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FOUNDATIONS OF SUBJECT-CENTERED EDUCATION IN THE FORMATION OF TEXTUAL COMPETENCE OF YOUNG SCHOOL-AGE PUPILS

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CONTENTS

ABBREVIATED

ELA – literary-artistic education

EL – language education

CE – control sample

E.E – experimental sample

MP(FeCeTe) Pedagogical model for the development of textual competence of primary school pupils

SCE – student-centered strategy

CL – collaborative learning

VG – Very good

G – Good

E – Enough

i – independent performance level descriptor

g – teacher-guided performance level descriptor

s – descriptor of performance level with more support

CONCEPTUAL LANDMARKS OF THE RESEARCH

The topicality of the research topic and the importance of the problem addressed. The teaching of Romanian language and literature as a school subject in primary grades is part of the framework plan as a compulsory subject and has a special significance in the training of pupils of young school age, ensuring their intellectual development, aiming at both oral and written language, being also the basis of other subjects.

During Romanian language lessons, the pupil, as the subject of education, is formed as a receiver and interpreter of literary texts, and he or she participates in maintaining and developing the values of the national language and literature. In recent years, modern educational practices have been developed in the field of literary-artistic education, in which pupils are actively involved, including those which make use of literary and non-literary texts.

At the same time, it should be taken into consideration that pupils are part of the Alpha generation, which is constantly connected to information technologies, adapting to applications and already using the available artificial intelligences. In order to create a favorable context for reading and comprehension of the text, the teacher must be constantly looking for mechanisms through which the text motivates student's attention, to find ways of text reception in the teaching process: to make the student be conscious for the act of reading the text; to improve critical thinking and develop creativity.

The text involves a variety of pedagogical resources, engaged at the level of the activity of forming students' textual competence, which aims at a number of achievable objectives and educational dimensions, thanks to the informative-formative potential it has and in order to form the ability to explore multi-aspectual reality through the prism of the text. This is the primary goal of artistic education throughout Romanian language and literature lessons, the pupil, guided by the teacher, realizes a flexible and dynamic processuality of the text through a complex of operations, processes, actions, among which the following are included: *reception and understanding of the text, decoding and interpretation of the text; transfer; creative autonomy of the text; creation.*

From a processual point of view, subject-centered learning is a primary school curriculum desideratum and aims at the self-actualization of the learner, the development of his/her personal qualities and the personalization of learning. Subject quality implies the ability of the learner to manifest him/herself as an individual; to show proactivity, freedom of choice and decision-making; to take responsibility for his/her own decisions; to bear with dignity the consequences of the decisions taken. However, learner-centered learning through literary/non-literary texts can develop students' autonomy and independence by delegating responsibility to the student.

For the formation of textual competence it is necessary to approach the text from the perspective of several levels, including the level of comprehension, the level of text analysis, the level of text interpretation and others. The literary text contributes to the achievement of educational goals that are valid not only for the school subject in question, but are also decisive for the process of shaping the

personality of the pupil, who can thus understand the world through the text, who can realize the text as a linguistic sign, who can discern the 'thing' of the text and has developed the ability to foresee the text, who understands himself in the face of the text and can 'receive' from the text a broader self, a pupil who can begin to understand himself through the text, to understand himself better, to understand himself in a different way.

The informational resources of the text are inexhaustible due to their capacity for extended reproduction, with superior synergistic effects, being the bearer of significant information and, obviously, its pedagogical resources imply a series of actions imprinted on the formation of the pupil's textual competence. The understanding of information and the production of text is ensured by the formation of the pupil's textual competence and his or her specific way of bringing language to life, of producing textual content for transfer, of textual transformation, of his or her competence in writing a text.

Description of the research situation and identification of the research problem.

Problems related to the study of the notion of text are reflected, through various theoretical and praxeological approaches, in the investigations signed by R. Bathes [1], H. Plett [38], P. Cornea [6], J. Kristeva [28], Gh. Crăciun [7], U. Eco [10], R. Ingarden [25], L. Papadima [34], A Ghicov [15], V. Enciu [11], A Gherasim, N. Cara [13] etc.

The essence *of literary/non-literary text* reception is addressed by several researchers: H. R Jauss [27], W. Iser [26], P. Cornea [6], I. Șerdean [41], C. Parfene [35], I. Pânzaru [36] etc.
Aspects of the valorization of the literary/non-literary text in primary classes in Romania is examined by: I. Berca [2], V. Goia, I. Drăgotoiu [16], A. Pamfil [33], S. Nuță [31], I. Șerdean [41], A. Hobjilă [23], M. Norel [30], F. Sâmihăhăian [39] etc. In the Republic of Moldova the problem of literary/non-literary text approach is reflected by researchers Vl. Pâslaru [37], C Șchiopu [40], T. Cartaleanu [4], O. Cosovan [4], V. Goraș-Postică [18], M. Marin [29], M. Hadîrcă [22], S. Golubițchi [17], V. Oboroceanu [32] etc.

The **concept of textual** competence is included in the context of pedagogical research: signed by Н. С. Болтонова [49], И. В. Саллосина [52], etc. The influence of the practice of text work on the formation of various components of the teacher's professional competence, as well as on the formation of key competences of the learning subjects, is also a subject of scientific interest in Bulgaria, studied S. D. Georgieva [43]. A. V. Nesmeyanov, & V. P. Shadeko define the textual competence that is also formed on the basis of written exercises based on the text [47]. M. F. Slot addresses the textual competence that is formed on the basis of multimodal text [48].

In the Republic of Moldova, *textual competence* has been researched by T. Cristei [9], A. Ghicov [41], M Hadârcă [21], etc. The researcher A. Ghicov mentions that textual competence appears in the methodological framework of the School Curriculum for Romanian Language and Literature as an indispensable "piece" of the standard "culture of linguistic and literary-artistic communication" [15, p.157-158]. The researcher M. Hadârcă stipulates that, essentially, the basic competences formed and developed within the Romanian language and literature subject, which

integrates linguistic and literary education, are: communication competence (oral and written) and reading competence. These competences have a general character, a complex structure and include several specific competences (linguistic, receptive, textual, cultural, etc.) [22].

The research that elucidates the problem of the formation of textual competence is mentioned by the researcher C. Șchiopu, who states that the level of application, including several operations, denotes the student's ability to analyze the facts and the problem, to interpret, investigate, clarify and formulate certain ideas [40, p.82]. The researcher M. Marin formulates the idea that receptive activity means both the actual perception of the literary work and its interpretation activities [29].

The essence of subject-centered education is approached in the Republic of Moldova by Vl. Guțu [19], S. Chicu, R. Solovei, M Hadârcă, A. Paniș, A. Cara [5], V. Goraș-Postică [18] etc.

In the international context the concept of learner-centered education has been addressed by L. Trif [42], M. Goldrick [44], C. Grumly [45], L. Jones [46] etc.

Analysis of the mentioned studies revealed the following **contradictions**:

- between the increasing demands of the society at the present stage on the formation of textual competence of primary school pupils and the lack of the pupils' increasingly evident interest in reading texts;
- between the digital training of today's students and the curricular desires of training the textual competence of primary school students, based on personalization actions, stimulating interest in reading texts.

Research problem: What are the benchmarks of primary school pupils' textual competence training based on the desiderata of subject-centered education?

The purpose of the research: is to determine and experimentally validate the theoretical and applied benchmarks of primary school pupils' textual competence formation from the perspective of subject-centered education, structured in a functional model.

Research objectives: examining key concepts specific to the text and its educational use; recording perspectives of referential signification of the text; to analyze the defining elements, characteristics, factors and conditions of the formation of textual competence of primary school pupils; to determine the strategic specifics and principles of subject-centered education in the context of the formation of pupils' textual competence (textocentrism); theoretical and methodological underpinning of the pedagogical model of training the textual competence of primary school students from the perspective of subject-centeredness (student-centeredness); designing the experimental approach to the valorization of text in primary education at the process and product level; monitoring and evaluation of the impact of educational interventions based on the Technology of Pupils' Textual Competence Formation on the formation of textual competence of pupils of lower school age.

