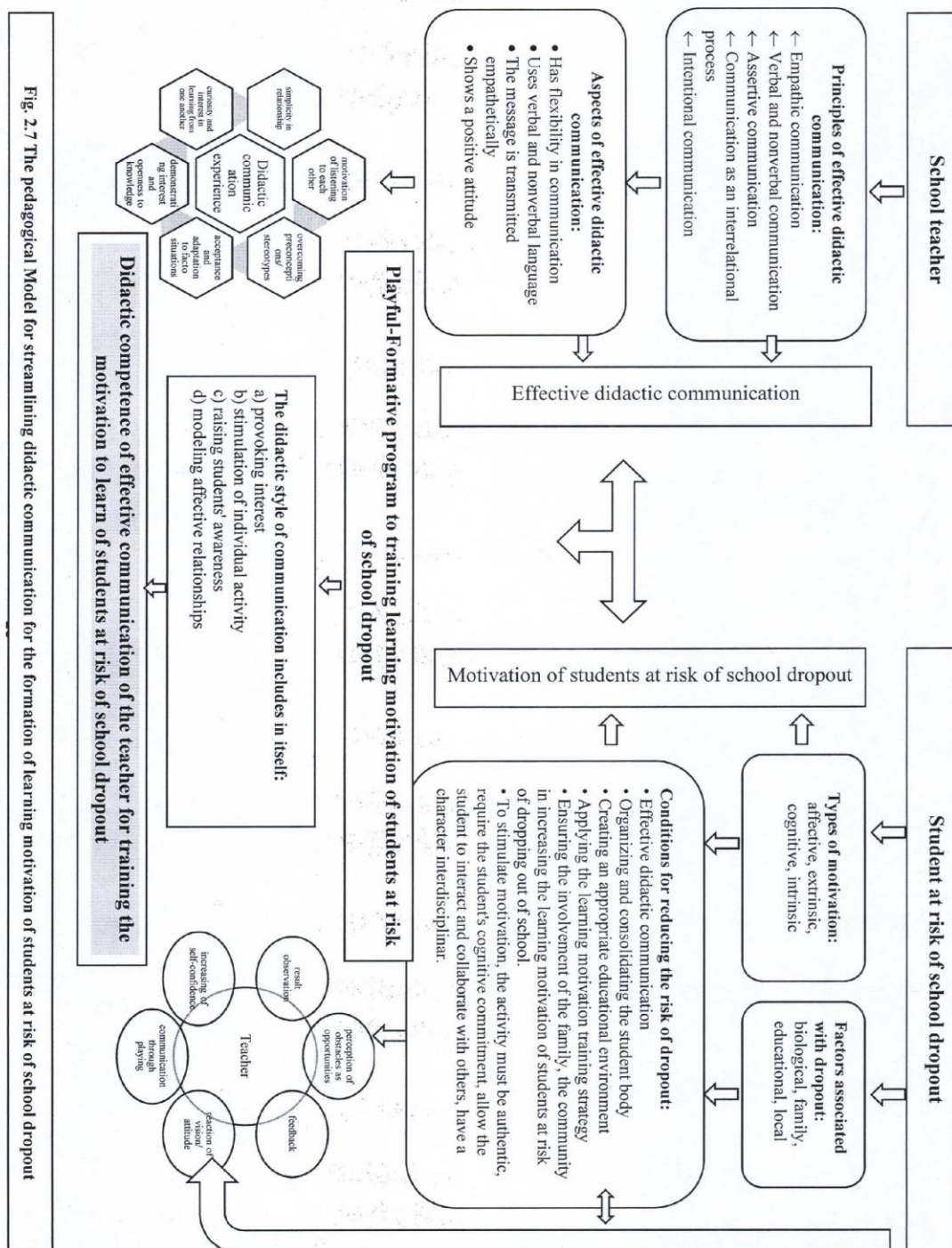
Fig. 2.7 The pedagogical Model for streamlining didactic communication for the formation of learning motivation of students at risk of school dropout

The component, which targets the student at risk of school dropout, focused on the their learning motivation, includes the factors associated with dropout: biological, family, educational, and local (community); types of motivation: affective, extrinsic, cognitive, intrinsic; as well as the conditions for reducing the risk of abandonment.

The pivot of this model is the Playful-formative program for creating learning motivation in students at risk of school dropout.

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All components intersect, having as a finality the formation of the didactic competence of efficient communication of the school teacher for the formation of the learning motivation in the students at risk of school dropout.

Considering the international standards, publications and work experience in the field, in the context of current research, *we propose the following formula of teaching competence of effective communication: the teacher's ability to be functional in any working conditions with students at risk, through verbal and non-verbal communication, demonstrating openness, flexibility and simplicity in relation to students, appropriate adaptation to the context, overcoming preconceptions towards children at risk and understanding their needs, encouraging their learning efforts.*

We conclude: the process of transforming the effectiveness of the teacher's communication was proposed, namely: from the low efficiency of the teacher's didactic communication, manifested by the reduced professional motivation, which affects the students' motivation, to the efficiency of the teacher's communication, manifested by high professionalism, motivation that increases the motivation of student learning.

Chapter 3, The experimental framework to improving the efficiency of the teachers' didactic communication for the formation of learning motivation of students with risk of school dropout, it contains the experimental pedagogical approach organized in three stages: *diagnostic stage, training (formative) stage and validation stage.*

The pedagogical experiment was designed and organized in the period 2018-2020 on a sample of 120 students aged 15-16 years and 20 teachers.

The experimental group includes tenth grade boys and girls from Hadera Israel High School. The students at risk of being enrolled in the school are usually the ones with a low level of performance; coming from schools with high levels of achievement compared to their ability to learn, classes include 35-40 students at risk. These students at risk have experienced many failures and have a second chance to improve their achievements and try to complete their high school education, with different and positive experiences, encouraging them to learn subjects tailored to their abilities.

In selecting teachers, their work experience with students in situations of risk of school dropout was taken into account.

We mention that in the experiment were involved the class 10 (primary in high school), at-risk students do not know the teachers, and the teachers do not know the students at risk, thus allowing and objective research. Students at risk will pass in the twelfth grade the registration exam in these disciplines, and the assumption is that they will have a high motivation for learning, without preference for a particular subject.

These topics have a common denominator; students at risk face difficulties due to the inability to organize a large and comprehensive knowledge base, difficulties of expression and correspondence and memorization of more details.

