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**PSYCHO-PEDAGOGICAL CONDITIONS FOR MOTIVATING  
PRIMARY SCHOOL STUDENTS TO LEARN ENGLISH**

**Specialty 531.01 – General theory of education**

**Abstract of the doctoral thesis in *educational sciences***

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## LIST OF ABBREVIATIONS

**EU** – European Union

**FL** – Foreign Language

**L1** – Language 1

**ICT** –Information and Communications Technology

**A1 level** – is the first level of English on the CEFR scale

**CEFR** – Common European Framework of Reference for Languages

**UNESCO** – United Nations Educational, Scientific and Cultural Organization

**EG** – Experimental Group

**CG** – Control Group

**CCFL** – Competence of Communication in Foreign Languages

**PS** – Primary School

**FLLPS** – Foreign Language in Primary School

## CONCEPTUAL GUIDELINES OF RESEARCH

### Topicality and Importance of Topic Addressed

According to data attributed to 2020, an estimated 1.5 billion people in the world learn English. This fact positions this language as spoken in 110 countries and gives it the title of the most widely spoken language in the world. According to Internet World statistics, English-speakers account for 25% of internet users and about 50% of the content of information posted on the internet is in English [54]. English is used primarily as a language of communication by people who have different mother tongues, making it the Lingua Franca of the whole world [23, p. 91]the. The modern English language is often referred to as the global lingua franca with the process of globalization having a rapid evolution and developing a fulminating international ascension, which is the dominant language worldwide in the fields of communication, science, business, aviation, entertainment, radio and diplomacy. In modern society, communication-specific education and the formation of communication skills (in the mother tongue /second language /foreign languages) are a pressing need for each individual, regardless of age, professional background or social condition. The linguistic competence of citizens, which includes acts of speaking, communication and understanding between them, is today considered not only a means of human interaction, but also of integration at community, social, national, European and international level, which ensures mutual understanding, tolerance and respect, guarantees the right of the person to mobility, to mobility promotes exchanges between different states and increases the possibility of free movement between the member states of the European Union (EU) and not only [9, p. 98]. This research aims at the psycho-pedagogical conditions of motivation of learning in the formation of language skills in a foreign language and has an interdisciplinary, applicative, operational, observational and ameliorative character having as main field of study – theory of education, but more focused, didactics of English as a foreign language by primary education students for the formation of communicational competence. Therefore, the selection and definition of the problem investigated by this thesis was an elaborate process, being derived from classroom practice and personal experiments, and following the variables of interest related to the correlations established by them with other variables. The importance of the scientific theme lies in the very definition of the educational motivation that designates the ensemble of factors that trigger the activity of the personality, which directs the student's conduct towards achieving the educational objectives in the learning activity. However, motivation is a characteristic that ensures the internal organization of behavior and is the stimulating factor of learning activity, favoring the achievement of good results in school work.

As in the current educational context, national education tends to fit sensibly and qualitatively into the European educational space, the teaching process–learning evaluation of an FL focuses on essential landmarks submitted by language policies in public policy documents: Common European Framework of Reference for Languages [4]; Project Europe 2030: Challenges and opportunities [45]; Romanian Education Code [48]; National Curriculum in Romania, Highlights for design, update and evaluation [49]; School syllabus for discipline- „Communication in modern language 1”, Preparatory Class, first class, second class, IIIrd class, and fourth class in Romania [61], Reference Framework of the national curriculum in the Republic of Moldova, the 2025 [68] etc.

### **Description of the Situation in Research Field**

Internationally, the psycho-pedagogy of learning in general dealt with J. Piaget [24, 25], R. Gagne [10], E.R. Hilgard, G.H. Bower [19], J.S. Bruner [40], N. Chomsky [41], L.S. Vygotsky [35], H. Gardner [50, 51], J.S. Johnson [55]. The problem of motivation for language learning in small school education was also investigated by S. Graham, B. Weiner [52], F. Genesse [42], E. Lenneberg [44], D. Birdsong [38, 39], H.H. Stern [47], J. Harmer [43], W. Riwers [26], R. Barac [37], and in Romania this field was studied by O. Panisoara [23], T. Slama-Cazacu [28], C. Cucos [9], M. Grigorovita [15], E.M. Bocos [1], I. Bontas [2, 3], E. Joita, E. Frasinianu [21], S. Ivan [54], A. Vizental [36], I. Neacsu [22], D. Salavastru [27]; in the Republic of Moldova, the issue of language education was addressed in the works of researchers S. Cemortan [8], T. Callo [5, 6], Vl. Gutu [16, 17], V. Goras-Postica [11, 12, 13, 14,52], M. Ianioglo [20], L. Sadovei [64, 65], M. Hadirca [18], C. Straistari-Lungu [31, 33, 34], E. Staricov [30] etc.

Of course, we appreciate and capitalized in our investigative approach, directly and indirectly, the studies conducted by them, but we will focus on the psycho-pedagogical conditions of motivation for learning English by primary school pupils, because language learning must be understood more than a simple part the educational process. At the same time, at the pragmatic level, there is a need for a functional psycho-pedagogical model and adequate conditions regarding the design and realization of the motivation of learning a foreign language, in this case, of English, in primary education, in the present case but also the lack of insufficiency in the National Curriculum at the foreign language for primary school students of the approach of the mechanism of triggering the process of motivation necessary to the pedagogical acquisition of its realization and support during the learning of the modern language 1 (L1) in small school education, preparatory class up to the fourth grade. Therefore, this research aims to respond to these theoretical and methodological needs, by analyzing the

situation in the field, by highlighting national and international trends, as well as by studying the impact of learning a foreign language in primary education, while providing some theoretical and praxiological foundations on motivation in learning a foreign language of international circulation. Therefore, the need to investigate the issue of creating psychopedagogical conditions for motivating the learning of English by the young school in Romania was determined by the following theoretical and methodological contradictions between the precariousness of the psycho-pedagogical conditions for learning English in the education of the young school and the growing expectations of parents and children on the high results of communication in English; the major difference between the great desire of students to learn English in the first year of study, in the preparatory class, when using in the process of acquiring language competence: play, drawing, music, dance, mimics, activities of the type cut and glue, in conclusion concrete thinking, and, on the other hand, the decrease of momentum in the second year of study, in the first class, when they have to use muzzling skills: reading, writing, listening, understanding and conversation.

From the context described above, **the research problem** emerges: What are the psycho-pedagogical conditions of motivation for learning English by primary school pupils, based on EU recommendations, national and international practices, but also on current individual and social requirements? The purpose of scientific research is to determine and experimentally validate the psycho-pedagogical conditions for the formation of motivation for learning English by pupils from primary classes, structured in a functional psycho-pedagogical model. The aim involved the achievement of the following **objectives of scientific research**:

1. Analysis of theoretical approaches on motivation for language learning in school and psychological perspectives of communicative-linguistic order;
2. Determination of the system of psycho-pedagogical conditions regarding the formation of motivation for learning English in primary schoolchildren;
3. Development of a psycho-pedagogical model for the development of motivation for learning English in primary school students;
4. Experimental validation of the Pedagogical Program for the formation of motivation for learning English in primary school students.

**Research hypothesis:** training motivation for learning English in primary school students will be successful if they are determined and capitalized in the process of teaching—learning-evaluation a coherent set of psychopedagogical conditions.

**The research methodology** included the use in the investigation process of the following methods: theoretical: scientific documentation, comparative study, analysis and

interpretation; praxiological: pedagogical experiment (of observation, training and control), observation, questioning, speech; logic: induction, deduction; *processing of experimental data* by mathematical calculation of the data of the pedagogical experiment.

**Scientific novelty and originality** consists in identifying and arguing the concept and system of psycho-pedagogical conditions, which favor the motivation for learning English by primary school pupils; drawing a system of training motivation for learning English language in primary school students from psychological, pedagogical and methodological perspectives by building a *Psycho-pedagogical model of development of motivation for learning English in primary school pupils*, in general focused on conceptual and procedural approaches, determined by a set of theories, principles and psycho-pedagogical conditions; elaboration and implementation of the *Pedagogical program for the formation of the motivation of learning English in primary school pupils* by using psycho-pedagogical strategies of motivational development for and through learning English by primary school pupils.

**The important scientific problem solved in the research** refers to the determination and capitalization of psycho-pedagogical conditions of motivation for learning English by primary school pupils, based on EU recommendations, national and international practices, but also on current individual and social requirements. The obtained results that have contributed to the solution of the scientific problem lie in the theoretical and methodological substantiation of a *Psycho-pedagogical model for the development of motivation for learning English in primary school pupils*, which has spotted the use of the *Pedagogical Program for the formation of motivation of learning English in primary school pupils*, in order to ensure the resultivity of the teaching activity in the classroom.