Research hypothesis: The formation of textual competence in the context of literary-artistic education can be fruitful if:

- theoretical-methodological benchmarks of subject-centered education will be identified and applied, adapted to the requirements and learning characteristics of the students;

- will be analyzed and clarified the principles, conditions, pedagogical strategies to facilitate the formation of textual competence of primary school students, taking into account the digital environment that influences the reading of texts to its detriment;
- will be developed and experimentally validated the pedagogical model for the formation of textual competence of primary school students from the perspective of subject-centeredness, by taking advantage of the Technology for the formation of textual competence of students.

The theoretical significance: research consists of theoretical methods (analysis and synthesis of theories, conceptions, ideas, visions of researchers in the field, the hypothetico-deductive method; comparative method, descriptive method), interpretative methods - analytical hermeneutics, quantitative and qualitative data analysis, interpretation of quantitative data, interpretative structuring of figures and tables; empirical methods (observation, conversation, test, questionnaire, practical tests, pedagogical experiment), mathematical and statistical methods.

The applicative value: pedagogical essentialization of the notion of text and of the process of the formation of textual competence (perspectives, desiderata, characteristics, factors, components, principles); conceptualizing the strategic basis of text valorization: the concepts of textocentrism and learner-centrism; theoretical-methodological foundation of the pedagogical model for the formation of textual competence of primary school students from the perspective of subject-centeredness; elaboration and praxiological valorization of the didactic technology for the formation of students' textual competence.

The results obtained that contributed to the solution of the scientific problem: that have contributed to the solution of the scientific problem lie in the theoretical-methodological foundation of the pedagogical model of text competence training of primary school students from the perspective of subject-centeredness, which has resulted in the use of the technology of text competence training in primary classes based on the text-centric strategy and student-centric approach, in order to ensure the results of the activity of text valorization.

The theoretical significance of the research is supported by the analysis and determination of the theoretical and praxeological foundations of the educational valorization of literary and non-literary texts, in identifying the conceptual landmarks of textual competence; the theoretical recording of the concepts of textocentrism, student-centeredness, textocentric strategy; establishing the principles, conditions and pedagogical factors of the formation of textual competence.

The applied value of the research consists in the elaboration and validation of the set of pedagogical tools, the Technology of textual competence training in primary classes which, by their essence and their theoretical and praxeological importance, represent the determining and validated pedagogical foundations.

The approval of the research results: The applied research was conducted in the Theoretical High School "Ion Creangă", Chisinau, year of studies 2021 - 2022, consisting of 123 subjects - students (3 classes) and 52 primary school teachers.

Approval of research results. The basic ideas and the results of the research were promoted and discussed through communications at national and international

scientific conferences: theoretical aspects of textual competence in primary grades, Republican Confere nce of Teachers: "Preschool and Primary Education", Chisinau, 2019; Aspects of interpretation of literary text in primary grades, Republican Conference of Teachers: "Preschool and Primary Education", Chisinau, 2020; Approaching the literary text in primary classes, Scientific-practical conference with international participation "Axiological orientations of constructivism in modern education", Chisinau, 2020; Interpretation - stage of analysis of the literary text in primary classes, Scientific conference with international participation "Higher education: Traditions, Values, Perspectives: Pedagogy of Higher School and Psychopedagogy and Pedagogy in Preschool and Primary Education", Chisinau, 2020; Approaching multimodal text in primary classes, Republican Conference of Teachers: "Pedagogy in preschool and primary education", Chisinau, 2021; Theoretical aspects of the literary text in primary classes, International Conference "The culture of pedagogical research: contemporary challenges and trends", Chisinau, 2021; Reading activities in primary classes, Conference with international participation "Higher education: traditions, values, perspectives", Chisinau,; Ways of reception of the literary text, Conference with international participation "Education in the face of new challenges", Chisinau,; Subject-centered educational strategies for the formation of textual competence of primary school students, Republican Conference of Teachers, Chisinau, 2022.

Publications on the theme of the thesis The results obtained are published in 14 scientific papers, 3 articles in journals, 11 communications at national and international conferences.

Volume and structure of the thesis: the research is presented in 149 pages of basic text and contains: introduction, three chapters, general conclusions and recommendations, bibliographical references (174 titles), annotation (in Romanian and English) and appendices. 34 tables and 10 figures are inserted in the text of the thesis.

Keywords: text, textual competence, units of competence, topic-centeredness, text analysis, text valuing, textcentrism, learner-centeredness, learner-centered strategies, text-centric strategy.

Chapter 1 Theoretical guidelines of students' textual competence a number of ideas about text were formulated. The definitions of text have been approached from three perspectives: pragmatic, semiotic, and linguistic, classified in Figure 1. The explanatory approach to the literary text, from the pragmatic perspective, in fact represents the author's attitudes, attitudes that are manifested in his own feelings towards the world, towards human values; from the semiotic perspective it is the only medium in which the actualization and fertilization of meaning relations of any kind can take place; from the grammatical perspective it is a linguistic unit superior to the sentence or phrase.
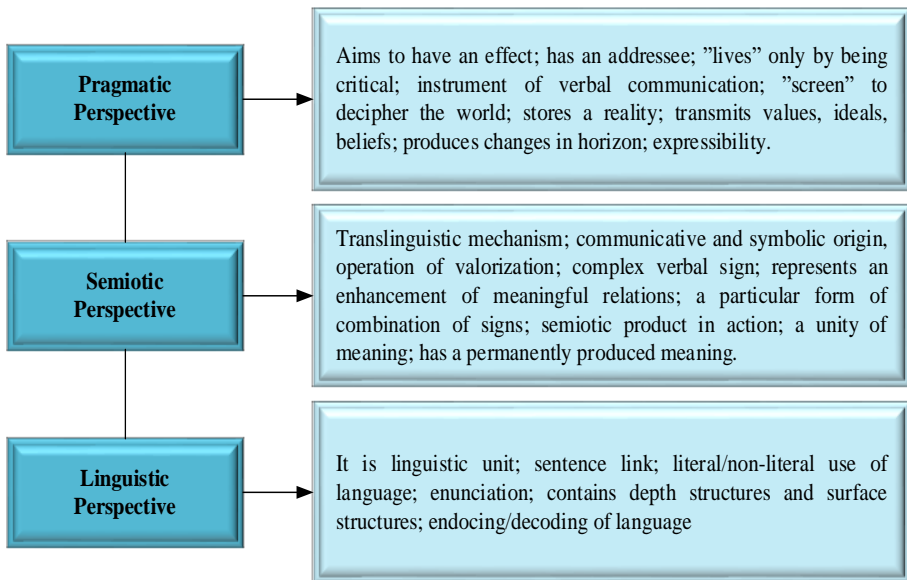
Pragmatic Perspective	→	Aims to have an effect; has an addressee; "lives" only by being critical; instrument of verbal communication; "screen" to decipher the world; stores a reality; transmits values, ideals, beliefs; produces changes in horizon; expressibility.
Semiotic Perspective	→	Translinguistic mechanism; communicative and symbolic origin, operation of valorization; complex verbal sign; represents an enhancement of meaningful relations; a particular form of combination of signs; semiotic product in action; a unity of meaning; has a permanently produced meaning.
Linguistic Perspective	→	It is linguistic unit; sentence link; literal/non-literal use of language; enunciation; contains depth structures and surface structures; endocing/decoding of language

Fig.1. Text meaning from different perspectives

It was found that the message of the text is what the author wants to convey to his readers, representing a complex of thoughts, feelings, information, useful, valuable, competent recommendations. It has been revealed that the notion of text can be interpreted both as a product and as a process, which can be defined as any spoken or written message of any length, forming a unified whole. For these reasons, a text can be pragmatically effective if in the process of constructing the message the author takes into account its possible effects on the receiver.