Research objectives:

• To examine the impact of teacher's verbal and non-verbal communication to the student's level of motivation to do his homework and participate in the course

• To examine the correlation between: pupils' motivation, reflected in the degree of participation of students in the course; building homeworks; participation in technological projects vs the physical presence of the teacher within the system; teacher' openness and flexibility for communication with students; continuous presence in school; the ability to resolve conflicts.

As variables were investigated: student motivation, reflected in the degree of participation of students in the course; homework assignment; participation in technological projects. At the level of teachers as variables were investigated: the physical presence of the teacher within the system; the teacher's openness and flexibility for communicating with students; continued attendance at school; the ability to resolve conflicts.

The student motivation questionnaire was distributed in six classes to 120 students at risk. The researcher decided to conduct the research through qualitative instruments and validate the findings through quantitative instruments as seen in the research findings. Both quantitative and qualitative methods reported similar results.

Accordingly, it can be said that both quantitative and qualitative methods are appropriate for this study, but the researcher argues that since the issue of teacher-student communication is complex, the examination of all possible implications is facilitated by observation.

We present the results of the diagnostic stage.

In this regard, a questionnaire was proposed to the students - *Teaching Quality Assessment Sheet from the perspective of teaching efficiency for the motivation formation of students at risk of school dropout* - questionnaire to assess the quality of teaching from the perspective of teaching efficiency to train the learning motivation of students at risk of school dropout in mathematics in the 10th grade.

The questionnaire includes statements that describe the teaching quality of the math teacher. For each statement, the attribute that best characterizes the teaching activity using the evaluation scale was marked. The results are presented in table 2.

Table 2. Students about the quality of the teacher's teaching in mathematics

Nr.	Items	Very poor	Poor	Good	Very good	Excellent
1.	The effort to motivate the accessibility of teaching	21	12	30	33	24
		17,50%	10,00%	25,00%	27,50%	20,00%
2.	Clarity of effective teacher communication to motivate student learning	27	30	39	13	11
		22,50%	25,00%	32,50%	10,83%	9,17%
3.	Harmonization of verbal / para / nonverbal communication to motivate students' learning	32	23	33	17	15
		26,67%	19,17%	27,50%	14,16%	12,50%
4.	Encouragement by the teacher if the students have learned	12	31	48	19	10
		10,00%	25,83%	40,00%	15,84%	8,33%
5.	Use of evaluation and appreciation techniques as a result of motivation	4	4	73	22	17
		3,33%	3,33%	60,83%	18,33%	14,17%
6.	Clarity of the formulation of learning tasks for motivation	22	42	31	17	8
		18,33%	35,00%	25,83%	14,17%	6,67%
7.	Appreciate the quality of teacher's teaching as efficiency in the shaping learning motivation	13	20	69	8	10
		10,83%	16,67%	57,50%	6,67%	8,33%

We note that 33 students or 27.50% of students at risk of school droout, to motivate the *accessibility of teacher teaching*, characterize the motivation of accessibility as very weak and weak, which indicates that about a third of teachers are not prepared for training the learning motivation of students at risk of dropping out of school. The *efficiency of didactic communication* is worse, as 57 or 47% of students certify that pedagogues are at a very weak and weak level.

Even more serious were the answers of students in this category to the item "*on the quality of the learning tasks formulation by teachers*" in which 64 students or 53% graded as very poor and poor.

55 students or 46% marked the item "*harmonization of verbal, nonverbal and paraverbal communication to motivate student learning*" as very weak and weak as well.

The results in the evaluation form show that one-third of the respondents' state with *certainty the low level of training in the learning motivation* of high school teachers for this category of students.

All these arguments led us to the idea of finding out the understanding and experience of teachers who teach high school students at risk of school dropout.

In this context, we applied the ***Evaluation Sheet of school teachers from the perspective of teaching competence,*** developed by us (*subchapter 3.1*), which provided the following results:

• the analysis of the level of training of school teachers for the formation of learning motivation of *students at risk of dropout* found that school teachers:

- have an interest in the problem of student-centered learning (participation in scientific research studies, writing creative works)

- have theoretical knowledge on the issue of motivation-oriented education

- have the ability to analyze and highlight the specific means, forms and methods of organizing the lesson in the *key to forming the learning motivation*

- show independence and creativity in the process of preparing and conducting lessons using technologies specifically aimed at training motivation to learn

- have the ability to see and analyze the difficulties encountered in studying the personality of the student at risk of school dropout

- the quality of the individual activity with some students from the school dropout category.

The evaluation of the *efficiency of the effective didactic communication* was made by applying the criteria, indicators and values.

At the same time, we mention that schools are a place of education, their purpose being the formation of the students' personalities through the learning experience and behavior appropriate, among others, at the academic level. The constant attendance at lessons is a basic condition for learning and for successfully completing it. Students who are often absent from school (absence, latency, leave without permission) affect their learning experience and their ability to be present when necessary for for them and their colleagues.

In the last years, the presence in the classroom has been offered a higher weight in high schools, as part of the assessment of the student in the cumulative mark in the different disciplines. This is called the "packet method". At its core, this method presents the educational perception that constant attendance at lessons is an important component of learning and, therefore, is inseparable from the assessment of students in all disciplines. From the reports, it appears that if there was previously a significant absenteeism rate, the "packet method" had a positive impact on the school experience and the environment.

The participation rate of students at risk is a key factor for the basic evaluation of the functional profile of the students if there is a clear tendency of absenteeism due to failed attempts and increasing frustration in the previous schools. Through continuous monitoring of school attendance, a basic level of maturity can be identified as a requirement for the responsibility that is not given to within this population. From this understanding, we will choose this criterion as the starting point for the intervention. The scale determines the need for different levels of students and provides an indication of the volume of intervention needed in the system to improve the ability to get the required participation.

The experiment is based on strategic educational approaches that are adapted by the non-verbal skills that are transmitted from the teacher to the student, by the openness and flexibility of the teachers for the students, appropriate learning strategies, alternative evaluation procedures, projects instead of exams, for reduced stress. Also, the completion of the projects on the theme makes these students have a better learning experience.

În figure 4. we see the high absence of students during the first month. Out of 120 students, 33 were absent for a week and 33 for a half week-long absence. About 73% of the pupils at risk received medium marks of between 55-84 in mathematics, history, language and literature. 15% received higher marks in these subjects. 13% received lower marks (figure 5).