**Theoretical significance and applicative value of the research** is supported mainly by the analysis and determination of theoretical and praxiological fundamentals of the formation of motivation for learning in small schoolchildren by substantiating the psycho-pedagogical model of development of motivation for learning English in primary school students, of the theoretical record of the concepts of motivation for learning, motivation, learning in English, but also by establishing the principles, motivation the conditions and pedagogical factors of the formation of communication competence in English.

**The applicative value of the research** consists in the elaboration and valorization of the *Psycho-pedagogical model of development of motivation for learning English in primary school pupils* and validation of the pedagogical tools set for the profile of the English-speaking child in the primary stage at the level of the pedagogical dimensions, in demonstrating the usefulness of the *Pedagogical Program for the formation of the motivation of learning English*

*in primary school pupils*, by their theoretical and praxiological essence and importance what are the determinant and validated pedagogical fundamentals.

**The implementation of scientific results.** The applied research was carried out in the Middle School, Piatra Soimului Commune, Neamt County, Romania, the study year 2023–2024, including 93 subjects (4 classes: a IV-a A&B, a IV-a C&D) in primary education and 147 parents.

**Approval of scientific results.** The basic ideas and results of the investigation were promoted and discussed through communications at national and international scientific conferences: Symposium Strategies for the Optimization of Learning, Romania, November, 2022; International Conference Socialization and valorization of students through educational partnerships, Romania, March, 2023; International Scientific Conference, 9th edition Consecrated to the International Day of women and girls with activities in the field of science, Chisinau, 2024; International scientific conference, Educational management: Achievements and perspectives for development /Educational Management: Achievements and the Development Perspectives, Balti, Republic of Moldova, 2024; National Conference Dialogues on Education, Romanian Academy Iasi Branch, Commission for Education Sciences, Romania, 2024; International Conference 10th International European Conference of Interdisciplinary Scientific Research, Zurich, Switzerland, 2024; National Scientific Conference with international participation Integration through Research and Innovation dedicated to the International Day of Science for Peace and Development, Chisinau, 2024. As well as in articles from national and international scientific journals: DIDACTICA PRO., Journal of educational theory and practice, Chisinau, Nr. 2-3, JUNE, 2023; STUDIA UNIVERSITATIS MOLDAVIAE, Science of Education Series, Chisinau, No. 5, 2024; UNIVERS PEDAGOGIC, Scientific Journal of Pedagogy and Psychology, Chisinau, No. 2, 2024th, ACTA ET COMMENTATIONES, Scientific Magazine, Science of Education, Chisinau, no. 2(44)2026. In the course of appearance.

**The thesis volume and structure:** The research is presented on 160 pages of basic text and contains: introduction, three chapters, general conclusions and recommendations, bibliographic references (146 titles), annotation (in Romanian and English) and 37 annexes. In the text of the thesis are inserted 27 tables and 23 figures.

**Keywords:** psycho-pedagogical conditions, motivation for learning, motivation, formation of learning motivation, communication competence, primary school pupils, pedagogical syllabus, psycho-pedagogical model, teacher.

## CONTENT OF THE THESIS

**The structure and volume of the thesis.** In the **Introduction**, the general framework of the research is outlined, justifying the topicality and importance of the topic. The purpose, objectives and hypothesis of the research are formulated, correlated with the argumentation of novelty and scientific originality. Here is also presented the essence of theoretical and methodological support, and the scientific results obtained are synthesized and evaluated from the perspective of their theoretical and applied value.

**In Chapter 1. Theoretical framework on motivation for language learning by primary school pupils** epistemologically examines the perspective of European language education, in which the context of knowledge of English as an international language is written. This includes an essential linguistic competence for the citizen of contemporary society, which justifies that students study this language as early as the preparatory class, recently introduced into primary education, as a compulsory discipline.

Conceptual and methodological approaches to language learning in school are based on the need for current study of theories on language learning by primary school children.

The theoretical basis regarding the motivation for language learning at a young school age also integrates psychopedagogical theories of classical and modern learning with specific reference to language acquisition. In primary education, motivation is often dominated by curiosity and the need for interaction, evolving from instinctive reactions to more complex cognitive structures.

Due to the interdependence between the different components of learning, at the group level and, especially, at the individual level, we had the opportunity to conceptualize the learning of a foreign language in the primary stage, through the interconnection, integration of essential ideas of the specific theories of learning, according to the principles „relevance, motivation, cultural identity and intercultural dialogue, quality, equity, and social inclusion” [58] we will use these ideas in developing the author's conception of learning a foreign language in the primary stage.

Also, some psycho-pedagogical considerations on the relationship of the *language–language–communication* competence are emphasized, and relevant and functional examples are provided from the psycho-linguistics and communication pedagogy in this regard one of them is shown in the table below.

**Table 1.1. Comparative presentation of language concepts – language – communication  
(after I. Negura) [58, p. 5]**

Language	Limvaj	Communication
It's the system of signs and rules	It's the psychic process	It's the system of signs and rules
It's drawn up by a community	It's drawn up by a particular person	It's worked out by people
It has an abstract character	It has a concrete character	It has a concrete character
It is studied by linguistics	It is studied by psychology	It is a psychological interaction

From a psychological and didactic point of view, learning is generating objective and social knowledge, knowledge that incorporates processes and products of human thought, experience and collective creation; which is achieved through transfer of intellectual operations and through various ways of assimilating sustainable information, sedimented in time throughout school life. Therefore, the small schoolboy needs all educational opportunities from primary school to practice and apply critical, effective, creative thinking skills that contribute to the awakening and satisfaction of motivation for learning. Subsequently, when describing the motivational approaches to language learning by primary school students, we discuss about them more relevant educational and linguistic policy documents for the present study, with reference to learning languages in general and foreign languages in primary education, in particular: Common European Framework of Reference for Languages [4]; Project Europe 2030: Challenges and opportunities [42]; The Romanian Education Code (art. 33) [48]; National Curriculum in Romania. Highlights for design, update and evaluation [49]; School syllabus for discipline, „ Communication in modern language 1” –Preparatory class, first class, second class, third class, and fourth class in Romania [60]; barcelona Council Resolution, March 2002 [62]; European Language Portfolio [59]; Council Resolution on a European Multilingualism Strategy. Strasbourg, 2008 [63]; Fundamental principles and national policies of education– Eurydice – European Union [60]; Framework of reference of the national curriculum of the Republic of Moldova, 2025 [68] etc.

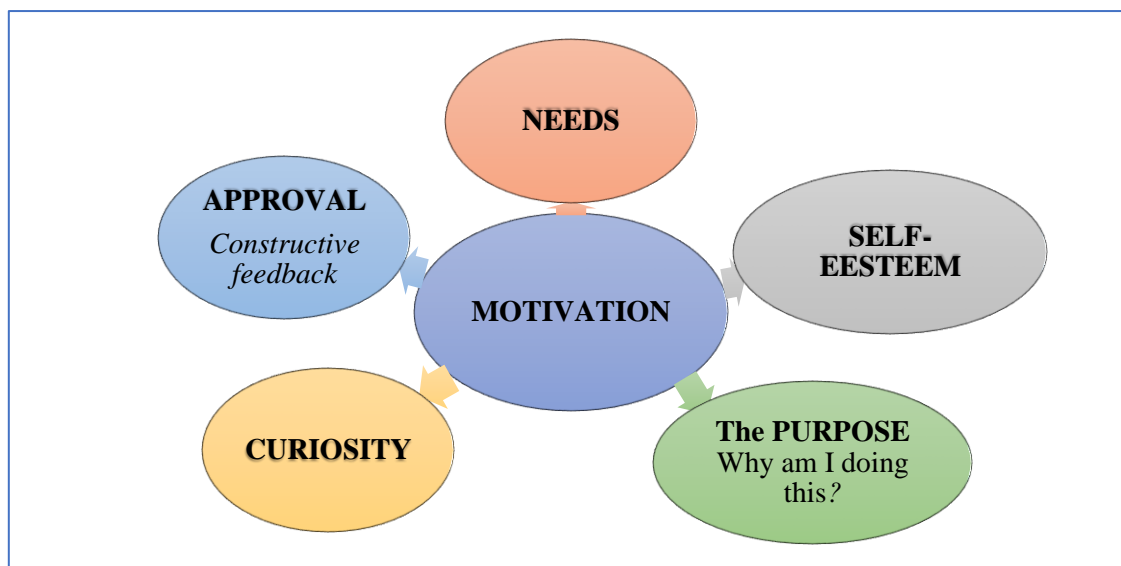
The psychology of the small school – is studied in research, with the purpose of identifying theoretical openings of the communicative, linguistic and motivational order, as the basis of intercultural competence in the process of learning a foreign language and the most edifying features of intellectual development at the young school age. Age peculiarities play an important role in the process of learning a foreign language, which leads us to the next stage, useful to anchor in the course of our scientific research: in order to start learning a foreign language at the age of 6-7, it is necessary that certain peculiarities of the child of this age, certain qualities and qualities of him have reached a certain degree of maturation [35, p. 303].