Textual competence is the result of students correlating with knowledge, skills and attitudes in producing, expressing their own or other people's ideas, with the ability to choose between alternative models, to select and compare generalized information. В Саллосина defined the content of textual competence as skills "associated with the production, perception, comprehension, understanding, interpretation and pronunciation of texts of various genres and types" [52]. A. V Nesmeyanov and V. P Shadeko analyze textual competence in terms of linguistic, communicative and activity approaches to text study [47]. According to the researchers, textual competence is a synthesis of different linguistic and communicative skills of the communicator and is conditioned by the type of speaking activity [15, 40, 47, 48].

Textual competence appears in the methodological framework of the Romanian language and literature school curriculum as an indispensable "piece" of the standard of the culture of linguistic and literary-artistic communication. The applicative, functional dimensions of textual competence find their topos in the re-knowable space of the text as a scriptual reality, a product of discourse, a signifying practice or in the text as a "work", a product of communication [15, p.157]. One perspective of textual competence summarizes the student's ability to work appropriately with information in texts based on the skills of information

identification, reading comprehension, transformation, interpretation and evaluation of information contained in texts presented in verbal or visual-symbolic form. To this end, students apply textual linguistic competence as an ability of speakers to perceive and produce an infinite number of sentences and texts on the basis of elementary rules.

Textual competence involves: the competence of comprehension/ understanding of the text means the text as a score, meaning the process of understanding; the tendency to understand; the result of understanding; the ability or readiness to understand; knowledge; the competence of reception of the text involves the process of decoding, understanding (comprehension) and approaching the message, implicitly addressed to the receiver; the competence to summarize a text read; the competence to interpret a text, which involves attributing meaning or significance to facts of different natures: speech, attitudes, events, situations; competence to express an opinion about the text read addresses the further discussion and a number of text-related issues in general (see Figure 2).
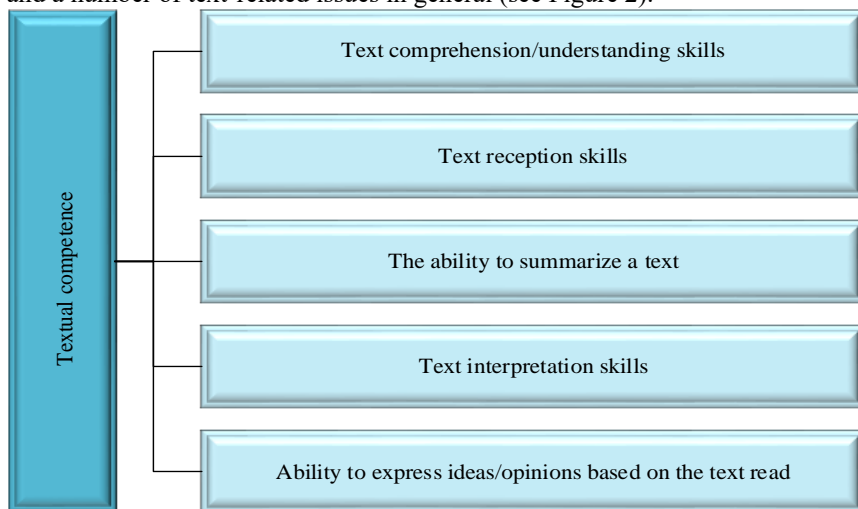

Textual competence

- Text comprehension/understanding skills
- Text reception skills
- The ability to summarize a text
- Text interpretation skills
- Ability to express ideas/opinions based on the text read

Fig. 2. Elements of textual competence

Aspects that elucidate the problem of the formation of textual competence are mentioned by the researcher C. Șchiopu, who states that the level of application, including several operations, denotes the student's ability to analyze the facts and the problem, to interpret, investigate, clarify and formulate certain ideas [40, p.82].

To have formed textual competence means to operate, to apply appropriate theoretical-scientific tools and to have the ability to decipher their connotations, to analyze/ interpret/ appreciate the substance and form of the text.

Chapter 2 Methodological coordinates of subject-centered education in the formation of textual competence of primary school students describes the specifics of subject-centered learning and a number of methods of this orientation in education are recorded. Postmodern pedagogy promotes student-centered learning in the context of a balanced constructivism within the curriculum paradigm, which aims to approach instruction at the level of interdependence between: the psychological

requirements of students and social requirements, valued in the short, medium and long term; teaching - learning - assessment actions that can be improved within each concrete activity [8, p.304].

Subject-centered learning is seen as an individual activity, which emphasizes the learners' willingness to increase the quality of knowledge; as an option to meet the needs, interests, aspirations and potential of the learner/learner subject; as a strategic option based on empowering the learner/learner subject in the educational process, etc.

Moldovan researchers Vl. Guțu, V. Chicu, O. Dandara, A. Solcan, R. Solovei highlight the aspect that the child-centered approach is a methodology for guiding the didactic activity, which allows, through a system of concepts, ideas and ways of action, to ensure and support the processes of self-knowledge, self-education and self-actualization of the child's personality, developing his unrepeatable individuality [19, p. 27].

It is found that subject-centeredness is an approach to education based on recognizing the individuality, unrepeatability, self-worth of each pupil, his/her development as an individuality. The notion of subject is also clarified in relation to that of pupil: to know oneself, to perceive oneself as an individuality and to manifest the appropriate "I" in different contexts; to dialog with another "I"; to design one's own activity on the basis of interests and wishes that do not harm the rights and interests of others.

Subject-centered learning principles foster quality learning in the context of differentiated instruction. The principle of effective learning emphasizes learning that is adapted to individual needs and pace. The principle of individuality aims, above all, to create the conditions in lessons for the development of the individuality of the learner; it is essential not only to be aware of the child's possibilities and particularities, but also to contribute to their development. The principle of creativity and success stimulates and develops creative learning so that the pupil has the opportunity to present their ideas and opinions in a non-authoritarian atmosphere of mutual understanding and respect. The principle of choice gives the possibility to choose, otherwise it is more difficult to develop their role as the subject of learning. The principle of trust and support means trusting the learner, supporting his/her intentions and actions of self-awareness and self-development.

One of the main concerns of active learning is the use of methods, techniques and procedures that actively involve the student in the learning - teaching - evaluation process based on the text, aiming to develop critical thinking, stimulate creativity and develop interest in learning. In this way, the pupil is put in a situation where he/she has to undertand the text and solve different tasks. Pupils take responsibility for their own success by producing different school products based on the literary text: text maps, digital posters based on the studied text, argumentation of ideas.

The pedagogical model of training textual competence in young school-age pupils from the perspective of subject-centeredness is structured in five levels, which correlate with each other in the terminological horizon of the main process in the formation of textual competence from the perspective of student-centeredness (Figure 3)