Fig. 4. Absence of the students during the first month	Fig. 5. Average achievements
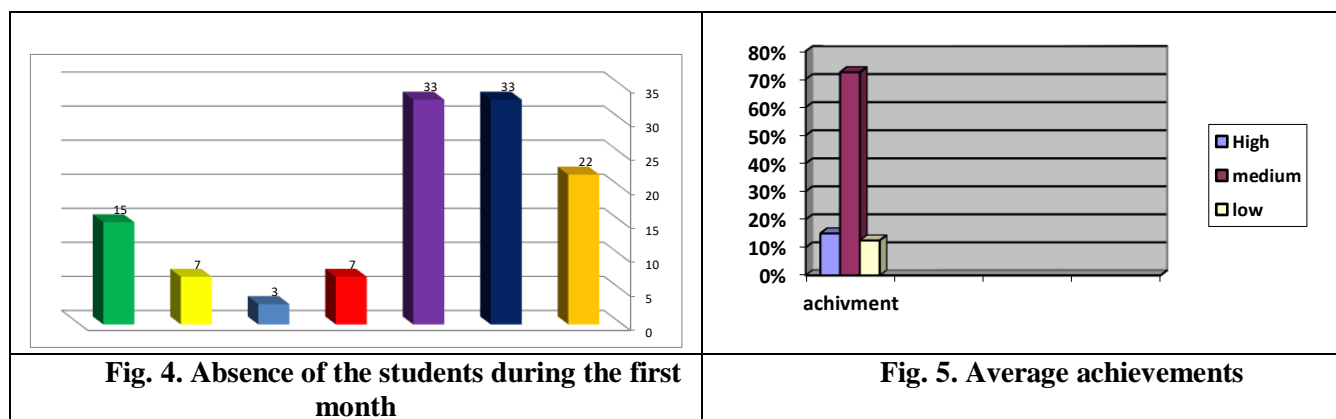
About 64% of the pupils at risk showed medium motivation to go to schooll (fig.6).
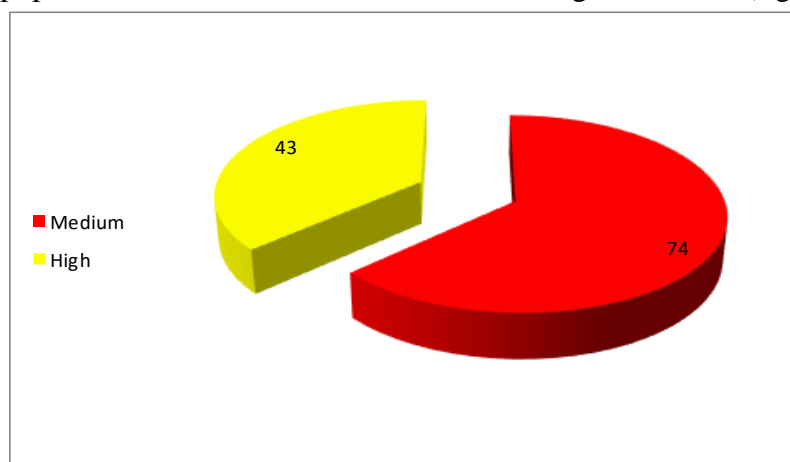

Fig. 6. Motivation to go to school

A tool applied in our work is the Playful-formative program. We consider that all modalities: 1. didactic communication experience, 2. motivation to listen to the other; 3. simplicity in relationships, 4. overcoming preconceptions, and stereotypes; 5. curiosity and interest in learning from others; 6. acceptance and adaptation to the de facto situation; the demonstration of interest and openness to knowledge as components of the efficiency of didactic communication in training and the development of learning motivation in students at risk of dropping out are tools that were the basis of the questionnaire, which actually relate to the teacher's didactic style.

We mention the relationships between the classroom climate and the teaching style. Thus, a teacher who has a reasonable level of autonomy in the classroom is able to create an atmosphere that encourages internal and / or external motivation, competitiveness or ego orientations and tasks. It all depends on the messages sent by the teacher and the things he or she refers to, how he / she emphasizes and encourages the students.

From this part, we found that much more effort should be made in terms of proper training of teachers working with students in situations of risk of school dropout.

The objectives of the formative experiment:
1. Improving the teaching competence of the school teacher - model for training the motivation to learn in students at risk of school dropout
2. Implementation of the mechanisms of Playful-formative program for the formation of learning motivation in students at risk of school dropout
3. Improving the verbal, paraverbal and nonverbal didactic communication for the formation of motivation in students at risk of school dropout.

The main purpose of the intervention was the formation of a teacher that is meaningful and inclusive, open to the students and *to encourage the motivation of the students to participate in the school*. The teacher was supposed to contribute to increasing academic performance throughout the process. The frequent meetings / meetings were focused on the stages of the process, which built a communication structure through non-verbal language, finding ways to identify and measure the presence of students at lessons, preparing the topics and awareness of skills and implementation of strategies through workshops.

During the formative experiment at a cycle of lessons with students at risk of school dropout, the following specific criteria for teaching and learning were monitored:
    - training of learning attitudes in students at risk of school dropout;
    - to carry out the learning activity corresponding to the learning style and individual particularities of the students at risk of school dropout;
    - to stimulate and encourage students through value judgments and examples from society;
    - supporting students' tendency to ask questions;
    - learning activities in both homogeneous and heterogeneous student-centered groups;
    - differentiated and individualized treatment based on multiple intelligences;

- homework management according to possibilities;
- the correctness of the students' skills appreciation and evaluation as a tendency towards school success;
- self-assessment and mutual assessment of students under the guidance of the teacher;
- creating successful situations as a motivating element for learning;
- respecting the pace of learning of students at risk of school dropout.

Based on these results, we proposed didactic strategies to make communication more efficient in order to form the learning motivation of students at risk of dropping out, oriented towards awareness of the role and impact of the school teacher's experience, but also the conviction towards the formation of motivation in students at risk of school droout.

We present these desired results in Table 3: Didactic strategies of the school teacher to increase learning motivation in students at risk of school dropout.

