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**TRAINING THE CULTURE OF COMMUNICATION IN
PRESCHOOLERS IN THE CONTEXT OF LITERARY-ARTISTIC
ACTIVITY**

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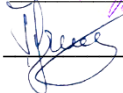
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LIST OF ABBREVIATIONS

Abbreviation	Meaning
A	behavior advanced
D	behavior developmental
GC	control group
GE	experimental group
NS	behaviour need support
SemPeTe	Personal meaning of the text
TSemPeTe	The technology of personal meaning of the text
Model FCCP	The Pedagogical model for the formation of communication culture in preschoolers through literary-artistic activities

CONCEPTUAL MARKINGS OF THE RESEARCH

Theme actuality and importance of the problem addressed. The huge volume of information available to humanity today and the alert pace at which it increases put acutely in front of preschool institutions the task of forming capacities so that education, children, become capable of permanent self-training in order to successfully insert themselves into society. Early education institutions have the task of providing all the necessary knowledge and competence that would facilitate the social integration of the child in a community. He must be prepared, at his age level, to adapt quickly and efficiently to the dynamics of socio-cultural transformations.

The pace of changes, their amplitude, as well as the absolute unpredictability of the problems faced by humanity require the development and cultivation of competence and abilities that allow the one subject to challenges to be capable of permanent adaptation. The Internet, computers, tablets, smart phones, Facebook, Twitter, YouTube, commercial, educational or social networking sites have transformed the culture of the whole world, of which the child is a part.

In this sense, it is stated that through education, one wants to "polish the child's personal talent, to transfer the reference values for strengthening the character, to develop his creative abilities. The world is shaped by intelligence through the ideas developed through culture, through scientific and technical creation, through the human ability to understand, interpret and create the world in which we live" [44].

In pedagogical sciences, the culture of communication in preschoolers is less examined, because communication and culture are complex phenomena, specific in preschool, representing a multitude of aspects at the psychological, social, cultural level within the recorded age limits. Children do not yet have a well-developed vocabulary, they have language gaps, they do not understand the meaning of all words; children learn grammar without being aware of grammar rules. Solving a series of practical difficulties in the area of preschool education becomes a pressing necessity, including: stimulating and developing the communication competence of preschoolers, of oral speech; shaping stable communicative relationships between them and those around them; stimulating interest in observing the rules and norms established in the process of verbal communication; formulating a personal critical opinion on the events taking place.

National Education Law No. 1 from Romania in article 2 has as its vision "the promotion of an education oriented on values, creativity, cognitive abilities, volitional abilities and action abilities, fundamental knowledge, competences and abilities of direct utility, in the profession and in society" [43] .

In the educational policy document [44] "Remarks for the design and updating of the national Curriculum (ISE, 2016)" it is mentioned that "the curriculum for early childhood education from birth to 6-7 years" is based on a set of objectives formulated in the educational policy document "Fundamental milestones in early learning and development", (approved by Ministerial Order (O.M. no. 3851/2010). This document represents a set of statements that reflect the expectations regarding what children should to know and be able to do. These expectations "are defined to support the normal and full growth and development of

children from birth to school entry". According to him, the aims of early education take a holistic approach, targeting the five areas of child development: physical development, health and personal hygiene; socio-emotional development; cognitive development and knowledge of the world; development of language, communication and the premises of reading and writing; abilities and attitudes in learning.

Similarly, in the Standards of learning and development for the child from birth to 7 of the Republic of Moldova, these areas of development are presented [45].

In the Early Childhood Education Curriculum, in România great emphasis is placed on the development of language and communication (listening to understand the message, correct oral communication and expression, interest in writing and reading, phonetic discrimination, awareness of the written message, etc.), learning abilities and attitudes (curiosity and interest, initiative, persistence, creativity). Field of language development, communication and the premises of reading and writing - aims at the development of language (under the aspects of vocabulary, grammar, syntax, but also of understanding the meaning), of communication (including listening competence, oral and written communication, non-verbal and verbal) and the pre-acquisitions for writing-reading and accompanies the development in each of the other areas [42, p.17].

Research shows that school success is highly dependent on the foundational education and learning that occurs before school starts. The so-called precursor language competence have an important role in this context. Children who are able to communicate and share their thoughts with others, and who have discovered the joy of discussing their experiences, plans and discoveries, find it easier to learn to read and write. Curious children who investigated and compared quantities, shapes and materials when they were still very young learn to write and read more easily [34].