The pupil → THE TEXT

| Level 1 | PERSPECTIVES OF MEANING | The pragmatic perspective | The semiotic | The lingvistic |

| Level 2 | CONDITIONS OF VALORIZATION | The functions of the text | Principies (text comprehension) | Levels and forms of workings on the text |

| Level 3 | STRATEGIC BASE |

TEXCENTRISM — STUDENT-CENTRISM

| Level 4 | Definition ← TEXTUAL COMPETENCE → Components |

Conditions of formation

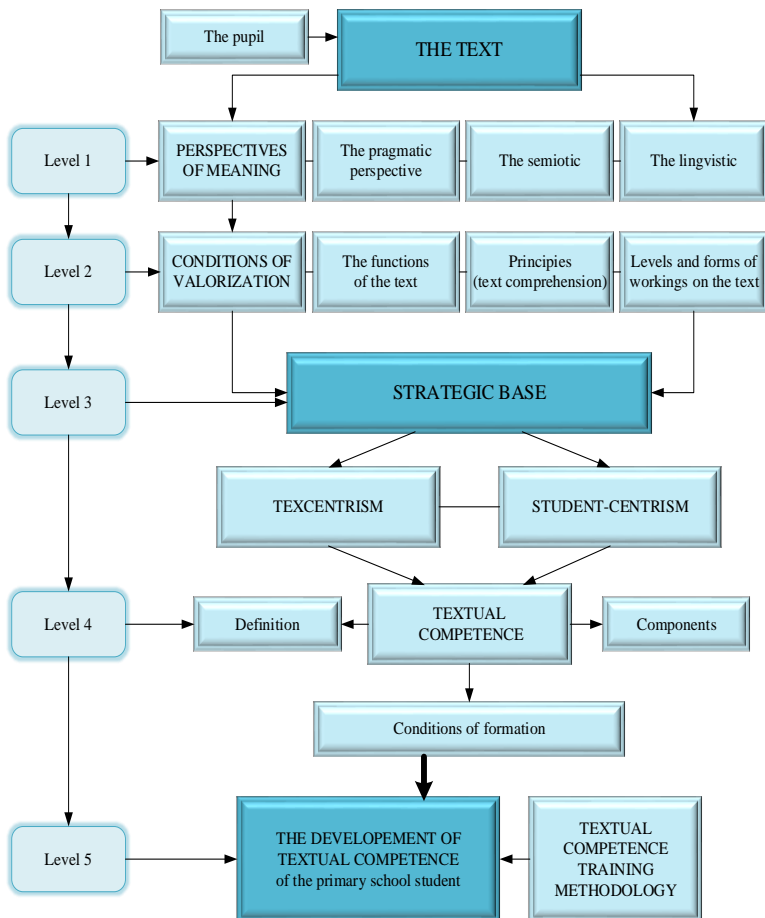| Level 5 | THE DEVELOPEMENT OF TEXTUAL COMPETENCE of the primary school student | TEXTUAL COMPETENCE TRAINING METHODOLOGY |

Fig. 2.3. The pedagogical model for the development of textual competence in young school-age pupils from a subject-centered perspective (FeCeTe pedagogical model)

Level 1. *Perspectives on the signification of the text addresses* the definitions of the text from a pragmatic, semiotic and linguistic point of view.

Level 2. *Conditions for valorizing the text.* An important place in the pedagogical valorization of the text is occupied by the functions of the text, which include: pedagogical function, psychological function, educational function, aesthetic function, sociological function. The interpretative area of the text also includes the conditions for the formation of textual competence: the condition of reading as an event of knowledge, of aesthetic pleasure, of motivation to read, of the need to explain and interpret the understanding of meanings, of discovering new meanings in relation to oneself as a reader-self; the condition of the reader as a performance, who is motivated; the condition of the text as a work, which generates a challenge, demands a reception/engagement, triggers intuitions/ states/ feelings; the condition of interpretation as an act of comprehension and recreation: capturing

meanings and ideas/motives; explaining/ commenting on suggestions; prioritizing the value of the text, etc.

Level 3. ***The strategic basis of text valorization is formed by the basic notions of text-centrism and student-centrism,*** as important but also new concepts in the educational valorization of text, as a specific record of the problematic addressed. By text-centrism we refer to an attitude that puts the valorization of the text in the foreground, integrating all the action components: reception, comprehension, summarization, interpretation, reproduction, formulation of opinions, etc. In the educational process, the text is useful because the teacher sets this usefulness. It is also formulated, as across text processing concept, the text-centric strategy as a strategy that focuses on the integral valorization of the text, from various perspectives, highlighting a number of functional landmarks, such as placing the learner at the centre of the educational process, taking into account the needs and interests of children, empowering learners, valuing personal experience, individualization and personalization of learning, active learning through discovery, self-determination and self-reporting of learners, etc. Another important notion is that learner-centered approach correlates with student-centeredness, with all the specifics of this orientation in education.

Level 4. ***Textual competence.*** The analytical study found that textual competence is a synthesis of different linguistic and communicative competences. Textual competence can be characterized as the ability to understand, use and produce different types of texts. By capitalizing on the researches and opinions of researchers, it has been stated that the elements of textual competence are: text reception, text interpretation, text formation.

Level 5. ***The development of textual competences based on the Technology of training textual competence,*** described in Chapter 3. A. Pamfil specifies the following levels of approach to text: Text comprehension/understanding level: strategies focus on the content of the text and aim to highlight what the text says/narrates/renders/draws/describes; Text analysis level: strategies focus on the form of the text and aim to highlight how the text speaks / narrates / draws / draws / describes; Text interpretation level: these are strategies that focus on the meaning of the text and aim to determine what the text conveys above and beyond what it says, or more precisely what the reader thinks [33].

From the perspective of the theory of reading, of reception, or rather of the reader-receiver, consumer of meanings and ideas, the student's textual competence means having the ability to understand the structure of the text, to decipher its denotations and connotations, to analyze/interpret/appreciate its substance and form, the specifics of the content, to understand its message or intention.

Chapter 3 The experiential dimension of textual competence formation in young school-age students from the perspective of topic-centeredness the stages of the pedagogical experiment are described.

The aim of the pedagogical experiment is to train the textual competence of primary school students by exploiting *the Pedagogical Model of Textual Competence Training for Young School Age Students from the perspective of subject-centeredness* based on the Technology of Textual Competence Training.

Objectives of the pedagogical experiment: initial diagnosis of the level of textual competence formation in primary school pupils in the experimental and control groups; determining the aspects of working with literary/non-literary text in primary classes; realization of the formative experiment through the application of the didactic technology of textual competence formation at the level of primary school pupils; realization of school products based on the use of the literary text during the pedagogical experiment; comparing the level of textual competence formation in the experimental and control groups.

As part of the experiment, a questionnaire was administered to the teachers in order to determine the particularities of working with the literary text as a basis of textual competence.

As part of the experiment, a questionnaire was administered to the teachers in order to determine the particularities of working with the literary text as a basis of textual competence.

Expected objectives: elaboration and implementation of the questionnaire with reference to textual competence; analysis of the questionnaire data, with appropriate conclusions.

The 52 teachers were given the opportunity to answer 9 questions, including subjective answers. The results are recorded in Table 1.1.

Table 1. The results of the text valorization questionnaire

Questionnaire questions	Răspunsurile cadrelor didactice	%	
		Nr.	%
What do you understand by textual competence?	ability to analyze a text	36	69%
	synthesis of the different skills achieved on the text	46	88%
	the ability to receive and interpret text	50	96%
	practice activities on text	45	86%
	text orientation	5	10%
2.What are the elements of textual competence?	competence to receive the text	50	96%
	ability to retell/summarize the text	23	44%
	the ability to express opinions, views	40	77%
	text comprehension skills	25	48%
	reproductive competence	8	15%
3.What does a text develop?	knowledge/cognition	39	75%
	develops text reception skills	51	98%
	textual experience	32	62%
	Emotions	8	15%
	Values	52	100%
4.What types of exercises do you apply on the text?	knowledge/ comprehension exercises	40	77%
	application exercises	50	96%
	analysis exercises	45	87%
	exercises synthesis	39	75%
	assessment exercises	38	73%
5.What topic-centered	strategies aimed at text comprehension	32	62%
	strategies aimed at the reception stage	45	86%

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strategies do you apply to the text?	strategies aimed at the text interpretation stag	40	76%
	strategies to express your own opinion	25	48%
	strategies aimed at text storytelling	45	87%
6.What are the stages of explanatory reading applied to the text?			
	complete algorithm	40	77%
	partially complete algorithm	12	23%
7.How important is knowledge of the stages of text learning in Romanian language lessons ?		52	100%
8.Name the text selection criteria.	accessibility of texts	36	69%
	age-specific themes	50	96%
	interests, reading preferences	39	75%
	curricular content	52	100%
9.How do you motivate students to read texts?	reading an exciting excerpt	40	77%
	visit the library	30	58%
	15 min for reading	50	96%
	meetings with writers	16	31%

The evaluation indicators of the Questionnaire for teachers on the formation of textual competence of primary school pupils show that the valorization of literary text implies: textual knowledge, develops skills of reception, experience of textual activity, reception of the text, interpretation of the text, expression of own opinion, formulation of the text message. The results confirm the importance of exploring the text and emphasize the importance of considering how it is approached. These considerations are conclusive for initiating a process of recording the level of students' textual competence.