Table 3. Teaching strategies

Teaching strategies and mechanisms of effective communication	
Heuristic strategies (discovery of the cause and effect of didactic actions)	Steps for formulating reasons for effective communication
Strategies focused on research and cooperation (development of formulas for communicating positive attitudes in education)	The mechanism of self-actualization of learning motivation
Expository strategies (description of the emotional feelings triggered in the didactic communication)	The mechanism of expressing self-esteem as elements of social efficiency
Illustrative-explanatory strategies (discovery of the most effective methods of forming attitudes that become effective behaviors)	The mechanism of channeling emotional energy for constructive and efficient communication
Problematized strategies (identification of problems in the efficient communication and transfer of general human values, metacognition)	The mechanism of demonstrating the efficiency of didactic communication as a model of motivation formation

After assessing the teaching strategies applied and trained in teaching = learning students at risk of school dropout we developed Table 4.

Table 4. Evaluation of the teaching quality from the perspective of teaching efficiency after the intervention

Nr.	Items	Very poor	Poor	Good	Very good	Excellent
1.	The effort to motivate the accessibility of teaching	7	7	39	40	27
		5,83%	5,83%	32,50%	33,33%	22,50%
2.	Clarity of effective teacher communication to motivate student learning	17	14	48	21	20
		14,17%	11,67%	40,00%	17,50%	16,66%
3.	Harmonization of verbal / para / nonverbal communication to motivate students' learning	10	13	49	22	26
		8,33%	10,83%	40,83%	18,33%	21,67%
4.	Encouragement by the teacher if the students have learned	0	13	68	26	13
		0	10,83%	56,67%	21,67%	10,83%
5.	Use of evaluation and appreciation techniques as a result of motivation	0	0	80	28	12
		0	0	66,67%	23,333%	10,00%
6.	Clarity of the formulation of learning tasks for motivation	7	14	60	32	7
		5,83%	11,67%	50,00%	26,67%	5,83%
7.	Appreciate the quality of teacher's teaching as efficiency in the shaping learning motivation	1	5	73	34	7
		0,83%	4,17%	60,83%	28,33%	5,83%

We reiterate the fact that the teachers were trained on the implementation of the Playful-formative program, as a component of the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout (figure 3). The purpose of the intervention plan was to increase the teacher's awareness and create effective feedback on the working methods to meet the emotional needs of the student.

20 teachers were involved in the formative/training program. Below are the results before the implementation of the program and, after its implementation, the following variables are explored: the physical presence of the teacher within the system; the teacher's openness and flexibility for communicating with students; continuous presence in the school; the ability to resolve conflicts.

Thus, figure 7, 8. reflects the physical presence of teachers before and after the intervention
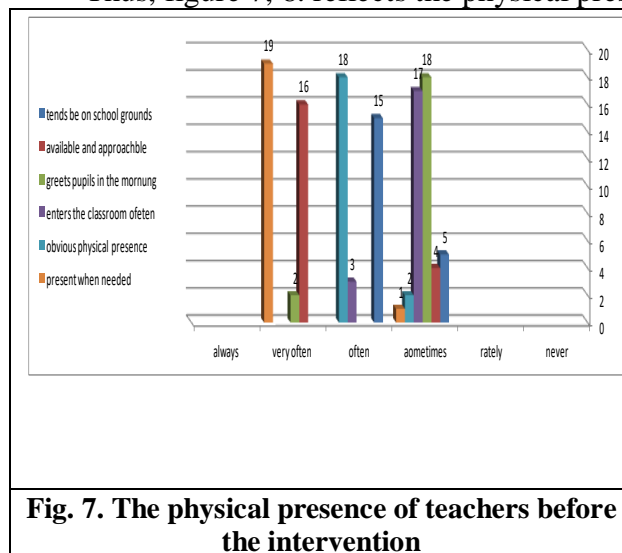

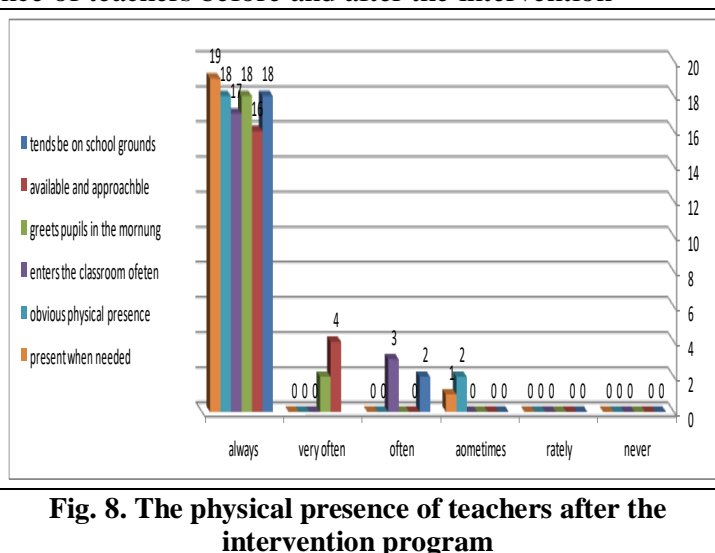**Fig. 7. The physical presence of teachers before the intervention**

Fig. 8. The physical presence of teachers after the intervention program

Conclusions: as a result of the intervention program, the results improved:

➢ The tends to be on school grounds – increased significantly (18 always or 90%)
➢ Openess/flexibility and approacibility - increased gradualy (4 - from sometimes to always)
➢ Greets pupils in the morning – increased significanly (from 10% to 100%)
➢ Enters the classroom ofthen – increased significantly (from 85% sometime to 85% always)
➢ Obvious physical presence – increased (from 90% ofthen to 90% always)
➢ Present when needed – increased slowly (from 95% very ofthen to 95% always).