Thus, the motivating linguistic debut, in a language other than the mother tongue, is

located in the primary classes, starting from the preparatory class to the 4th grade, with the specification that this learning should not exceed approximately the onset of puberty, namely, the age of 10-12 years.

The importance of knowing the age of the children/students involved in the educational process leads us to identify them as being part of the Alpha generation (born after 2010) and characterized by: the learning process started very early, through the influences of parents, educators, technology and social interactions from diverse backgrounds; they had a digitalized environment from the first years of life the Alpha generation is synonymous with „digital natives” – who prefer to communicate visually, via images, or auditory, and less via text [66].

The magic formula, the result of motivation is the following materialized by the expectation of success multiplied by the value/attraction of the goal, the task by which the teacher not only wins the attention of the small schoolboy, but also manages to keep the student attentive throughout a lesson. In the graphical representation below, we render the role of motivation as the gravitational center of the components around which it is oriented [67]:



**Figure 1.1. Components of motivation**

In conclusion, the entire process of learning a foreign language is not just about memorizing information, in our case words and linguistic structures, but it means passing them through the filter of their own thinking, subordinating them, the level of motivation and the need for practice/contextualized communication, until the respective skills are automated, becoming part of linguistic behaviors. As such, the efficiency of the teaching-learning process of a foreign language in primary classes by the teacher is not measured only by grades, but by the way the information is „transformed” into real skills in its students and also in the desire to continue the study.

As a result, we can say that *the motivation for learning a foreign language* in the primary stage, namely starting from the preparatory class and ending at 4th grade, appears as a necessity, but also as an opportunity to develop the educational process as a whole, overlapping *the balance* achieved by a good identification of the psychopedagogical conditions, offering the possibility of acquiring new acquisitions and contributing, at the same time the development of the child's personality in accordance with his or her skills and interests.

**Chapter 2. Conceptual and methodological benchmarks motivating primary school pupils for learning English** describes the context and pre-experimental diagnosis on the need for learning English in the primary step specific to the need for learning English by primary level students. Psycho-pedagogical conditions regarding the motivation of learning English of primary school pupils: *systemic conceptual approach prioritizes the motivation for learning English by primary school pupils, seen as a complex activity involving: learning environment, facilitator and learning partner of the teacher, didactic principles, interactive teaching methodology– evaluation, use of ICT and other teaching resources, differentiated and individualized approach, and school-family partnership*, which capitalizes on the availability of students in increasing the quality of knowledge of the foreign language; English as an option to meet the needs, interests, aspirations – strategic option of success in the future, seen by students' parents for the potential of the student /the subject of learning in the educational process, etc. It is found that in terms of studying the English language discipline in primary school, the main purpose is to form *the competence of oral and written communication of students in terms of modern language 1, so that an adequacy with A1 level can be achieved at the end of primary education, focusing on the subject* is an approach to education based on the recognition of individuality, unrepeatability, the value of each student, itself his development as *individuality*.

It also clarifies the notion of English *communication competence* which implies the complex development of the four integrative skills: *hearing, speaking, reading and writing*. This conceptual perspective refers according to *the Common European Framework of Reference for Languages to the learning, teaching, evaluation, communication competence that includes linguistic, sociolinguistic and pragmatic competence* and their correlation from an intercultural perspective, which contributes to the harmonious development of the student's personality and identity.

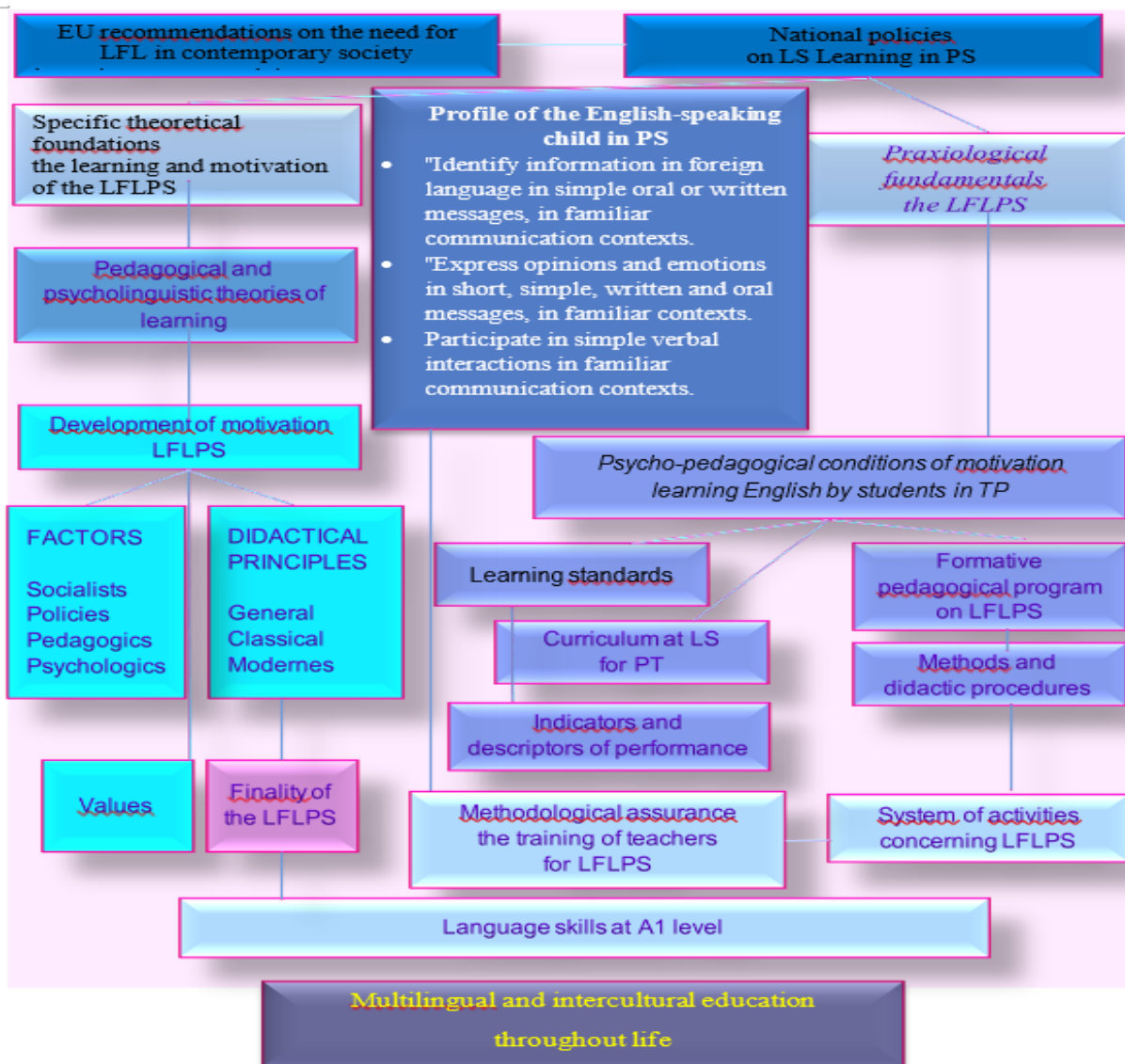
Here is also described the psycho-pedagogical model of development of motivation for learning English in primary school students, which serves as a structure of resistance for the entire subsequent development of the child, ensuring the transition from play to learning

activity. At this age, students from primary school learn predominantly through imitation and observation, which is why a complete and effective psycho-pedagogical model directly influences their attitudes, values and self-confidence. The functionality of a psycho-pedagogical model to small classes refers not only to „what the child learns, but to ” how„is structured the learning experience of a foreign language to be motivating and continuous. It acts as a mechanism of regulation between child psychology and the requirements of the school curriculum that the teacher directs. Therefore, a well-chosen psycho-pedagogical model functions as a „adaptive” filter that translates the complex reality of the world on the channel and to the extent of the comprehension capabilities of a 6-10 year old child from primary education in the habit of learning a foreign language.

In this respect, being experimentally validated The pedagogical model, which includes the formative pedagogical syllabus, as a fundamental practical element and as a synthesis of valorization of the entire research, is the basic product/result of the doctoral investigation, which demonstrates efficiency and sustainability, in its holistic and contextualized approach.