The pedagogical observation experiment (students) The observation experiment was carried out with 123 students from the "Ion Creangă" Theoretical High School, of which: 42 students from class IV "A" - the experimental sample (E.E.), 41 students from the IV "B" form; 40 students from the IV "C" form - the control sample (E.C.). The purpose of the ascertainment experiment was to determine the level of formation of textual competence of the fourth grade students.

To achieve this goal we applied a docimological test based on the epic text "The Key", consisting of 10 items. The student will demonstrate that he/she is able to: use the basic concepts of comprehension and reception of literary text/ at primary school level; formulate the message of the text, respecting scientific and methodological correctness; elaborate a literary text, respecting the writing requirements.

The results obtained at the research stage have been divided into three levels: Very good, Good, Sufficient according to MECD, and are systematized in Table 2.

Table 2.Results of the docimological test experiment

	the IV "A" form	the IV"B" form	the IV "C" grade
Very Good	9,5%	7,3%	7,5%
Good	64,3%	85,4%	87,5%
Enough	26,2%	7,3%	5%

Summarizing the students' answers, we can say that they can answer questions, formulate questions, discover the place, the time of the action, identify the characters, but not at the highest possible level. Students cannot determine the moral traits of the characters. They find it difficult to continue the text by adding a few ideas and to make up a dialog/small text, following the given criteria.

Stage two. Assessment. The second stage of the ascertainment experiment was based on the realization of four evaluation samples. The samples were systematized in Table 3.

Table 3. Students' results in the assessment tests

	Test 1. Text comprehension skills			Test 2 Ability to summarize a read text			Test 3 Ability to express an opinion on the text			Test 4 Ability to interpret a text		
	Class IV			Class IV			Class IV			Class IV		
	„A"	„B"	„C"	„A"	„B"	„C"	„A"	„B"	„C"	„A"	„B"	„C"
VG	50%	46%	42,5%	19%	15%	15%	24%	10%	8%	12%	5%	7,5%
G	38%	37%	42,5%	43%	46%	48%	40%	54%	62%	45%	51%	50%
S	12%	17%	15%	38%	39%	37%	36%	36%	30%	43%	44%	42,5%

The analysis of the results of the four tests illustrates that the data obtained in the results of the experiment on the text-based assessment tests reveal that text comprehension skills play a special role in the valorization of the text. Comprehension involves training students to formulate questions and answers based on the literary text and contributes to the formation of elements of textual competence. In the first test, text comprehension, students identified words that show the time and place of the action, auditory images, visual images. It was more difficult for them to express their opinion about a character and to formulate the idea of the text (learning) and to express their opinion about what attracted/ captivated them in the text, what made them think. While testing the competence to summarize a text, it was determined that students found it difficult to summarize a read text, they could not select the main ideas to present them in a summary of the text. While testing the competence to express an opinion about the text, we concluded that few students composed a statement or several statements, which clearly expressed his or her opinion about the text and clearly stated each thought. They respected the order of ideas and used the vocabulary appropriate to the given topic. When testing the competence to interpret a text, students had difficulties in interpreting a text, continuing the text with some ideas, changing one of the three parts of the text.

The important conclusion that emerged from the analysis of the data provided in the experiment is that textual competence and its components, as demonstrated by the docimological test and the assessment tests, is formed, on average, in all classes as follows: 21% very goog; 47% good; 32% sufficiently.

During the experiment, carried out in the period from October 2021 to March 2022, a set of activities based on the literary text was operationalized, with the

participation of 42 students of the experimental class, who were trained in various activities based on the literary text, which contributed to the formation of textual competence. **The aim of the training experiment**: implementation of the didactic technology for the development of textual competence in primary classes.

The subject-centered formative strategies applied in the formation of textual competence in primary school students, represented in Table 4, are determined in the context of the readings recommended by the National Curriculum for Primary Education in accordance with the type of assessment.

The following **objectives** were envisaged in the training experiment: to realize activities based on literary/non-literary texts; to create literary and non-literary texts; to express post-reading ideas/opinions; to suggest different solutions to the problem from the text.

The main types of student and teacher activities and possible teaching tasks are symbolized. Content, methods, teaching materials and assessment procedures are also analyzed. This way a system has been created which includes the mentioned elements (pupil activities, teacher activities, teaching tasks, contents, methods, teaching materials, self-evaluation procedures), with corresponding signs and indicators. Standard elements include practice sequences related to specific skills. Using these components, a textcentric strategy was operated, combining the corresponding signs. The type of approach and concretization of the learning process is the result of the combination of internal factors.

In this way, the textocentrist strategy was a multiple combination of several sequences. The strategic sequence specifies the form in which the activity will be carried out and, in some respects, the dominant type of activity. In addition, the strategic design in this way is not only carried out on elementary learning units, but also on higher structures such as modules (learning units) or a school year.

UNITS OF COMPETENCIES	UITĂȚI DE CONȚINUT	TRAINING ACTIVITIES / Student-centered strategy	PRODUCTS / Success criteria
Block 1. Structuring -reads the text fluently and consciously; -orders the plan of ideas of the text; -observes the intonation required by the content and punctuation marks; -reads the text according to the plan of ideas.	Understanding and interpreting what you read. Supporting text "Friendship" by Aurora Ionescu	Chain reading Starburst Double Journal Multi-process query Dramatized learning Text Map	P19. Literary text narrated
Block 2. Identification -read the content of the text, listing title, author; -identify the moral and physical traits of the characters; -characterizes the literary character according to the established algorithm.	Books from national artistic literature. Reading agenda. Support-text "White Tusk"	Multiple reading activities Story Conversation Algorithm Expository	P43. Reading agenda
Block 3. Analysis -identify literary characters; -describes the physical portrait; -characterizes the characters (facts, relationship to other characters, way of speaking); - analyze their actions.	Literary characters - physical traits, moral traits, according to the facts described. Ștefan cel Mare și Vrâncioaia" after Alexandru Vlahuță	Presentation Conversation Description Problematization Double Journal Algorithm Character ID	P22. Profile of the literary character
Block 4. Appreciation -reads the text correctly, fluently, consciously; -characterizes the characters (facts, relationship to other characters, way of speaking); -appreciates the facts of the literary character.	Understanding and interpreting what has been read in thought. Text - support "Păcală in his village" after Ioan Slavici	Presentation Conversation Multi-process questioning	P15. Text* read several times (known)
Block 5. Description	Mysteries of the book (1). The book. The	Multiple reading of text Reading diary	P23.