At the same time, figure 9, 10 reflects the teacher's availability to communicate / relationships before and after the intervention program.
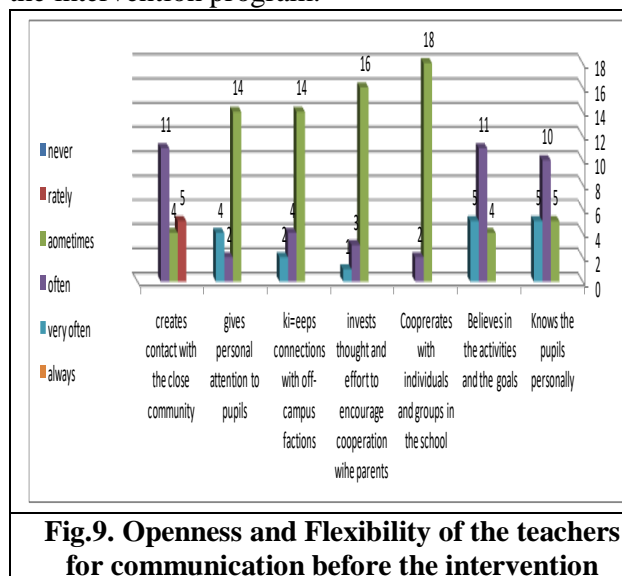

Fig.9. Openness and Flexibility of the teachers for communication before the intervention
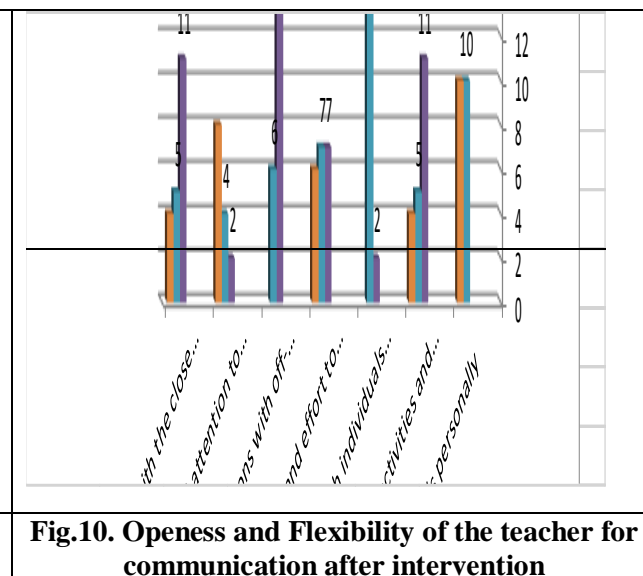

Fig.10. Openess and Flexibility of the teacher for communication after intervention

Conclusion: After the program intervention the communication/relationships with students and community increased significanly. Likewise, the continuous presence of teachers in the school has improved.

Figures 11, 12. reflect the involvement of teachers in conflict resolution before and after the intervention

Fig.11. Involvement in conflict resolution before intervention	**Fig.12. Involvement of teachers in conflict resolution after intervention**
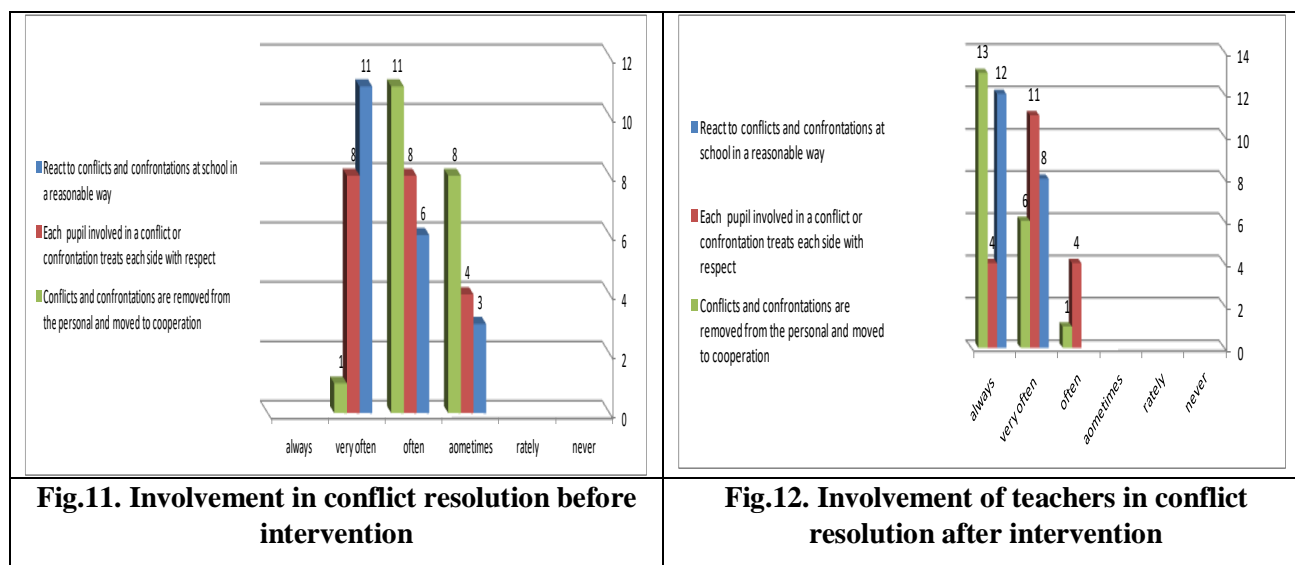
Finding: After the intervention program, the teachers' capacities to solve conflicts have been improved.

The results obtained from the application of the *Teaching Quality Assessment Sheet from the perspective of teaching efficiency for the motivation formation of students at risk of school dropout* were placed in table 4. At the same time, we mention that the quality of the teacher training was validated by questioning the students.

Thus, a comparative analysis was made of the group of students whose teachers participated in the intervention program (60 students - experimental group / EG) and of the group of students whose teachers did not participate in the intervention program (60 students - control group)/ CG).

The results are as follows: In the control group, 43.33% of the students were absent for more than two weeks and 16.67% were absent for one week; 15% were absent for one week, 3.33% were absent for three days, and 1.67% were absent for two days, 3.33% were not absent. The experimental group presented a significant change. 3.33% were absent for more than two weeks, and 3.33% were absent for one week, 8.3% were absent for three days, 8.33% for two days, and 10% had were absent for one day, 58% did not miss at all.

According to the results, a significant change in the participation of the students in the studies has been demonstrated, as the diminution of their absenteeism is visible.

At school results: about 85% of students at risk in GC have intermediate level and 10% - high. 70% of the students in the experimental group have high levels and 20% - intermediate. We can conclude that, since the students at risk who were assigned to the experienced group felt chkong, their sense of self-assessment increased, they were more present in school, they reduced their gaps and therefore their academics performance has grown.

In Conclusion, according to the evaluation of the data from the intervention program that focused on designing the improvement of the efficiency of the teachers' communication with the students exposed to the risk of school dropout, it is found that the teacher involved in this process is able to realize the communication and to contribute to the social and academic success of the students. its. It seems that this meta-competence is gradually becoming the second nature of the teachers involved in the program and it becomes a clear tendency that the students can trust their teachers with whom they can communicate to succeed.