Thus, in the opinion of the researcher, M. Hadirca, just starting from these directions of development, UNESCO specialists have outlined the educational model necessary to develop in the cultural context of the information society, based on knowledge, which is focused on the conception of permanent education and aims to develop four value coordinates of the concept of learning: learning to know – learning to do – learning to be – learning to live with others, and this model has been adopted by all systems in the European Union[Apud 62], including the one in Romania.

Therefore, the paradigm below, materialized in the psycho-pedagogical model, elaborated by us and experimentally validated in the research process, is the basic product /the result of our research, which demonstrates efficiency in the motivation for learning through its holistic and contextualized approach.În acest sens, fiind validat experimental Modelul pedagogic, care include Programa pedagogică formativă, ca element practic fundamental și ca sinteză de valorificare a întregii cercetări, constituie produsul de bază/rezultatul investigației doctorale, care demonstrează eficiența și durabilitatea, în abordarea sa holistică și contextualizată.



**Figure 2.1. Psycho-pedagogical model of development of motivation for learning English in primary school students**

Therefore, the *Psycho-pedagogical model of developing motivation for learning English in primary school students* is an innovative scientific product developed for the implementation of language learning in primary school education in Romania, it incorporates the theoretical and praxiological foundations developed for learning foreign languages in the rhyming stage and envisages their transposition into a *formative pedagogical syllabus on motivating English language learning in the primary stage*.

Both the system of *psycho-pedagogical conditions* and the development of motivation for learning a foreign language in the primary stage represent the author's vision on how to solve the research problem: both capitalize on ideas, concepts, methods, theories, principles on *motivating learning English* and promote the action approach. Skills-based in the educational process of teaching–learning–evaluation of foreign languages, which meets the demands of

contemporary education, expressed in the new profile of the personality training of the small schoolboy in the primary stage and which is common for learning all languages.

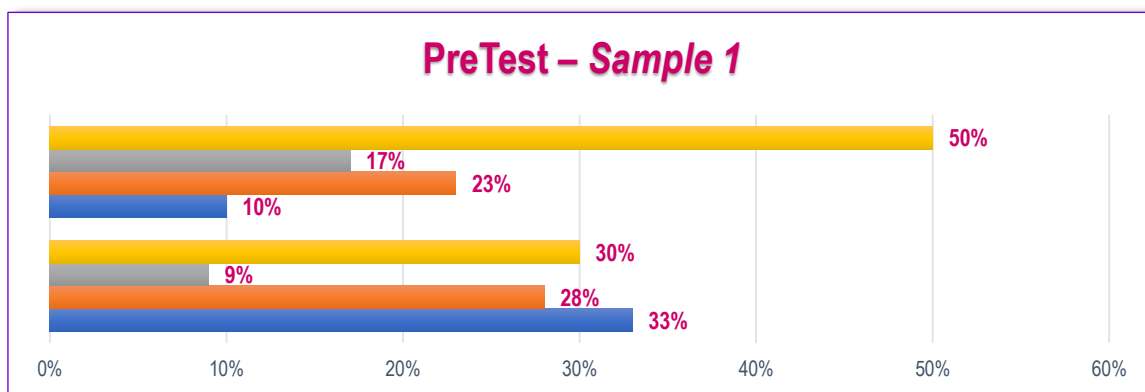
**Chapter 3. Experimental approach on motivating the learning of English by primary school students** includes the description of the pedagogical experiment, starting with the natural stage of finding in which the diagnosis of the general level of knowledge of the foreign language was created, measured by applying the *File of observation of verbal/oral behavior in a foreign language*, and in the second part of this investigative approach of training the obtained data are described and analyzed quantitatively and qualitatively, which are related to the level of the competence of communication in the foreign language of the trainers established after the standard test (*Predictive Test*), and the statistical synthesis is presented in the following graphic organizers.

**Table 3.1. The level of knowledge of the foreign language by the primary school students, rated by preTest – Proba 1**

Level	A1				Total subjects
	I <i>Insufficient</i>	S <i>Sufficient</i>	W <i>Well</i>	VW <i>Very well</i>	
Experimental group	14 (30%)	4 (9%)	13 (28%)	15 (33%)	46
Control group	23 (50%)	8 (17%)	11 (23%)	5 (10%)	47
The evaluation scale (points)	0-40 p.	50-60 p.	70-80 p.	90-100 p.	

This test was designed to identify the level of initial acquisitions of pupils in terms of knowledge, skills and abilities, in order to ensure the premises for achieving the proposed operational objectives for the next stage, namely by going through the Pedagogical Program of training the motivation of primary school students for learning English.

The initial assessment of verbal/oral behavior in a foreign language helped us to establish in primary school students whether they possess and to what extent the necessary training to create favorable conditions for a new learning, to establish the content and form of the training program for the entire class included in the study.



**Figure 3.1 Findings: preTest – Sample 1, levels of knowledge after CECRL**

As for *the experimental group*, according to performance descriptors: some primary school students succeed partially towards total in receiving and producing simple messages in common situations, in given contexts; at the same time, students demonstrate that they have mastered the competence of understanding oral messages in standard, medium-level language, but also the logical algorithm of answering support questions; also relatively easily formulate simple sentences in response to questions; on the other hand, some students are able to introduce themselves, describe their family, describe leisure activities and conduct a dialogue when spoken to rarely and clearly; at the same time, some of them do not master the lexical notions and grammatical structures necessary to formulate a clear and coherent answer. In this class of students, involvement in the educational process was observed both from schoolchildren and from parents: the use of modern educational resources, access to digital teaching materials, application to the classroom and in the lessons of techniques, motivational pedagogical methods, current times leading to an increase in the general motivation of learning; to an improvement of the teacher-pupil relationship.

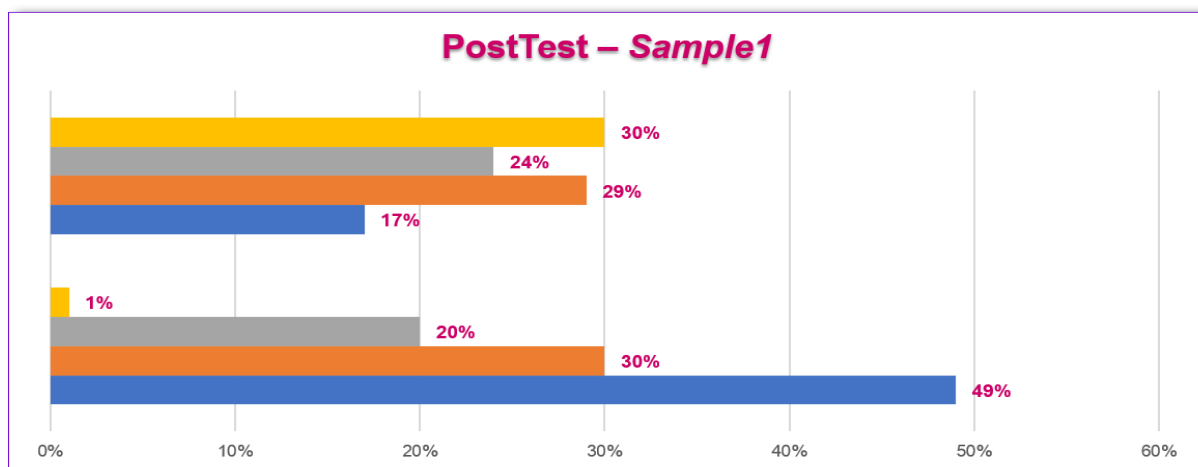
In *the control group*, we observed: difficulties of coherent expression; most students have not mastered the competence of understanding oral messages in standard language that is why they are at a minimum level of performance, but also the lack of logical algorithm to answer support questions; also, they do not form relatively easily simple sentences in response to questions; very few are able to present themselves, describe their family, and the family describe leisure activities and conduct a dialogue only with the help of the teacher. These discrepancies between the two classes may be the causes of lack of interest in the discipline of study, the non-involvement of parents in the educational effort of their children, but also the possible lack of use of modern classroom techniques, methods and educational resources by the foreign language teacher.

**Table 3.2. The level of knowledge of the foreign language by the primary school students, evaluated by postTest – Sample 1**

Level	A1				Total subjects
	I <i>Insufficient</i>	S <i>Sufficient</i>	W <i>Well</i>	VW <i>Very well</i>	
<b>Experimental group</b>	1(1%)	9(20%)	14(30%)	22(49%)	46
<b>Control group</b>	14(30%)	11(24%)	14(29%)	8 (17%)	47
<b>The evaluation scale (points)</b>	0-40 p.	50-60 p.	70-80 p.	90-100 p.	