- Reads the selected fragment correctly, cursively, consciously; -describes the object according to set criteria; -presents the object described, giving reasons for the choice.	components of the book: the cover (title and author of the book), the text tabs, the pictures, the table of contents and their role.	Book biography Exercise	Object described
Block 6. Division **-**consciously, correctly organizes the text; -divides the text into fragments according to main ideas; - develops the outline of the text; -expresses own opinion about the text and its value.	The logical-semantic organization of the text. "The Corn Harvest" after Ion Agârbiceanu	Reading the text Conversation Story Discussions and debates Algorithmization	P24. Ideas plan
Block 7. Explanation -consciously, correctly explains the text; -explains the physical and moral traits of the characters; -explains own opinion about the text and its value; -maps the text on the basis of established criteria.	The reader's attitude towards the characters' behavior, activities, concerns. Text- support "The Beetle", by Emil Gîrleanu	The Conversation Interview Reading by role Text map	P20. Text map (analyzed text)
Block 8. Using -reads the text correctly, fluently and expressively; -explains the meaning of identified artistic media; -uses selected expressions in other contexts.	Text components: title, author, content. Pictures of nature described. Poem "Moldova" by Nicolae Dabija	Image reading The Flash Method Reading poetry Conversation Double Diary	P21. Artistic means
Block 9. Expression -expressively, modeling voice, tempo and rhythm; - uses mime and gesture in reciting poetry; - expresses ideas, post-reading moods.	Versification. Pastel. Text support: „La gura sobei", by Vasile Alecsandri	Poetry reading Conversation Double diary Exercise	P17. Poetry recited

Block 10. Affectivity -expressively, modeling voice, tempo and rhythm; -answers questions; - expresses ideas, post-election moods; - read poetry on roles.	Versification: poetry. Text - support: "Ce te legeni..." by Mihai Eminescu.	Poetry reading Conversation Reciting poetry Reading in role Exercise Flash Technique	P5. Answering the questions
Block 11. Composition -follows the component parts of a reading prompt; -arranges the content according to the proposed theme; -follows the order of ideas; - respects page arrangement.	Functional non-literary text. Invitation	Conversation Model Exercise	Functional non-literary text. Invitation
Block 12. Articulation -reads subtitles at speed, fluently; -articulates all words correctly; -complies with the intonation required by the content and punctuation marks.	"The name of the Romanian Icarus is Vlaicu" by Petre Ghelmez. Informative text.	Reading the text Conversation Starburst Reading agenda	Reading subtitles from films/shows

The third stage of the experiment is the **control experiment**, which is a stage of assessment of students' textual competence, formed experimentally in stage II of the pedagogical experiment.

The purpose of the control experiment was to assess the component units of fourth graders' textual competence.

The following objectives were envisioned for the control experiment:

The student will demonstrate proficiency: to use basic concepts in the reception of literary texts at primary level; formulate questions and answers based on the literary/non-literary text; to develop a literary text based on the content standards at the elementary school level, respecting scientific and methodological correctness in the content area.

A docimological test was applied, the results of the students in the three classes are systematized in Figure 3.
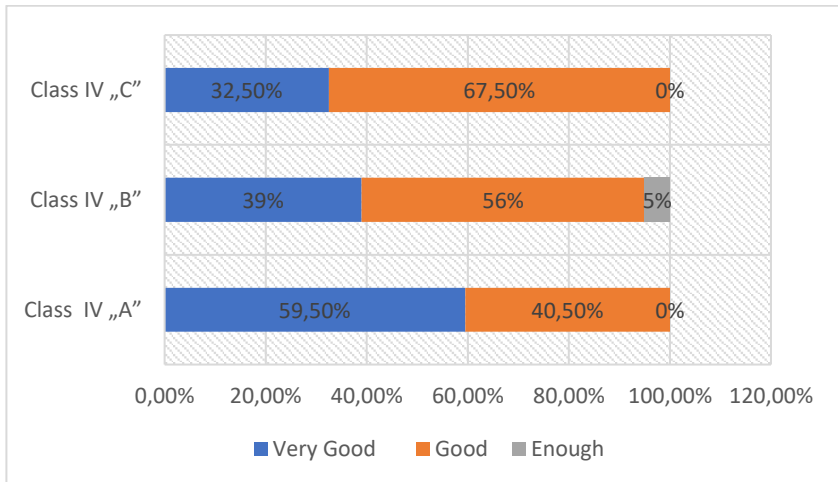

Fig.3. Comparison of data in the control experiment

It can be observed that the quantitative results are higher in the experimental group, visualizing the rating Very good 59.50%, Good 40.50. In the control group the rating Very good is 35% and Good - 65%. Data were analyzed by categories that give cohesion and coherence to different types of texts. Narrative, descriptive and explanatory texts were assessed in terms of 1) constructing an autonomous text; 2) prioritizing information; and 3) textual organization. Overall, the results indicate that the students developed their conceptualizations of the text, their understanding of different text structures and produced better writing. Indeed, their written work shows progres.

At the same time, the students' results in the observation experiment were compared with the control experiment and are presented in Figure 4. The progressive improvement is evident in both classes, as they study the Romanian language and literature subject at school, but the results of the experimental group are better, not identifying the sufficient grade.
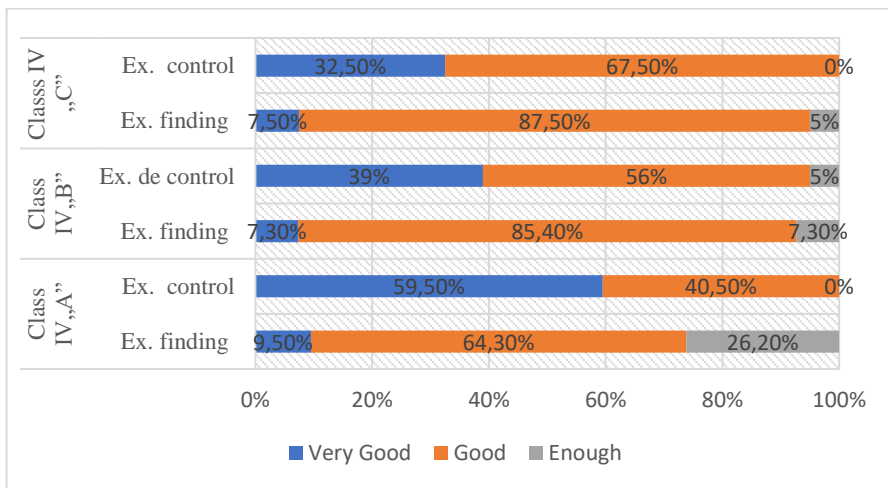
22

Fig. 4. Comparative results of the pedagogical experiment

At last we gave arguments of the importance of literary text analysis and the relevance of writing the message of the text by the students at the Romanian language and literature lessons through comprehension and reception of the literary text. The main teacher's task is to form and strengthen the communicative skills of the pupils. In order to arouse pupils' interest in the Romanian language and literature lesson and to lead them to success, it is necessary to select texts according to the age and personal interests of the pupils.

Next, an independent sample t-test was applied to analyse the results obtained by the students during the final certification. For this purpose, the data were processed using SPSS programme, the results of which are presented in the tables below:

Table 5. Statistical results of the groups

	Sample	N	Mean	Std. Deviation	Std. Error Mean
Initial test "Meleagurile Moldovei"	Control Group	81	2,0000	,38490	,04251
	Experimental group	42	1,8333	,58086	,08963
Final test „Cheia"	Control Group	81	2,2805	,55052	,06079
	Experimental group	42	2,6429	,48497	,07483

Table 5. The statistical results of the groups highlight the number of students (N), the mean obtained by them on each of the assessment tests, the standard deviation, the standard error of the means for both the experimental and the control group. Thus from the table we can observe that the mean of the experimental group increased from the initial to the final evaluation (from 1.83 to 2.64), which is also specific for the control group (from 2.0 to 2.28), but this increase is insignificant.

We also observe that in the final evaluation the experimental group has a significantly higher average (2.64 compared to 2.28) than the control group.

In the second stage of the control experiment, we proposed four tests, targeting the skills formed on the basis of the literary text. The summary of the results is shown in Table 6. This table also compares the students' results in the 2 stages of the pedagogical experiment.