Early education, in the education system of the Republic of Moldova, is based on the holistic approach to child development and the child-centered approach in the educational process. That is why the physical, socio-emotional, cognitive and language development in childhood are decisive aspects for the future adult - the frame of reference of early education [41, p.7].

Literary-artistic activities of preschoolers include the educator's activity aimed at familiarizing the little ones with works from folklore, children's literature and their preparation in order to acquire the generalized modes of action, necessary for the verbal-artistic activity and the child's activity, aimed at acquiring the modes of action for training the competence and abilities necessary for the perception, analysis, reproduction of the artistic work and, finally, elementary literary creation.

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

The researchers: V. Cojocar, G. Chirică, N. Carabet [7], N. Sacaliuc [30], L. Mocanu [20] were concerned about *the development of preschool education* in the Republic of Moldova. The concepts *of communication and forms of communication* were addressed by researchers: I. O. Pânișoara [26], C. Stan [34],

L. Șoitu [35], F. Orțan [22], M. Dinu [10], L. Ezechil [11] etc., and in the Republic of Moldova - T. Callo [3], L. Sadovei [31], S. Golubitchi [14].

Problems related to the study of the concept of *communication culture* were addressed in the scientific works of researchers from the Republic of Moldova: A. Pali [24], T. Callo, M. Hadârcă [16], C. Șchiopu [37], A. Zgardan-Crudu, A. A. Coropceanu [39], L. Sadovei, A. Boțan [32], and L. Mocanu [20], J. Racu [29], O. Paladi [23], V. Mîslițchi, I. Prodan [19], V. Olărescu [21], D. Ponomari [28] approached the concept of *communication at preschool age*. The concept of communication incompetence was approached by Vl. Pâslaru [27], T. Cartaleanu, T., O. Cosovan, V. Goraș-Postică, M. [4], M. Hadârcă [15], V. Mîslițchi [18], S. Duminiță [9].

The research aimed at the concept of *literary-artistic activity* in the Republic of Moldova can be found in the researchers: S. Cemortan [5], Vl. Pâslaru [27], C. Șchiopu [36], N. Baraliuc [2], S. Duminiță [6].

M. I. Lisina, who studied communication as a specific communicative action and developed the conceptual scheme of this activity, gives the following definition of communication: "Communication is the interaction between two (or more) people, oriented towards coordinating and uniting their efforts, with the aim establishing relationships and achieving a common result" [40]. Culture, in turn, can only be understood as an element of the whole of social life. It represents a result of the exchange achieved between the processes of social life, in their mutual interconditioning (accumulation, knowledge, reflection, creation and valorization) [13, pp.15-23].

Thus, we observe that researching the problem of the formation of communication culture at preschool age is justified from the perspective of establishing theoretical-applicative foundations, investigating the specifics of literary-artistic activity at this age in the context of new educational guidelines. The described situation provides a clear picture that allows us to identify some **contradictions**: between the growing demands of modern society in the field of communication culture formation in preschoolers and its importance at the current stage and:

- the lack of a scientific, technological and methodological landmark for the formation of communication culture, which would ensure the success of the preschool development process;
- communication difficulties at preschool age resulting from insufficient exploration of communication culture within the literary-artistic activity.

The research problem: What are the theoretical-applicative foundations of the formation of communication culture in preschoolers in the context of literary-artistic activity?

The purpose of the research: Determining the theoretical and praxeological foundations of the culture of communication, developing and validating the Pedagogical Model for the formation of the culture of communication in preschoolers through literary-artistic activities, having as a component the Technology of personal meaning of the text.

Research objectives:

1. Establishing the theoretical benchmarks of communication culture: communication, didactic communication, educational communication;
2. Determination of the principles, factors, criteria and psychopedagogical conditions of the formation of communication culture in preschoolers in the context of literary-artistic activity;
3. Specifying the stages of literary-artistic activity at preschool age;
4. Pre-experimental diagnosis of the level of communication culture of preschoolers within the literary-artistic activity;
5. Development and experimental exploitation of the Technology of personal meaning of the text;
6. Realization of the experimental study at the level of preschool education teachers.

Research hypothesis: The culture of communication can be formed in preschoolers if they will be included in a complex process of literary-artistic activities through an active capitalization of training strategies.