Analyzing the data, we find a clear discrepancy between the Experimental Group towards the Control Group after the *Pedagogical Program for training the motivation of pupils of primary*

classes for learning English, thereby verifying the achievement of the main operational objectives set at the beginning of the study for EG of primary school students.



**Figure 3.2. Findings: postTest – Proba 1, levels of knowledge after CECRL**

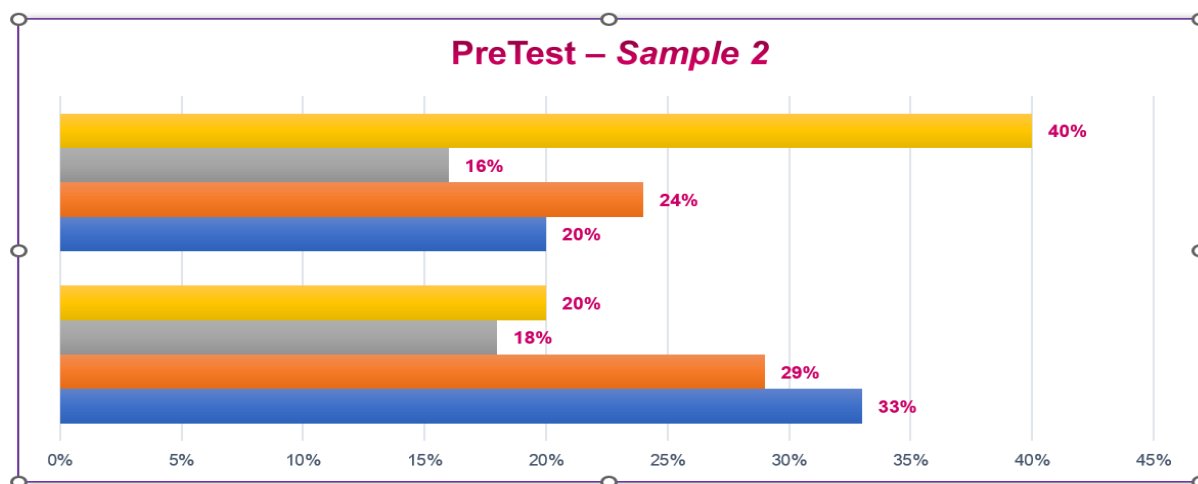
From a pragmatic point of view, the test was aimed at achieving the following operational objectives by the experimental group: to formulate and create simple oral messages; to answer questions and certain oral requirements; to understand the overall meaning of a short oral message, but also current words and expressions relating to oneself of difficulty according to the A1– Elementar/Beginner level in CECRL; to show interest in the discipline of study, in question, English; to participate in dialogue in pairs or in groups; to use a language appropriate to the topic of discussion; to compose oral short, logical texts according to given requirements. All this is included in the teaching activities/lessons held in the classroom through modern/motivational pedagogical techniques and methods and – extra – using current educational resources, digital according to the requirements and needs of today's English speakers.

**Table 3.3. The level of knowledge of the foreign language by the primary school students, rated by preTest – Sample 2**

Level	A1				Total subjects
	I <i>Insufficient</i>	S <i>Sufficient</i>	B <i>Well</i>	VW <i>Very Well</i>	
<b>Experimental group</b>	9(20%)	8(18%)	14(29%)	15(33%)	46
<b>Control group</b>	19(40%)	8(16%)	11(24%)	9(20%)	47
<b>The evaluation scale (points)</b>	0-40 p.	50-60 p.	70-80 p.	90-100 p.	

Starting from the initial written work, *Predictive Test*, we determined the level of training of the students in the 4th grade A&B, the fourth grade of C&D, expressed in the volume and quality of the knowledge acquired, their intellectual skills, skills and abilities, but we also identified gaps in their training, in the foreign language. This was also necessary for the design

and assimilation of the content of the training in the next stage, as well as for establishing the appropriate directions and modalities of action suitable for the training program. However, to know from the beginning the situation of the class means to consciously solve a lot of methodological aspects regarding the learning activity.



**Figure 3.3. Findings: preTest – Sample 2, levels of knowledge after CECRL**

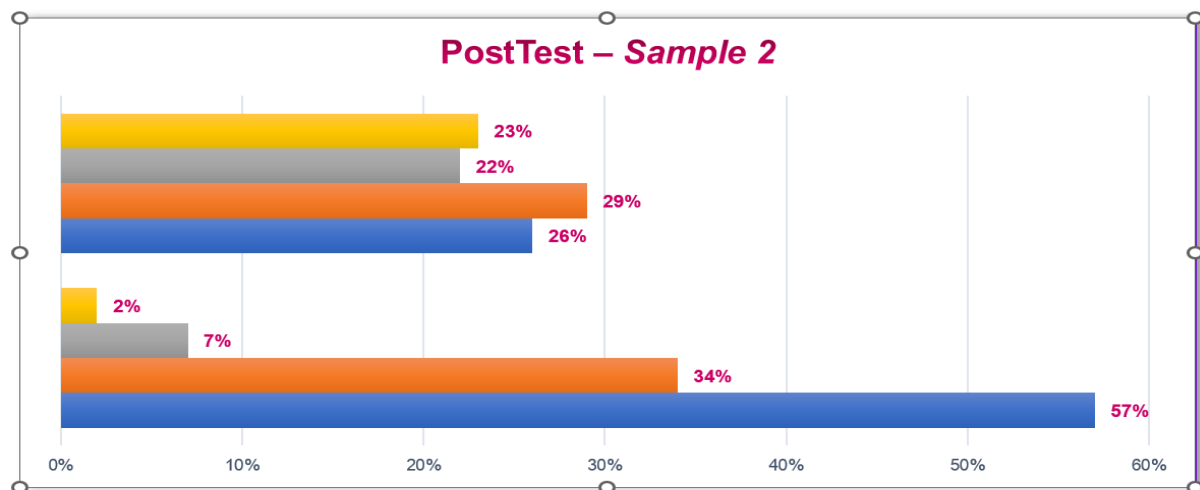
Analyzing the above data, we find significant differences between the two groups of students and this test, regarding the general and specific skills related to the reception and drafting of simple written messages in English. Among the operational objectives pursued are: to identify details in simple texts containing common information, to fill in data required from a text, to decipher simple information from a text, to understand the overall meaning of a written text, to reproduce grammatical and vocabulary structures. As such, EG is still at an average level of performance, garnering a much better score than the CG at a minimal position in terms of school results in the written work that measured the A1 basic standard in terms of vocabulary, grammar and understanding of the text.

**Table 3.4. The level of knowledge of the foreign language by the primary school students, rated by postTest – Sample 2**

Level	A1				Total subjects
	I <i>Insufficient</i>	S <i>Sufficient</i>	W <i>Well</i>	VW <i>Very well</i>	
<b>Experimental group</b>	1(2%)	3(7%)	16(34%)	26(57%)	46
<b>Control group</b>	11(23%)	10(22%)	14(29%)	12(26%)	47
<b>The evaluation scale (points)</b>	0-40 p.	50-60 p.	70-80 p.	90-100 p.	

The summative test, applied at the end of the training process, aimed at assessing the level of achievement of the teaching objectives proposed and established at the beginning, at the presence and degree of school progress or the lack of this. This fact confirms the efficiency of the modern instructive-educational approaches necessary and adapted for primary school students, put into practice through different procedures, depending on the specificity of the

discipline and the conditions in which the didactic activity is carried out at the two classes.



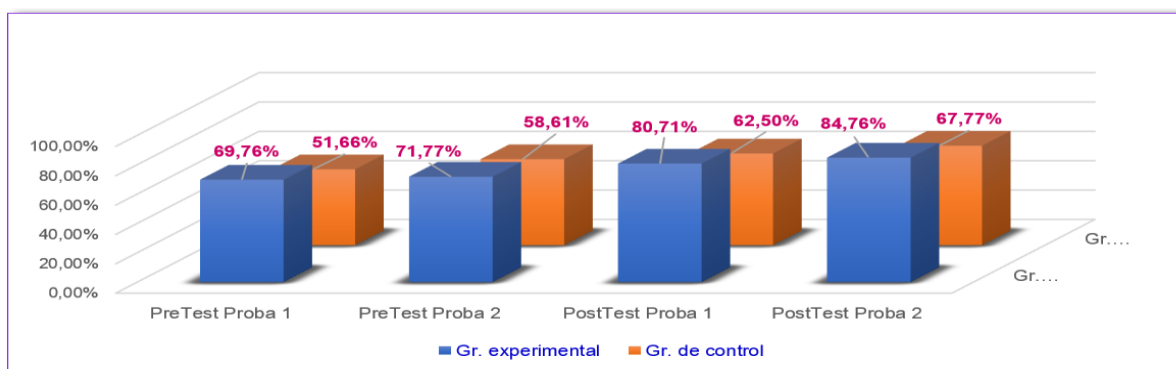
**Figure 3.4. Findings: postTest – Proba 2, levels of knowledge after CECRL**

Evaluating the data from the figure above, we find significant differences between the two groups of students at the same stage of study, but located in a different school environment, having distinct teachers in the same field of study and also being subject to a differentiated educational content by form, contents and elements, methods, techniques specific components of modern school pedagogy: digital manual, video/audio, flipchart, laptop, internet, posters, posters, audiobooks, posters auxiliary notebooks, handouts, worksheets, handouts, drawings, video projector, whiteboard.