Table 6 . **Results of the pedagogical experiment**

		Class IV- "A"		Class IV- "B"		Class IV- "C"	
Probe:	C	EE	EC	EE	EC	EE	EC
1.Text	VG	50%	62%	46%	51%	42,5%	50%
reception	G	38%	33%	37%	34%	42,5%	40%
competence	E	12%	5%	17%	15%	15%	10%
2.The ability	VG	19%	38%	15%	20%	15%	18%
to	G	43%	43%	46%	51%	48%	50%
summarize a	E	38%	19%	39%	29%	37%	32%
read text							
3.The ability	VG	24%	33%	10%	15%	8%	13%
to interpret a	G	40%	38%	54%	54%	62%	65%
text	E	36%	29%	36%	31%	30%	22%
4.Ability to	VG	12%	21%	5%	19%	7,5%	13%
express an	G	45%	41%	51%	49%	50%	50%
opinion on	E	43%	38%	44%	32%	42,5%	37%
the text							

By analyzing Table 6, we can see an increase in the formation of students' textual competence, which is reflected in their educational and personal development, assuming the ability to understand, interpret and produce various texts, whether narrative, descriptive, argumentative or informative. The results obtained at the control stage demonstrate the results of the training through the acquisition of skills in working with literary texts. The progress achieved as a result of the experimental activities carried out is presented on the basis of the following aspects: *the competence to receive the text in the experimental class is 61%, in the control group 30%, the competence to summarize a read text is 38%, in the control group 18%, the competence to interpret a text is 33%, in the control group 14%, the competence to express an opinion about the text is 21%, in the control group 16%. In all these components the results in the experimental group are higher than in the control group.* Textual competence is directly related to school success, as most academic subjects involve reading and writing complex texts, learning new concepts and solving tasks.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The idetical implications of the problematic of textual competence training of primary school students from the perspective of subject-centered education, the description and interpretation of the theoretical-applicative foundations of the formative process have generated a number of perspectives of contextualized

pedagogical modeling in a school framework built on the formative diagonal of competences.

1. Through analytical interpretation, evidence has been formulated for the fact that an important place in the pedagogical valorization of the text is occupied by the functions of the text, among which are: *pedagogical, psychological, aesthetic, sociological, educational.* In the analytical study it was also found that textual competence can be characterized as the ability to understand, use and produce different types of texts.

2. By enhancing researchers' groundwork and opinions, it has been specified that the elements of textual competence are: text reception, text interpretation, text formation. To have the textual competence formed means to operate, to apply an appropriate theoretical-scientific tools and to have the ability to decipher its connotations, to analyze/ interpret/ appreciate the substance and form of the text. Textual competence involves: the ability to comprehend/understand a text; the ability to read a text; the ability to summarize a text; the ability to interpret a text; the ability to express an opinion on a text. The interpretive area of the text also includes the conditions for the formation of textual competence: the condition of reading as an event: of knowledge, of aesthetic pleasure, of motivation to read, of the need to explain and interpret the understanding of the meanings; the condition of the reader as a performance, who is motivated by the need/desire to read; has the ability to explain/comment on the level of understanding/comprehension of the text; the condition of the text as a work: *stimulates a challenge; demands a reception/ engagement; triggers intuitions/ states/ feelings; condition of interpretation as an act of comprehension and recreation: capturing meanings/ significance; explaining/commenting on suggestions; prioritizing the value of the text; transferring the message of the text by developing meaning into a text of its own.*

3. The analytic-synthetic and deductive recording of the specifics of subject-centered learning has led to the recording of a number of meanings of this orientation in education. Subject-centered learning is seen as an individual activity, which capitalizes on the learners' availability to increase the quality of knowledge; as an option to satisfy the needs, interests, aspirations and potential of the learner/learner's subject. In a broad sense, synthesizing the views of the research, the basic ideas of subject-centred learning emphasize the following: learning is individual processes; learning is an independent activity; it values the processes of self-awareness, self-education and self-fulfilment; it values the principle of individualization of the learner; the learner becomes responsible for his/her own learning process. One of the most relevant aspects of subject-centeredness in the educational process, is personalization, i.e. sharing, unveiling, disclosure. Disclosing, in this context, is a two-way process: explaining to others and listening to others, reacting to these disclosures. Since we have operated with the notion of subject-centered education, the notion of subject has been clarified in relation to that of learner: to know oneself, to perceive oneself as an individuality and to manifest the appropriate "I" in different contexts; to dialog with another "I"; to design one's own activity based on interests and wishes that do not harm the rights and interests of those around.

4. Two new concepts are formulated as a strategic basis for the valorization of the text: **text-centrism** and **student-centrism.** This special conceptual

perspective refers, in the case of text-centrism, to an attitude that places the valorization of the text in the foreground, integrating all the action components: reception, comprehension, summary, interpretation, reproduction, formulation of opinions, etc. The **text-centric** strategy is also formulated, as a generalization of the specifis of text comprehention, as a strategy that focuses on the integral valuing of the text, from various perspectives, highlighting a number of functional landmarks, such as placing the learner at the centre of the educational process, taking into account the needs and interests *of children*, empowering learners, valuing personal experience, individualization and personalization of learning, etc.

5. By generalizing the conceptions, orientations, ideas, opinions with reference to text, textual competence, student-centeredness, text-centeredness, *the pedagogical model of text competence training of primary school students from the perspective of subject-centeredness (Pedagogical Model FeCeTe) was developed and structured into five levels: perspectives of text signification; conditions of valorization; strategic basis of text valorization; textual competence; training of textual competence based on the technology of text competence training. This pedagogical model proposes an adjustment that allows the component entities to be given particular meanings.* Also, the level of formation of the primary school pupil's textual competence can be assessed by the product of the educational process, qualifying the pupil according to the ability to approach the text multiliteratively. The role of the pupil is an active one, he is the main subject of training.

6. The construction and operationalization of the pedagogical experiment focused on the value *of the Technology of enhancing the textual competence of primary school students within the pedagogical experiment of observation*, aspects concerning the level of textual competence training were determined and some difficulties in the formation of textual competence of primary school students were determined. A questionnaire was administered to teachers and a docimology test and four quizzes were administered to students. In this context, the results illustrate the following percentage figures: *21% very well; 47% well and 32%* fair. In the pedagogical experiment, different formative interventions were implemented, both subject-centered (pupil-centered) and text-centered: comprehension strategies, reception strategies, interpretation strategies for the pre-reading, reading and post-reading stages, being linked to the profile of the reading pupil, so that the ability to decipher and orient oneself in a text was developed. The designed lesson sequences were in correspondence with what is actually accomplished in the lesson, activities on which the understanding of the text and its applied valorization depend directly. In this way, comprehension of the text functioned at the level of reasoning, living and expression, knowledge and experience. The data obtained at the control stage demonstrate the results of the training through the accumulation of skills in working with literary texts. Quantitative results are higher in the experimental group, visualizing the very good rating 59,50%, the good rating 40,50%; in the control group the very good rating is 35%, and the good rating - 65%. The realization *of the pedagogical experiment demonstrated the functionality of the pedagogical model of textual competence training for pupils of lower school age from the perspective of subject-centered,* theoretically formed and applied through the component of Technology based on literary and non-literary texts as producers of literary-artistic

values. *The pedagogical model for the formation of textual competence of pupils of lower school age from the perspective of subject-centeredness has proved to be valid for primary school pupils,* realizing a novel relationship between text-centrism and pupil-centeredness, through the accumulation of distinct functions of textual competence formation.

RECOMMENDATIONS:

For educational designers:

▪ Ensuring the valorization of the literary and non-literary text in primary classes and the formation of their textual competence through a theoretical-methodological study entitled *„Text-centrism: current re-evaluations and educational values",* which would fully address the issue of text-centrism, providing useful tools for teachers involved in this process.

▪ Technological transfer *of the pedagogical model of text literacy training of primary school students from the perspective of subject-centeredness at the secondary school level,* through the **investigative substantiation** of the *text-centered* strategy appropriate to the age level of the students.

For teachers:

• Implementation of the Technology for the formation of textual competence of primary school students at the level of students in grades II-III by focusing on subject-centered strategies to stimulate interest in reading literary and non-literary texts of students of the Alpha generation.

For continuing professional training centers:

▪ Elaboration of course materials for life long teacher training that would address the issue of students' textual competence by focusing on the theoretical references, new concepts, practical models provided by the present research.