Synthesis of research methodology and justification of chosen research methods. The analysis of the scientific problem was based on: the concept of human communication (I.O. Pânișoara [26]); didactic communication (C. Stan [34]); communication theories (V. Tran, I. Stănciugelu [38]); communication development at preschool age (V. Olărescu, D. Ponomari [21]); types of communication (S. Golubițchi [14]); communication competence (D. Antoci, St Abreja [1]), training of the cultured speaker (M. Hadîrcă, T. Callo, T. Cazacu [16]); communication culture (A. Palii [24]); the concept of culture of communication C. Șchiopu [37]); the formation of communication culture in Romanian language lessons (A. Zgardan-Crudu, A. Coropceanu [39]), foundations for a science of education for preschool age (N. Sacaliuc, V. Cojocaru [30]); the formation of communication competence in preschoolers (V. Mîslițchi, I. Prodan [19]); communication competence at preschool age (O. Palade [23]); communication competence in preschoolers (J. Racu [29]), the formation of communication competence (M. Hadârcă [15], V. Mâslițchi [18], S. Duminiță [9]); reception of the literary text (C. Șchiopu [36], Vl. Pâslaru [27], A. Pamfil [25], V. Mih [17], N. Baraliuc [2]); methodological steps regarding the organization of literary-artistic activity (S. Cemortan [5], C. Șchiopu [36], Vl. Pâslaru [27], N. Baraliuc [2]).

Scientific research methodology:

- theoretical methods: documentation, scientific analysis and synthesis, generalization and systematization, abstraction and theoretical modeling;
- hermeneutics: interpretation of ideas, visions, theoretical opinions and experimental data.
- praxeological methods: pedagogical experiment, conversation, observation, questionnaire;
- mathematical and statistical methods: mathematical-statistical methods through the SPSS program: t-Student test, ANOVA method, Shapiro-Wilk test, Mauchly test of sphericity, Test of Within-Subjects Effects, Tests of Within-Subjects Contrasts, χ^2 test.

The novelty and scientific originality of the research reside in: the elaboration of the Pedagogical Model for the formation of communication culture in preschoolers through literary-artistic activities and the demonstration of its functional validity; the essentialization of the idea of personal meaning of the text by preschoolers; elaboration and validation of the Technology of personal meaning of the text within the literary-artistic activities and of the training program "We communicate, we develop culture".

The obtained results that contributed to the solution of the important scientific problem reside in the conceptualization of the Pedagogical Model for the formation of the culture of communication in preschoolers through literary-artistic activities, a fact that contributed to the formation of the culture of communication of preschoolers.

The theoretical significance of the research is supported by specifying the principles and determining factors of the formation of the communication culture in preschoolers through literary-artistic activities; the scientific argumentation of the relevance and necessity of the formation of communication culture in preschoolers from the perspective of literary-artistic education; the significance of the notion of literary-artistic activities of preschoolers and the interpretation of the text.

The applied value of the research is represented by the elucidation of the praxiological experiences of the formation of communication culture, in general, and of language, in particular, of preschoolers through literary texts, experiences that can also be utilized at the level of primary classes. The experimental results and research conclusions can be used in the reconsideration of existing ideas and conceptions regarding the formation of communication culture in preschoolers in the context of literary-artistic activity.

The implementation of the results of the theoretical-experimental research was realized by capitalizing on the Technology of personal meaning of the text within the literary-artistic activities in the kindergarten of the Secondary School no. 5, Sighetu Marmatei, Maramureş, Romania, of the contents of the training program "We communicate, we develop culture".

Approval of research results. The basic ideas and results of the investigation were promoted and discussed through communications at national and international scientific conferences: The role of communication in the educational process. In: International Polish-Moldovan-Romanian Scientific Congress: Education-Politics-Society, Chisinau-Iasi April 1-4, no. 2 Polish-Moldovan Intercultural Dialogue, 2019, Chisinau; Theoretical aspects of didactic communication. In: Republican Conference of Teaching Staff, Preschool and primary education, March 1-2, 2019, Chisinau; Characteristics and perspectives of didactic communication. In: International scientific symposium Tradition and innovation in education, October 18-19, 2019, Chisinau; Barriers in didactic communication. In: National scientific conference with international participation September 27-28, Higher Education: Traditions, Values, Perspectives, Higher School Pedagogy and Psychopedagogy and Didactics of Primary and Preschool Education, 2019, Chisinau; Issues regarding communication efficiency and remedies. In: International conference Creative