In conclusion, the results obtained at the summative test confirm the constant progress of students in the acquisition of English. Motivation remains predominantly intrinsic, supported by the interactive, playful and digital character of the lessons.

The validity of the results recorded by the subjects of the research sample was demonstrated by the average results of the application of tests before and after the realization of the Pedagogical Program for the formation of the motivation of students of primary classes for learning English.

The test was applied to each sample: Verbal/oral behaviour observation record in a foreign language preTest (Sample 1), postTest (Sample 1) and Test: Predictive Test preTest (Sample 2) postTest (Sample 2) for two independent samples which verified and confirmed significant differences between sample averages at the diagnostic stage of the experiment and then repeated at the experiment finding stage.



**Figure 3.5. Average values from preTest – Sample 1 and from preTest – Sample 2 compared to postTest – Sample 1 and postTest – Sample 2 (EG, CG) at the diagnostic and the finding stage**

Thus, the value and also the importance of applying the Pedagogical Program for training the motivation of primary school pupils for learning English are validated. Thus, it can be said that from the start, both groups do not start on equal conditions and this gap increases more and more during and after the end of the experiment in small formables.

Based on the progress made by the students by applying the pedagogical program for the formation of motivation for learning English in primary school pupils, we propose a classification of our formative approaches, valued in a pedagogical manner (consistent and thorough, in order to accelerate the progress in verbal behavior of the students and in their responsible attitudes), which have significantly contributed to achieving a sensitive positive.

**Tabelul 3.5. Teaching activities in the training of learning motivation communication competence in English (part of the Formative Program)**

Subiectul lecției	Tipul lecției	Strategii didactice inovative de predare–învățare–evaluare	Materiale/ Resurse didactice digitale Platforme educaționale	Produse didactice inovative
<b>Present Continuous</b>	Lesson of language acquisition and vocabulary practise.	<ul style="list-style-type: none"> <li>gamification</li> <li>pair/group work</li> <li>individual work</li> <li>guiding questions</li> <li>role-play</li> </ul>	<ul style="list-style-type: none"> <li>smartboard</li> <li>digital book</li> <li>video</li> <li>projector</li> <li>laptop</li> <li>videos</li> <li>audio materials</li> <li><b>Kahoot! Play &amp; Create Quizzes</b></li> <li><b>Wordwall</b></li> </ul>	<ol style="list-style-type: none"> <li><b>Digital content by going beyond the textbook.</b></li> <li><b>Educational games / quizzes.</b></li> </ol> <i>(Anexele 14-15)</i>
<b>What's the time?</b>	Lesson of fixation of knowledge and of developing skills and abilities.	<ul style="list-style-type: none"> <li>interactive communication</li> <li>pupil's interviews</li> <li>project based learning</li> <li>storytelling</li> <li>storyboard</li> </ul>	<ul style="list-style-type: none"> <li>smartboard</li> <li>digital book</li> <li>video</li> <li>projector</li> <li>laptop</li> <li>videos</li> <li>audio materials</li> <li><b>Mentimeter</b></li> </ul>	<ol style="list-style-type: none"> <li><b>Say Hello to Mr. Zebra!</b></li> <li><b>Artwork.</b></li> <li><b>Comic books.</b></li> <li><b>What time is it?</b></li> </ol> <i>(Anexele 16-19)</i>

<b>Planet Earth.</b>	Combined/ Mixed lesson.	<ul style="list-style-type: none"> <li>• <u>think-pair-share</u></li> <li>• <u>word map</u></li> <li>• <u>peer teaching and collaboration</u></li> <li>• <u>flipped classroom</u></li> </ul>	<ul style="list-style-type: none"> <li>✓ <u>smartboard</u></li> <li>✓ <u>digital book</u></li> <li>✓ <u>video</u></li> <li>✓ <u>projector</u></li> <li>✓ <u>laptop</u></li> <li>✓ <u>videos</u></li> <li>✓ <u>audio materials</u></li> <li>✓ <b>Wordwall</b></li> <li>✓ <b>Livework</b></li> <li>✓ <b>sheets</b></li> </ul>	<b>1. 3D Planets project</b> <b>2. Present Simple</b> <b>3. What are they doing?</b> <i>(Anexele 20-21)</i>
<b>Modular Revision &amp; Assessment 1.</b>	Lesson of systematization and revision of knowledge.	<ul style="list-style-type: none"> <li>• <u>replacement drills</u></li> <li>• <u>Q&amp;A drills</u></li> <li>• <u>active listening</u></li> </ul>	<ul style="list-style-type: none"> <li>✓ <u>smartboard</u></li> <li>✓ <u>digital book</u></li> <li>✓ <u>video</u></li> <li>✓ <u>projector</u></li> <li>✓ <u>laptop</u></li> <li>✓ <u>videos</u></li> <li>✓ <u>audio materials</u></li> <li>✓ <b>Wordwall</b></li> <li>✓ <b>Chat GPT</b></li> </ul>	<b>1. Assessment Test.</b> <b>2. Make/Change the story / tale by the use of Chat GPT</b> <i>(Anexele 22-23)</i>
<b>Free-time activities. Present Simple.</b>	Outdoor activities.	<ul style="list-style-type: none"> <li>• <u>active listening</u></li> <li>• <u>creative/active writing</u></li> <li>• <u>bold thinking</u></li> <li>• <u>drill mimics</u></li> <li>• <u>reading</u></li> <li>• <u>playing games</u></li> <li>• <u>competing in groups</u></li> <li>• <u>having fun while learning</u></li> </ul>	<ul style="list-style-type: none"> <li>✓ <u>students</u></li> <li>✓ <u>objects</u></li> <li>✓ <u>paper &amp; pens &amp; pencils</u></li> <li>✓ <u>worksheets</u></li> <li>✓ <u>nature</u></li> <li>✓ <u>fir cone/a stick</u></li> <li>✓ <u>box</u></li> <li>✓ <u>toy</u></li> <li>✓ <u>scissors</u></li> <li>✓ <u>colours</u></li> </ul>	<b>1. Hide and Seek</b> <b>2. Eye Spy</b> <b>3. Bring Me</b> <b>4. Free Writing</b> <b>5. Dress up Luca or Maria</b> <b>6. I am – You are</b> <b>7. Treasure Hunt</b> <b>8. Identify Parts of a Plant or a Tree</b> <b>9. Word Chain</b> <b>10. Simon Says</b> <i>(Anexele 24-25)</i>

Following the implementation and monitoring of the Pedagogical Training Program, it is found that the formation of motivation for learning English at a young school age is a multidimensional process, whose efficiency is conditioned by the following fundamental aspects outlined below. The application of the *Pedagogical Program for training the motivation of primary school pupils* for learning English is prioritized by the individual needs and interests of small trainers. Access to modern learning tools/strategies and techniques—pre-assessment, digital textbook, Internet connection can expand the learning environment of the foreign language, thus providing the formable in the primary stage opportunities to adapt and personalize learning according to his individual needs and rhythm, which contributes to the development of communication competence in the foreign language in a motivating way in the presence of obvious psycho-pedagogical conditions. As regards modern teaching methods used in the classroom, they provide an alternative to traditional formulas, offering other methodological and instrumental options that enrich the evaluative practice. This research shows that the completion of the *Pedagogical Training Programme* generates the highest levels of competence in relation to the target language concerned foreign language. The modern methodology is preferred over the traditional one due to its increased communication effectiveness, developing the capacity of oral expression. Other advantages of this would be that the interaction between teacher and pupils and between pupils and pupils is enhanced and interactive. Moreover, these methods are based on the game, which makes them more pleasant,

with the motivation, concern, curiosity and interest of the students growing. Further, new opportunities are created for language development and its use in communication. Prioritizing the affective dimension of the formative program in which the results demonstrate that linguistic success is directly proportional to the emotional comfort of the student. The syllabus managed to diminish „the affective filter” by creating a secure learning environment, where the game served as the bridge between cognitive effort and the pleasure of discovery inside the English lesson.