In the context of the experiment, the high school won third place nationally for improving academic and social results. The Playful-formative program was proposed for implementation in all classes in the

school. The school has earned its place, respect and is appreciated by all educational institutions in the city of Hadera and in Israel.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The theoretical and practical research carried out allowed the identification and clarification of the theoretical-methodological framework *of the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout* in Israel. An important aspect with regard to the school context is represented by the teachers' didactic communication, the valorization of which is proposed as a significant way of forming learning motivation of students, capable of preventing school dropout of students at risk.

The synthesis, analysis, interpretation of theoretical benchmarks and research results regarding the streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout confirm confirmed the topicality of the theme, by achieving the objectives and purpose, certifying the scientific innovation, its theoretical and practical value.

Regarding the findings established in the theoretical and methodological framework of the research, we would like to formulate the following general conclusions:

1. The undertaken research is dedicated to the prevention and reducing of phenomenon of school dropout, which represents an important educational but also social problem. This phenomenon was analyzed in relation to the learning motivation of students at risk of dropping out of school and the efficiency of teachers' didactic communication for the formation of this motivation. Thus, the scientific approaches regarding the phenomenon of school dropout and learning motivation were analyzed, their evolution being established. Based on the analyzes carried out, the essence of the basic concepts was established: *dropout, school dropout, student at risk of dropout, motivation, learning motivation, motivations of student at risk of dropout.* By means of the theoretical study we formulated own definition of the concept of *school abandonment* (C1, p.34). Also, we proposed *classification of students at risk according to their motives* (C.1, p.47).

2. The novelty of streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout is indisputable, despite the existence of extensive empirical studies in didactic/teacher communication. Based on examination of the theoretical-methodological framework and synthesizing the theories and concepts underlying didactic/teacher communication, were elaborate the following: *Significant" teacher's paradigm (C.2, p.70); New Teacher Profile vs to "Old paradigm" (C.2, p.71); The advantages of the school curriculum over traditional programs (C.2, p.96); our vision on effective communication with students at risk (C.2, p.80); Principles for streamlining didactic communication (C.2, p.101-103); our formula of teaching competence of effective communication (C.2, p.107),* and it was established that the efficiency of didactic communication is necessary to increase the motivation for learning of students at risk of school dropout, and teacher training in this sense represents a important condition for the current educational context.

3. The novelty and scientific originality of the research lies in the updating of the concepts of school dropout, the learning motivation of students exposed to risk, effective didactic communication; the principles of optimal communication between teachers and collaboration with students at risk of dropping out were established; the the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, based on the Playful-formative program.

4. The theoretical significance of the research is ensured by: the contribution to the development of the theory of motivation for learning, by substantiating the importance of increasing the motivation for learning of students at risk of dropout through their involvement in the efficiency of didactic communication; identification of psychopedagogical factors and conditions adapted to the needs and difficulties of students in risk situations; contribution to the development of communication theory by defining effective communication, including in relation to school dropout.

5. The experimental study of improving the efficiency of the teachers' didactic communication for the formation of learning motivation of students with risk of school dropout outlined premises for recognizing the efficiency of the teachers' didactic communication in this process. Elaboration and application of the *Teaching Quality Assessment Sheet from the perspective of teaching efficiency for the motivation formation of students at risk of school dropout, Evaluation Sheet of school teachers from the perspective of teaching competence (C.3, p.115-117)* allowed the observation of the evolution of the effectiveness of teachers' didactic communication from the students' and teachers' perspective.

6. Validation of the set of pedagogical tools and theoretical-praxiological foundations, included in the *Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout (subchapter 2.3.)*, based on the *Playful-formative program*, in synchronization with the emotional, cognitive and social needs of students at risk of school dropout, contributed to improve their learning motivation (subchapter 3.2).

7. The results of the experimental research (Chapter 3) demonstrate the increase in efficiency of teachers' didactic communication confirmed by *the openness and flexibility of teachers to communicate with students; improving continuous attendance at school and the ability to resolve conflicts (C.3, p.133-136)*. As result, the mentioned actions were conducted to increase student motivation to learn, *confirmed by increased participation in lessons, completion of assignments, and involvement in technical projects (C.3, p.137-138)*. The progress was identified based on performance indicators, included in the questionnaires developed and applied among the teachers and students.

8. The results of the pedagogical experiment confirm the possibility of preventing school dropout risks both by strengthening the potential of teachers and by making students responsible for their future, by more intense involvement of different educational subjects, and by establishing and valuing rigorous action-training, approach that responds to the emotional and social needs of students at risk of dropout [94, p. 192].

9. **The scientific problem solved in research** consists in increasing the efficiency of the teachers' didactic communication and, as result, increasing the learning motivation of students at risk of school dropout by: correlating the factors and conditions of school dropout; establishing optimal conditions for effective didactic communication between teachers and students; identifying and structuring the epistemological and methodological context of teacher training; orienting communication skills to the emotional, social and cognitive needs of their students; identifying the main communicative premises and the conditions for achieving the learning motivation of students at risk of school dropout; developing performance indicators for students at risk of dropout, and through experimental demonstration of the functionality of the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, based on the Playful-formative program.

10. The solved scientific problem points to the establishment and validation of the theoretical and methodological foundations of the functionality of the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, the implementation of which contributed to the openness and flexibility of teachers' communication with students; improving the continuous presence in school and the ability to resolve conflicts, actions that led to the increase of students' motivation to learn, confirmed by the increase of participation in lessons, completion of homework and involvement in technical projects.

In agreement with the results of the investigation, we can formulate the following recommendations.

RECOMMENDATIONS:

a) For Teachers:

1. Strengthening and maintaining the efficient communication capability, using of verbal and non-verbal communication appropriate to needs of students at risk of school dropout. Encouragement and support

are crucial conditions for increasing motivation, because these pupils at risk tend to give up quickly and encouragement might enable their success.

2. Improving of self-worth in order to avoid burnout and frustration. Identification of personal and professional needs for training programs.

3. Developing education programs and activities taking into account the the emotional, social and cognitive needs of students at risk of school dropout.

4. Involving of parents: the classroom teachers have to contact parents especially in positive contexts such as the student progress or improvement of behavior, to increase their motivation as well as their self-image.

    b) For managers:

5. Promoting and ensuring the conditions for training the teachers' efficient communication within the continuous training activities/training, established within the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout.