The design used for our research has certain **limitations** in terms of encompassing all aspects of the development of textual competence in school-age students. Also, aspects related to the epic-lyrical text were not addressed, as it is a specific and complex text, exceeding the objectives we set, but also there is an opportunity for further research on the topic.

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List of the author's publications on the topic of the thesis

1. GOLUBIȚCHI, S., **MIDRIGAN, T.** Aspecte teoretice ale competenței textuale în clasele primare. În: *Materialele Conferinței Republicane a Cadrelor Didactice: Educație preșcolară și primară*, 1-2 martie 2019, Chișinău: Universitatea de Stat din Tiraspol, 2019, Vol. 4, pp. 272-276. ISBN 978-9975-76-269-4. https://ibn.idsi.md/ro/vizualizare_articol/92784

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ANNOTATION

MIDRIGAN TatianaFoundations of subject-centered education in text competence training of   early school-age students,
doctoral thesis in educational sciences, Chisinau, 2024

Thesis structure: introduction, three basic chapters, general conclusions and recommendations, bibliography of 174 titles, 13 appendices, 149 pages of basic text, 10 figures, 34 tables.

Publications on the topic of the thesis: The obtained results are published in 14 scientific works, 3 articles in specialized magazines, 11 communications at national and international scientific conferences.

Keywords: text, textual competence, units of competence, focus on the subject, analysis on the text, capitalization of the text, text-centrism, student-centrism, student-centered strategies, text-centric strategy.

The purpose of the research: consists in the determination and experimental validation of the theoretical-applicative benchmarks of the formation of the textual competence of primary school students from the perspective of subject-centered education, structured in a functional model.

Research objectives: examining the key notions to the text and its educational use; recording the perspectives of the referential meaning of the text; analysis of the defining elements, characteristics, factors and conditions of the formation of the textual competence of students in primary education; determining the strategic specifics and principles of subject-centered education in the context of forming students' textual competence (text-centrism); theoretical and methodological foundation of *Pedagogical model of training the textual competence of primary school students from the perspective centering on the subject* (student-centrism); the design of the experimental approach of the valorization of the text in the primary education at the process and product level; monitoring and evaluating the impact of educational interventions based on *The technology of training students' textual competence* on the formation of textual skills of students of small school age.

Scientific novelty and originality of research resides in: pedagogical essentialization of the notion of text and the process of formation of textual competence (perspectives, desiderata, characteristics, factors, components, principles); conceptualizing the strategic basis of text exploitation: the concepts of text-centrism and student-centrism; the theoretical-methodological foundation of the *Pedagogical model of training the textual competence of primary school students from the perspective centering on the subject*; the elaboration and praxeological valorization of the didactic Technology for the formation of students' textual competence.

The results obtained that contributed to the solution of the scientific problem resides in the theoretical-methodological foundation of *Pedagogical model of training the textual competence of primary school students from the perspective centering on the subject*, a fact that identified the capitalization of *Textual competence training technology in primary grades* based on *text-centric strategy* and *student-centric approach,* in order to ensure the effectiveness of the text valorization activity.

The theoretical significance of the research it is supported by the analysis and determination of the theoretical and praxeological foundations of the educational valorization of the literary and non-literary text, in the identification of the conceptual landmarks of the textual competence; theoretical recording of the concepts of *text-centrism, student-centrism, text-centric strategy*; establishing the principles, conditions and pedagogical factors of the formation of textual competence.

The applied value of the research consists in the development and validation of the set of pedagogical tools, *Textual competence training technology in primary grades* which, by their theoretical and praxeological essence and importance, represent the determination and validation of pedagogical foundations.

Implementation of scientific results. The applied research was carried out within the "Ion Creangă" Theoretical High School, Chisinau municipality, in the 2021-2022 school year, consisting of 123 subjects - students (3 classes) and 52 primary education teachers.

ADNOTARE

MIDRIGAN Tatiana

Fundamente ale educației centrate pe subiect în formarea competenței textuale a elevilor de vârstă școlară mică,

teză de doctor în științe ale educației, Chișinău, 2024

Structura tezei: introducere, trei capitole de bază, concluzii generale și recomandări, bibliografie din 174 titluri, 13 anexe, 149 pagini text de bază, 10 figuri, 34 tabele.

Publicații la tema tezei: Rezultatele obținute sunt publicate în 14 lucrări științifice, 3 articole în reviste de profil, 11 comunicări la conferințe științifice naționale și internaționale.

Cuvinte-cheie: text, competență textuală, unități de competență, centrare pe subiect, analiză pe text, valorificare a textului, textocentrism, elevocentrism, strategii centrate pe elev, strategia textocentristă.

Scopul cercetării: constă în determinarea și validarea experimentală a reperelor teoretico-aplicative ale formării competenței textuale a elevilor din clasele primare din perspectiva educației centrate pe subiect, structurate într-un model funcțional.

Obiectivele cercetării: examinarea noțiunilor cheie ale textului și valorificării educaționale a acestuia; consemnarea perspectivelor de semnificare referențială a textului; analiza elementelor, caracteristicilor, factorilor și condițiilor definitorii ale formării competenței textuale a elevilor din învățământul primar; determinarea specificului strategic și principiilor educației centrate pe subiect în contextul formării competenței textuale a elevilor (*textocentrismul*); fundamentarea teoretică și metodologică a *Modelului pedagogic de formare a competenței textuale la elevii de vârstă școală mică din perspectiva centrării pe subiect* (*elevocentrismul*).

Noutatea și originalitatea științifică a cercetării rezidă în: esențializarea pedagogică a noțiunii de text și a procesului de formare a competenței textuale (perspective, deziderate, caracteristici, factori, componente, principii); conceptualizarea bazei strategice a valorificării textului: conceptele de *textocentrism* și *elevocentrism*; fundamentarea teoretico-metodologică a *Modelului pedagogic de formare a competenței textuale la elevii de vârstă școală mică din perspectiva centrării pe subiect*; elaborarea și valorificarea praxiologică a Tehnologiei didactice de formare a competenței textuale a elevilor.

Rezultatele obținute care au contribuit la soluționarea problemei științifice rezidă în fundamentarea teoretico-metodologică a *Modelului pedagogic de formare a competenței textuale la elevii de vârstă școală mică din perspectiva centrării pe subiect*, fapt care a reperat valorificarea *Tehnologiei de formare a competenței textuale în clasele primare* în baza *strategiei textocentriste* și *abordării elevocentriste,* în vederea asigurării rezultativității activității de valorificare a textului.

Semnificația teoretică a cercetării este susținută de analiza și determinarea fundamentelor teoretice și praxiologice ale valorificării educaționale a textului literar și nonliterar, în identificarea reperelor conceptuale ale competenței textuale; consemnarea teoretică a conceptelor de *textocentrism, elevocentrism, strategie textocentristă*; stabilirea principiilor, condițiilor și factorilor pedagogici ai formării competenței textuale.

Valoarea aplicativă a cercetării constă în elaborarea și validarea ansamblului de instrumente pedagogice, *Tehnologiei de formare a competenței textuale în clasele primare* care, prin esența și importanța lor teoretică și praxiologică, reprezintă fundamentele pedagogice determinante și validate.

Implementarea rezultatelor științifice. Cercetarea aplicativă s-a desfășurat în Liceul Teoretic „ Ion Creangă", mun. Chișinău, în anul de studii 2021 – 2022, constituit din 123 subiecți – elevi (3 clase) și 52 cadre didactice din învățământul primar.

MIDRIGAN TATIANA

FOUNDATIONS OF SUBJECT-CENTERED EDUCATION IN THE FORMATION OF TEXTUAL COMPETENCE OF YOUNG SCHOOL-AGE STUDENTS

SPECIALTY 531.01 - General Theory of Education

Summary of PhD Thesis in Sciences of Education

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