orientations in Romanian education and research 30 years after the Revolution. An intra- multi- and transdisciplinary look, December 2019, Bacău; Communication within the group. In: The scientific-practical conference with international participation Axiological guidelines of constructivism in modern education, January 31 - February 1, 2020, Chisinau; The role of interaction methods in the communication of preschoolers. In: National scientific conference with international participation Higher Education: Traditions, Values, Perspectives, Tiraspol State University, September 29-30, 2020, Chisinau; Issues regarding communication efficiency and remedies. In the: The national scientific conference with international participation September 29-30, Higher Education: Traditions, Values, Perspectives, organized by the State University of Tiraspol, 2020, Chisinau; Communication in preschoolers in a computerized world. In: Cartea International Symposium, condition of quality educational approach, November, 2020, Buzău; Some aspects of culture and communication in preschool. In: Cross-border pedagogical symposium: Professionalization of teaching staff: trends and socio-psychopedagogical realities, May 14, 2021, Chisinau; The role of communication in combating bullying among preschoolers. In: International conference Successful interventions for reconnection, April 28, 2021, Galați; Educational activities in preschool education. In: National Scientific Conference with International Participation 01-02, October, Higher Education. Traditions Values, Perspectives, organized by UST, 2021, Chisinau; Formation of communication culture in preschoolers in the context of literary and artistic activity. In: Two banks of the Dniester – a common future. July 9-10, 2022, Chisinau; Training the culture of communication in preschoolers through literary-artistic activities: in Annals of the university of Craiova, Psychology – Pedagogy, Year XXI, 2022, no 44, Issue 2, Craiova, Romania; The role of literary and artistic activities in preschool groups in the formation of communication culture in Advances in Education Sciences, no.1, 2022, Language and communication - the experiential domain in preschool education. In: International scientific and practical conference Actual priorities of modern science, education and practice, 2022, Paris, France.

Publications on the topic of the thesis: the obtained results are published in 18 scientific works (6 articles in specialized journals, 12 communications at national and international conferences).

Key words: communication, culture, speech culture, communication culture, preschoolers, activity, literary-artistic activity, literary text, personal meaning of the text, preschool education teachers, valorization.

THESIS CONTENT

Chapter 1. “Psycho-pedagogical landmarks of communication culture and literary-artistic activities at preschool age” constitute the subject of conceptual clarification of communication and communication culture, elements of communication culture.

Children must acquire from preschool age the ability to communicate with those around them, to express their impressions, ideas intelligibly, which will form a basis in school activity and then in social life later. Acquiring language, the child acquires the means by which he can communicate with those around him in higher forms, he can reach a fuller knowledge of objective reality. As he learns to speak, the child can be educated more easily through the word, which also contributes to his intellectual formation.

The need to communicate, transmit or learn from our fellow men ideas, information, feelings is a fundamental feature of man, becoming a vital necessity. Starting from the fact that in communication there is a sender, a receiver and a message, there are a series of rules that ensure that the relationship between the three elements works: the sender is willing and ready to transmit the message; the receiver is willing and ready to receive it; the message is formulated in a code known by the two; the sender transmits the complete message; the receiver listens to the entire message and does not intervene during its exposure.

Didactic communication remains the fundamental process consisting of a set of volitional acts able to produce changes, positive transformations in terms of knowledge, affectivity and behaviors, in the personality structure of the subjects. In didactic communication, the exchange of information is carried out between the educator and the child and vice versa, with the circulation of impressions, affective experiences, value judgments, commands, the enrichment of the sphere of knowledge takes place, to determine changes in behavior, which obliges the educator to capitalize on depending on the context, the valences of the paraverbal and nonverbal dimension of this act.

The purpose of didactic communication is multiple: transmitting and assimilating information, solving problems, adopting decisions regarding didactic strategies, learning techniques, school and professional orientation, evaluating results, forming capacities, beliefs, feelings and attitudes [33, p. 29].

The current use of the notion of communication culture gives it a different interpretation, either in its true sense or in a metaphorical sense, as a simple discursive accessory. Related to the field of reference, the culture of communication involves not only the ability to act correctly, but also to refrain from inappropriate gestures, actions and words.

A culture of communication means the possibility to use correctly, accurately and expressively the transmission of one's thoughts through linguistic means, emphasized the linguist A. Ciobanu [6]. In general, the culture of verbal communication should be considered part of etiquette.

An important side of the culture of communication, would be the fact, in the opinion of V. Tran and I. Stănciugelu, that there are speakers who fascinate us, and

the fascination comes not only from what is communicated, but, above all, from the way communicate [38, p.67].