The efficiency of active-participative methodologies in teaching activities by inserting student-centered methods, such as cooperative learning and communicative approach, proved superior to traditional methods. They transformed the primary-class pupil from the passive receiver into the active agent of their own training in the foreign language. The impact of digital and playful resources through the integration of „gamification” elements and modern technologies has responded to the needs of the „generation of the digital” native, maintaining a high level of attention and involvement throughout the entire didactic process provided by the foreign language teacher.

The study discipline served as a resource in achieving the formation of motivation for learning a foreign language in the primary stage, in the context of the insertion/incorporation of psycho-pedagogical conditions. The research control phase had as objectives: to determine the progress made in the formation of the learning of a foreign language in the primary stage. Organization of the pedagogical experiment on the motivation of primary school pupils for learning English. Formative experiment on the development of motivation for learning English by primary school students comprised by checking the experimental data resulting from the implementation of the Pedagogical Program for the formation of motivation of learning English in primary school pupils; processing, synthesizing, comparing and interpreting the results recorded by the experimental group (EG) and the control group (CG); elaboration and scientific drafting of the text of the paper. In conclusion, at the formative stage, we emphasize: children's results can be recorded and analyzed at the end of the training program, presenting significant progress of students in their school course and are independent of the particular models in the School Program adopted for the discipline Modern Language 1. Scores vary considerably between, the pre-test stage involving LS teaching for 2 hours per week based on textbooks and given lesson plans; and the post-test stage based on more flexible language learning centred on extracurricular activity, digital textbooks, audio/video content, educational platforms, modern teaching methods and techniques, current to the interests and personal situations of small schoolchildren. The concept and system of psycho-pedagogical teaching conditions–learning

Interactive evaluation that emphasizes ICT tools to be introduced to the classroom and that fosters linguistic and intercultural awareness of the educational instructional approach, rather than traditional teaching of an LS to school 'so the school environment becomes pleasant, relaxing and fun. Having at hand numerous resources that they can exploit as an English teacher in LS classes: videos from Youtube, songs - Cocomelon-, cartoons, audio/video books - The Fable Cottage-, podcasts -Fluent English Podcast-, lessons made by natives on grammar or vocabulary topics - Rafus Academy App-English, Singing-Dream English-, English-Language worksheets - Liveworks-, English games, type - Simon Says - all these digital educational resources put students in contact with the living language, spoken so students from primary school adapt their ear to the foreign language being much easier for them to acquire and build other knowledge later at the gymnasium. One of the psychological conditions that must be respected and created by the English language teacher in the framework of language learning of primary school students is to know the age peculiarities of 10-year-olds, fourth grade (chapter 1). We chose new methodologies in the educational process in class with the aim of developing oral and written fluency of CCFL at primary school students. Thus, at the end of this complex educational process, they will enrich and harmonize their knowledge of British culture and civilization as well. The control experiment was attended by 46 students from the experimental group (classes IV-a A&B), who were asked a *Questionnaire for assessing students' perception of learning English preparatory class-the IV-th grade from the pre-experimental stage* (chapter 2), in which the final values differ significantly. An improvement in students' interest/motivation in learning **FL** has been attested, and the perspective of the usefulness of learning English acquires a new valence . In this context, the dynamics of the reasons for learning English in students from primary school has changed essentially. However, the experimental research hypothesis is validated: the psycho-pedagogical conditions for motivating learning English by primary school students play a crucial role in the formation and completion of the quality didactical process – part of an effective learning system put into practice within the *pedagogical program* of training the motivation of primary school students for learning English.

**Table 3.6. Statistical data of student responses (personal dimension)**

No.	Question	Stage of observation	Stage of control
1.	<i>To what extent are you interested in learning a foreign language?</i>	78,90%	89,5%
2.	<i>How do you appreciate the help of your school in learning a foreign language?</i>	High level: 40% Average level: 60%	High level: 65% Average level: 35%

3.	<i>Do you think English is an important discipline in your training?</i>	Very: 70% Average: 30%	Very: 90% Average: 10%
4.	<i>Do you think knowing English is useful in your daily life?</i>	Very: 70% Average: 30%	Very: 88% Average: 12%

The level of motivation of the student in the learning process has as main roots his image of himself and the situation or educational context in which the degree of achievement takes place the *task*. That is why the foreign language teacher must have a clear picture of what the student thinks about him and the degree of difficulty he attributes to the task. Thus, if the student considers himself competent in solving the work load, there is the possibility of success, and this makes him motivated. That is why we have measured the motivation of learning at the pre-experimental stage, and then developed this motivation through the psycho-pedagogical model at the experimental stage in order to reach a certain level of acquisition of a specific set of skills according to CEFR regarding the foreign language through the *Pedagogical Program for training the motivation of primary school students for learning English*. The realization of the pedagogical experiment demonstrated the functionality of the *Psycho-pedagogical model of development of motivation for learning English in primary school pupils*, theoretically formed and applied through the composition of the formative activities within the *Pedagogical Program of formation of motivation of learning English in primary school pupils*.

The existence of motivation in school learning in primary classes can be methodologically regarded as one of the non-cognitive factors of learning of utmost importance in achieving and achieving the goal. The motivation for learning is to provoke, maintain and trigger to lead further the learning activity by supporting it at the educational level.

## **GENERAL CONCLUSIONS AND RECOMMENDATIONS**

The main values of the research on the topic *Psycho-pedagogical conditions for motivating students of primary classes for learning English* are systematized by the following conclusions:

1. It has been determined that the nature of motivation for learning at a young school age and here we are talking about primary school students is predominantly extrinsic and emotional. Natural curiosity is the main engine, but it must be maintained through interactive didactic strategies as described in this paper that will transform the learning effort into the pleasure of discovery. The motivation for learning of small schoolchildren is not only formed at the level of primary education, but starts from the family where it *sprouts* at first then the accents in primary education are put and develops in secondary education with the progress of the child in the school environment. The way in which the *psycho-pedagogical conditions* for

motivating the learning of English by the small schoolboy and their presence in the educational process are created are some aspects of school success very important in the case of establishing the epistemological milestones of our research.

2. During the school period, the process of training motivation for learning English by primary school pupils is influenced, both in terms of internal organization and external influence in the social environment. But being that at a young school age, the degree of intellectual development depends on the level of development of perception, cohesion of the peculiarities of the development of attention and will, the constructs of affective development, the ability to learn, the socialization of affectivity in which self-conception is formed. Therefore, a new mental structure is highlighted by the transformations that occur in the thinking and behavior of the primary school student, and his desire to learn is related to the progress of knowledge, the foreign language teacher has the rather difficult task of directing and organizing a *motivated* and at the same time *motivating* teaching process.

3. The analysis of the disciplinary curriculum and of the English-language textbooks of the fourth grade in Romania, from the perspective of the *psycho-pedagogical model of motivation of learning*, highlighted the following aspects:

- both at the level of competences pursued and at the level of curricular content, the concept of motivation for learning is not directly found in any of the three components: knowledge, capabilities, attitudes. Indirectly, it can be perceived in the context of a few specific skills, which insist on providing everyday examples by associating the elements with their own experiences;

- the texts of the lessons, the exercises, the activities in the school textbooks, in most of them, by the type of text, the problem, the message, etc., are less suitable for the formation in the pupils of the motivation for learning;

- the work tasks formulated in the school textbooks analyzed in the PS are identification, reproduction, understanding (explaining the meanings of words, phrases, etc.), grammar. Fewer of the requirements are open to the multiaspectual capitalization of the motivation for learning English, respectively, to its formation/stimulation in students.

4. The results of the experiment of ascertaining the degree of acquisition of the competence of communication in a foreign language by students, as well as their opinion on the *usefulness/motivation* of learning English from a young school age, showed that subjects want to learn the foreign language, considering it useful and important in their professional and personal success but lack motivation for learning. The fact demonstrates the insufficient approach and also the lack of methods – teaching techniques–learning the language in fact the

*psycho-pedagogical conditions* that can lead students to school success.

5. The research in question has established a *psycho-pedagogical model for developing motivation for learning English in primary school students* through essential components interconnected with each other. This paradigm, at the theoretical level, consists of the elaboration of a variant of *Pedagogical Program for the formation of the motivation of the pupils of the primary classes for learning English*, and, at the practical one, from the use of various didactic innovations such as: AI, educational platforms, Chat GPT, Mrs. Zebra, 3D project, Comic books and outdoor activities. For the benefit of the primary school learner, the stimulation of the motivation of learning English, determined to significant school performance, validated during the training experiment, such as:

- better understanding and reception of simple oral messages;
- capitalizing on own experiences in oral expression through common communication situations;
- the ability of students to express their opinion, to formulate ideas through simple written messages;
- drafting simple messages in everyday communication situations;
- the involvement of the students from the training group in various didactic activities of training the communication competence in a foreign language and interpreting the language through mimics and play by using by the English teacher of adequate strategies for capitalizing on effective/intensive learning.