6. Adapting to rapid technological developments that go beyond the existing curriculum and require new learning and teaching disciplines.

7. Managing monitoring and evaluation of the cases of school dropout among high school students from the perspective of the results obtained in the research carried out.

8. Promoting extracurricular activities that would make school more attractive and friendlier, and would put students in high regard, to feel important, strong, and talented.

9. Establishing a partnership school – family, and the community to ensure an educational environment to combat school failure and dropout.

    c) For parents:

10. Maintaining regular contact with the teacher and subject teachers, anytime for any relevant reason.

11. Monitoring students' learning activities and providing feedback to teachers. Communicate as much as possible / to show interest in the personal problems of adolescents.

    d) Local community:

12. Developing and supporting school dropout prevention programs, and investing adequate resources.

13. Involving students at risk of school dropout in various volunteer activities and local initiatives.

The research also outlined *some limitations*, such as insufficient participation of parents and local communities in the learning motivation process of students at risk of school dropout. At the same time, the research opens new and real perspectives for in-depth investigation of different conditions, factors and actors in relation with dropout phenomenon.

Orientation recommendations for the further development of the subject addressed in the research, the following themes being proposed: "Teaching communication - model for training motivation to learn in situations of risk of school dropout"; "Teaching competence - model for training the cognitive competence of students at risk of dropping out of school"; "Learning situations - priority factors in the process of improving school dropout"; "Empathy and emotions of the pedagogue - a condition aimed at improving school dropout".

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LISTA LUCRĂRILOR
ȘTIINȚIFICE, ȘTIINȚIFICO-METODICE, DIDACTICE
ale dnei KAKOON KATY,
Director general la Liceul Hadera, Israel
(premiat la nivel national pentru instruirea cu succes a copiilor cu risc de abandon școlar)

- **Articole în reviste din Registrul Național al revistelor de profil, categoria C/B**
    Categoria B
1. **Kakoon K.** A profile of the teacher working with students at risk. In: *Didactica Pro*, 2023, Nr. 2-3 (138-139), pp.18-20. ISSN 1810-6455
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ADNOTARE
Kakoon Katy
Formarea motivației de învățare a elevilor cu risc de abandon școlar prin eficientizarea comunicării didactice,
teză de doctor în științe ale educației, Chișinău, 2023

Structura tezei: introducere, 3 capitole, concluzii generale și recomandări, bibliografie (210 titluri), adnotări; 145 pagini text de bază, 24 tabele, 19 figuri, 10 anexe. Publicate 9 lucrări științifice.

Cuvinte-cheie: elevii în risc, abandon școlar, comunicarea didactică eficientă, motivația didactică, motivația de învățare, factori, condiții, program ludic-formativ, model pedagogic.

Domeniul cercetării: Teoria generală a educației.

Scopul cercetării constă în fundamentarea teoretică și metodologică a Modelului pedagogic de eficientizare a comunicării didactice pentru formarea motivației de învățare a elevilor cu risc de abandon.

Obiectivele cercetării: determinarea reperelor teoretice privind abandonul școlar a elevilor în situații de risc; identificarea dimensiunilor teoretice ale motivației de învățare a elevilor cu risc de abandon școlar; stabilirea cadrului teoretico-metodologic pentru eficientizarea comunicării didactice a profesorilor cu elevii în risc de abandon școlar; analiza unor modele de comunicare eficientă ale profesorului școlar cu elevii în situații de risc; elaborarea, implementarea și validarea Modelului pedagogic de eficientizare a comunicării didactice de formare a motivației pentru învățare a elevilor cu risc de abandon școlar; examinarea impactului comunicării verbale și nonverbale al profesorului școlar asupra nivelului de performanță didactică pentru formarea motivației de învățare a elevului; stabilirea valorii aplicative a Programului ludic-formativ pentru formarea motivației de învățare a elevilor cu risc de abandon școlar.

Noutatea și originalitatea științifică a cercetării: au fost actualizate conceptele de abandon școlar, motivația învățării elevilor expuși riscului, comunicarea didactică eficientă; au fost stabilite principiile de comunicare optimă a profesorilor, de colaborare cu elevii cu risc de abandon școlar; a fost proiectat, elaborat și validat *Modelul pedagogic de eficientizare a comunicării didactice pentru formarea motivației de învățare a elevilor cu risc de abandon*, bazat pe Programul ludic-formativ.

Rezultatele științifice obținute în cercetare: stabilirea și validarea fundamentelor teoretice și metodologice ale *Modelului pedagogic de eficientizare a comunicării didactice pentru formarea motivației de învățare a elevilor cu risc de abandon,* implementarea căruia a contribuit la deschiderea și flexibilitatea profesorilor de comunicare cu elevii; îmbunătățirea prezenței continuă în școală și a abilității de a rezolva conflictele, acțiuni ce au condus la sporirea motivației de învățare a elevilor, confirmată prin creșterea participării la lecții, realizării temelor și implicării în proiecte tehnice.

Semnificația teoretică a cercetării este asigurată de: contribuția la dezvoltarea teoriei motivației pentru învățare, prin fundamentarea importanței creșterii motivației pentru învățare a elevilor cu risc de abandon prin implicarea lor la eficientizarea comunicării didactice; identificarea factorilor și condițiilor psihopedagogice adaptate la necesitățile și dificultățile elevilor în situații de risc; contribuția la dezvoltarea teoriei comunicării prin definirea comunicării eficiente, inclusiv în raport cu abandonul școlar.

Valoarea aplicativă a cercetării rezidă în elaborarea și validarea ansamblului de instrumente pedagogice și fundamente teoretico-metodologice, înglobate în Modelul pedagogic de eficientizare a comunicării didactice pentru formarea motivației de învățare a elevilor cu risc de abandon, bazat pe Programul ludic-formativ, care contribuie la îmbunătățirea motivației de învățare și prezintă un instrument valoros pentru manageri și profesori în prevenirea abandonului elevilor; oferirea unui cadru metodologic a comunicării didactice eficiente, adaptate necesităților elevilor.

Implementarea rezultatelor științifice a avut loc la Liceul Hadera pentru elevii cu risc de abandon școlar din Israel.