6. *The psycho-pedagogical model of development of motivation for learning English in primary school students* is a viable product, based on the nature, essence of concepts, profile of the English-speaking child in PS, pedagogical and psycholinguistic theories of learning, psychopedagogical conditions of motivation of primary school pupils for learning English and finally on multilingual and intercultural education throughout life. The *psycho-pedagogical construct* has demonstrated its validity not only from the perspective of the epistemological landmarks underlying it, but also from the one of the components of the applied methodology: system of specific teaching methods and techniques used, development of creative capacities of students, development of competence of communication in a foreign language, critical thinking, evaluative etc.

Consistent with the results obtained, as well as with the general conclusions on the topic *Psycho-pedagogical conditions for motivating pupils of primary classes for learning English*, we propose the following recommendations:

**1. At the macro-structural level:**

1.1. Ministry of Education and Research of Romania: curriculum authors may include in the English curriculum, in a revised version, the concept of motivating learning English, in the form of a specific competence, being able to use the theoretical results, as well as the applicative ones of this research, in the process of reforming the Curriculum for the discipline of English language, in the fourth grade, in the to train and develop future non-native English speakers.

1.2. Authors of textbooks and teaching aids: they can use content, didactic innovations such as: AI, educational platforms, Chat GPT, Mrs. Zebra, 3D project, Comic books and outdoor activities to build a profile of the primary education graduate in terms of communication in a foreign language according to the normative acts in force. Next, we propose some practical recommendations for stimulating motivation in learning English at the primary cycle aimed at structuring the content so that it becomes a tool for psycho-pedagogical facilitation, not just a support of information and in this respect we can discuss the following:

*a. Student Centered Curriculum Design , investment-based text selection*: Inclusion of various formats, such as graphic novels, comics or „books with crazy facts”, which have been shown to significantly increase the motivation of students less willing to read.

*b. Personalization of experience*: Textbooks must provide opportunities for self-selection of tasks, allowing students to choose themes that reflect their own experiences and passions, thus stimulating the need for autonomy.

*c. Integration of gamification and interactivity digital Component*: Developing textbooks that include interactive digital packages (e.g., language games, multimedia activities) to maintain curiosity and facilitate learning in environments familiar to children. Multisensory approach: Structuring lessons according to the Total Physical Response method (TPR), through instructions involving physical movement, essential for setting the lexis at a young age.

*d. Didactic and psychological structure (Scaffolding)*: Designing tasks so as to ensure gradual progress, giving the student the sense of competence (immediate success), crucial factor for transforming extrinsic motivation into intrinsic one. Focus on functional communication: Prioritizing free dialogue activities and „real-world contexts”, (real life context) at the expense of abstract grammar exercises, to demonstrate the practical utility of the language.

*e. Letric support for Teaching Staff (Modical Guides), feedback strategies*: Include positive and constructive feedback patterns in the teacher guide that encourage effort and reduce anxiety about mistake. Alternative assessment tools: Propose the use of thematic portfolios to reflect the student's personalized progress, promoting self-assessment and reflection.

### **1. At the microstructural level:**

2.1. Educational institutions (methodical commissions of foreign language teachers, curriculum committees): developing an optional curriculum containing skills aimed at training and developing the motivation of learning English in students through the pedagogical program of motivation training and by applying the didactic innovations presented in the research.

2.2. County pedagogical circles developed by English language teachers: the research provides a starting point in the theoretical and practical approach of the discipline of Modern Language 1, English by the methodology specific to the discipline, applying in particular the various auxiliary materials, handouts, annexes, outdoor activities, educational platforms within the pedagogical program of training the motivation of learning.

### 2.3 Teachers of English in terms of class work:

Implementation of interactive methods: including techniques such as Storytelling, Role-play and Total Physical Response (TPR) to physically involve students in the learning process.

- *Differentiation of tasks*: Adapting activities to the individual learning rhythm to ensure each child experiences success, avoiding demotivation through too difficult tasks.

- *Positive feedback*: Replacing excessive and demotivating correction of grammatical errors with appreciation of the communication effort. The emphasis must be on fluency and courage, not on the perfection of form.

- *Family partnership*: Encouraging parents to create an environment conducive to home (through songs or cartoons in English), explaining that their moral support is more important than their linguistic knowledge.

**The limits of the research**: first of all, the research is confronted with the subjectivity of the pupils' responses, which, at a young school age, tend to manifest a pronounced social desirability, providing answers aimed at meeting the expectations of the teacher. Secondly, motivation at this age level is extremely volatile, being influenced by situational factors such as time in the program or fatigue. At the same time, the sample size and the specificity of the educational environment analyzed limit the possibility to generalize the conclusions at the level of the entire education system. Last but not least, isolating variables is difficult, as student interest can also be fueled by external factors such as exposure to multimedia content in English in the family environment.

**Current perspectives** suggest that the success of learning English in the primary cycle depends on the ability of the educational system to harmonize academic rigor with the digital and playful universe of the contemporary child. Future research must also focus on **emotional filter management**, studying psycho-pedagogical techniques that reduce linguistic anxiety and cultivate emotional resilience in children to error.

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## ANNOTATION

### **MOTFOLEA DANA-MARIA, Psycho-pedagogical conditions for motivating primary school students to learn English, Doctoral Thesis in Educational Sciences, Chisinau, 2026**

**Thesis structure:** introduction, 3 chapters, conclusions and recommendations, bibliography of 146 titles, 37 annexes, 160 pages of basic text, 23 figures, 27 tables. The results were published in 7 scientific papers.

**Keywords:** psycho-pedagogical conditions, motivation, learning English, communication skills, primary school students, pedagogical program, English language, psycho-pedagogical model.

**The field of study:** It refers to the general theory of education and addresses the problem of learning foreign languages in primary education.

**The research goal:** consists of determining and experimentally validating the psycho-pedagogical conditions for forming motivation for learning English by primary school students, structured in a functional psycho-pedagogical model.

**Research objectives:** involves the analysis of theoretical approaches to the motivation for learning foreign languages at school and psychological perspectives of a communicative-linguistic nature; defining and transposing the process of forming motivation for learning English in primary school students by determining the system of psycho-pedagogical conditions regarding the formation of motivation for learning English in primary school students; developing a Psycho-pedagogical Model for developing motivation for learning English in primary school students; experimental validation of the Pedagogical Program for forming motivation for learning English in primary school students.

**The scientific novelty and originality:** the research results are objectified by the unique context of identifying and arguing the conditions for the formation of motivation for learning English in young primary school students, determined psychologically, pedagogically and methodologically; drawing a concept of motivation for learning English in primary school students from psychological, pedagogical and methodological perspectives; building a Psycho-pedagogical Model for the development of motivation for learning English in primary school students, focused on conceptual and procedural approaches, determined by a set of theories, principles and psycho-pedagogical conditions.

**Solved significant scientific problem:** refers to the determination and valorization of the psycho-pedagogical conditions of motivation for learning English by primary school students, based on EU recommendations, national and international practices, but also on current individual and social requirements.

**Theoretical significance of the research** is supported by the analysis and determination of the theoretical and praxiological foundations of the formation of motivation for learning in young schoolchildren by substantiating the psycho-pedagogical model; theoretical recording of the concepts of motivation for learning, motivation, learning in English; establishing the principles, conditions and pedagogical factors of the formation of communication competence in English.

**Research applied value:** consists in developing and capitalizing on the Psycho-pedagogical Model for developing motivation for learning English in primary school students and validating the set of pedagogical tools suitable for the profile of the English-speaking child in TP at the level of psycho-pedagogical dimensions, in demonstrating the usefulness of the Pedagogical Program for developing motivation for learning English in primary school students, through their theoretical and praxiological essence and importance, they represent the determining and validated pedagogical foundations.

**Research results implementation:** the applied research was conducted in the Middle School, Piatra Șoimului Commune, Neamț County, Romania, academic year 2023–2024, consisting of 93 subjects (4 grades: 4th A&B, 4th C&D) from primary education and 147 parents.

**MOTFOLEA DANA-MARIA**

**PSYCHO-PEDAGOGICAL CONDITIONS FOR MOTIVATING  
PRIMARY SCHOOL STUDENTS TO LEARN ENGLISH**

**531.01 – General Theory of Education**

**ABSTRACT**

of the Doctoral Thesis in Educational Sciences

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