ANNOTATION
Author: Kakoon Katy
Forming of learning motivation of students at risk of school dropout by improving the efficiency of the didactic communication,
PhD thesis in educational sciences, Chisinau, 2023

Thesis structure: introduction, 3 chapters, general conclusions and recommendations, bibliography (210 titles); 145 pages of basic text, 24 tables, 19 figures, 9 annexes. 9 publications.

Key-words: students at risk, school dropout, effective didactic communication, didactic motivation, learning motivation, factors, Playful-formative program, pedagogical model.

The Field of Research: General Theory of Education.

The Goal of the research: consists in the theoretical and methodological foundation of the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout.

The research objectives: determination of theoretical benchmarks regarding school dropout of students in risk situations; identifying the theoretical dimensions of the learning motivation of students at risk of dropout; establishing the theoretical-methodological framework for the efficiency of teachers' didactic communication with students at risk of dropout; analysis of effective communication models of the school teacher with students in risk situations; elaboration, implementation and validation of Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout; examining the impact of the school teacher's verbal and non-verbal communication on the level of didactic performance for the formation of the student's learning motivation; establishing the applicative value of the Playful-formative program for training the learning motivation of students at risk of school dropout.

The novelty and scientific originality of the research: the concepts of school dropout, learning motivation of students at risk, effective didactic communication were updated; the principles of optimal communication between teachers and collaboration with students at risk of dropout were established; *the Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, based on a Playful-formative program,* was elaborated and validated.

The scientific results obtained in the research consist in the establishment and validation of the theoretical and methodological foundations of the *Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout,* implementation of which contributed to the openness and flexibility of teachers to communicate with students; improving continuous attendance in school and the ability to resolve conflicts, actions that led to increased student motivation to learn, confirmed by increased participation in lessons, completion of assignments and involvement in technical projects.

The theoretical significance of the research is ensured by: the contribution to the development of the theory of motivation for learning, by substantiating the importance of increasing the learning motivation of students at risk of dropout through their involvement in the efficiency of didactic communication; identification of psycho-pedagogical factors and conditions adapted to the needs of students in risk situations; contribution to development of communication theory by defining effective communication, including in relation to school dropout.

The practical value of the research consists in the elaboration and validation of the set of pedagogical tools and theoretical-methodological foundations, Pedagogical Model for streamlining the teachers' didactic communication for the formation of the learning motivation of students at risk of school dropout, based on a Playful-formative program; providing a methodological framework for effective didactic communication, adapted to student's needs.

Implementation of the scientific results took place at High School Hadera for students at risk of school dropout in Israel.

АННОТАЦИЯ
Автор: Кати Какун
Формирование учебной мотивации школьников с риском ухода из школы за счет повышения эффективности дидактического общения,

Диссертация на соискание ученой степени доктора педагогических наук, Кишинэу, 2023

Структура диссертации: введение, 3 главы, общие выводы и рекомендации, библиография (210 наименований), 145 страниц основного текста, 24 таблиц, 19 рисунков, 9 приложений. 9 публикаций.

Ключевые слова: учащиеся группы риска, уход (отсев) из школы, эффективная дидактическая коммуникация, дидактическая мотивация, учебная мотивация, факторы, условия, развлекательно-формирующая программа, педагогическая модель.

Область исследований: Общая теория воспитания.

Целью исследования является разработка теоретико-методологического обоснования Педагогической модели оптимизации эффективности дидактического общения для реализации учебной мотивации учащихся с риском ухода из школы.

Задачи исследования: определение теоретических ориентиров отсева учащихся из школ в ситуациях риска; выявление теоретических аспектов учебной мотивации студентов с риском ухода; создание теоретико-методических основ эффективности дидактического общения учителей с учащимися, находящимися в группе риска ухода из школы; анализ эффективных моделей общения учителя школы с учащимися в ситуациях риска; разработка, внедрение и валидация Педагогической модели оптимизации дидактического общения для формирования мотивации к обучению у учащихся с риском ухода из школы; изучение влияния вербальной и невербальной коммуникации школьного учителя на уровень дидактической результативности для формирования учебной мотивации учащегося; установление прикладной ценности Лудико-образовательной программы формирования учебной мотивации учащихся группы риска ухода из школы.

Новизна и научная оригинальность исследования: были обновлены концепции ухода (отсева) из школы, учебной мотивации учащихся группы риска, эффективной дидактической коммуникации; установлены принципы оптимального общения учителей, взаимодействия с учащимися с риском ухода из школы; *была разработана и апробирована Педагогическая модель оптимизации эффективности дидактического общения для реализации учебной мотивации учащихся с риском ухода из школы, на основе Лудико-образовательной программы*.

Научные результаты, полученные в ходе исследования, заключаются в установлении и обосновании теоретико-методологических основ Педагогической модели оптимизации эффективности дидактического общения для реализации учебной мотивации учащихся с риском ухода из школы на основе Лудико-образовательной программы, реализация которой способствовала открытости и гибкости учителей в общении с учащимися; улучшению непрерывного присутствия в школе и способности разрешать конфликты, действия, которые привели к повышению мотивации учащихся к учебе, что подтверждается более активным участием в уроках, выполнением заданий и вовлечением в технические проекты.

Теоретическая значимость исследования обеспечивается: вкладом в разработку теории мотивации к обучению, путем обоснования важности повышения мотивации к обучению у учащихся группы риска ухода за счет их вовлечения в эффективность дидактического общения; выявление психолого-педагогических факторов и условий, адаптированных к потребностям и трудностям обучающихся в ситуациях риска; вклад в развитие теории коммуникации путем определения эффективной коммуникации, в том числе в отношении ухода из школы.

Практическая ценность исследования заключается в разработке и апробации комплекса педагогических средств и теоретико-методических основ, включенных в Педагогическую модель оптимизации эффективности дидактического общения для реализации учебной мотивации учащихся с риском ухода из школы на основе Лудико-образовательной программы, которая способствует повышению мотивации к обучению и представляет собой ценный инструмент для руководителей и учителей в предотвращении ухода учащихся; предоставление методологической базы для эффективной дидактической коммуникации, адаптированной для потребностей учащихся.

Внедрение результатов исследования: состоялось в Лицее Хадера для учащихся, с риском ухода из школы, в Израиле.

KAKOON KATY

FORMING LEARNING MOTIVATION OF STUDENTS AT RISK OF SCHOOL DROPOUT THROUGH EFFICIENTIZING DIDACTIC COMMUNICATION

531.01 - General Theory of Education

Abstract

of the doctoral thesis in Educational Sciences