Highlighting effective means of communication, we consider it opportune to form the culture of communication in preschoolers from this age. And in this sense, we stipulate that the culture of communication is based on the following principles, which must be respected:

- The instrumental principle is the possession of communication competence, forms and methods for expressing thoughts and establishing a communicative process;
- The principle of opportunity – the ability to build communication in such a way as to achieve maximum effect in accordance with personal and social objectives;
- The ethical principle is the ability to share points of view, to respect the interlocutor's interests and not to stick only to one's own opinion and to exclusively defend one's own position;
- The aesthetic principle is the ability to focus on communication as an important process that requires constant improvement and the development of new forms.

The principles that must be respected also relate to the ethics of communication. In this way, the culture of communication requires compliance with social norms in communication, among which:

- the norms of the literary language (correct pronunciation, sentence formation, sentence construction, using words in their accepted meaning and accepted compatibility). Literary language is the highest form of the national language and the basis of communication culture;
- norms of behavior in communication, etiquette: greeting, respect for polite pronouns, respect for rules of presentation (say hello, say goodbye, apologize, be polite, don't be rude, don't insult, be tactful);
- norms related to the ability to achieve the greatest effectiveness of one's speech (rhetorical literacy) [40].

Correct communication is called that in which the norms of the contemporary literary language are respected. Communicating effectively and expressively with others and with oneself through the speech situation means: convincing the person you are communicating with; to develop thinking, affectivity and personality; to inform intelligibly and correctly understand the meaning of the message; to notice and be aware of the audience's reactions, attitudes and behavioral changes.

The child is an integral being, and educational activities must address this being as a whole, not only in the case of assimilating new information, but also for fixing some knowledge. The integrated activity includes several didactic sequences - learning situations whose contents (two or more experiential fields or activity categories) are articulated around a core of curricular integration.

The *Language and Communication* domain covers the mastery of oral and written expression, as well as the ability to understand verbal and written communication. Through the activities carried out, the creativity and expressiveness of oral communication and the phonetically, lexically and syntactically correct expression of the little ones are developed.

One of the most effective activities of preschoolers, organized on the basis of folklore and children's literature, is the literary-artistic activity, which contributes to the reception of the literary work, indispensable to any process of artistic communication and invites the child as a co-participant in the act of communication, concretizing aspects misunderstood and being a model of expressions for a culture of communication. The types of literary-artistic activities specific to children are: *familiarization with works of art, perception of artistic products; acquiring theoretical knowledge about art; own artistic creation.*

Literary-artistic activity of preschoolers, according to researcher Vl. Pâslaru, includes three processes or components: reception/perception, reproduction and creation [27]. Organizing the literary-artistic activity in the most pleasant way, makes the child decode and encode literary texts, using expressions in not only didactic but also human communication.

Chapter 2. “The methodological bases of the literary-artistic activity at preschool age from the perspective of the culture of communication” aims at the theoretical-methodological milestones of the literary-artistic activity of children, actions carried out when receiving the text, understanding it, using methods and techniques appropriate to the age level. Preschoolers learn to initiate a conversation, to express a personal point of view, to get involved in solving some problems, to practice the rules of civilized communication, to argue their ideas and attitudes. They are asked to express an idea in as many different ways as possible, to look for as many similarities/differences or points of proximity/distance between objects and phenomena that seem totally different/similar at first glance.

One of the main means of communication for preschoolers is the *exploitation of the literary text*. This takes place within different types of activities: reading, artistic storytelling, retelling, creative storytelling, memorization, etc., where children are familiar with works from folklore, texts created by writers (classics, contemporary) from national and universal literature. Simultaneously with the initiation into the literary text, the children's sensory development (of hearing) also takes place, the development of coherent language, which begins to form in preschool age; development of the emotional sphere (clapping, smiling); the development of expressive interpretation competence (from the simple desire to re-listen to the texts to the competence to organize by yourself, based on the texts, certain independent activities (games, concerts, stagings, etc.) [12, p.102].

In order to form the culture of communication in preschoolers, it is necessary to develop the ability of a coherent speech, which is manifested both during dialogues and during monologues, the ability to produce messages, to be a good speaker, but equally, and the quality of being a good listener and speaker, because half of the communication process is speaking.

The theoretical benchmarks of the **Pedagogical model for the formation of communication culture in preschoolers through literary-artistic activities (FCCP Model)** include foundations in the field of communication and literary-artistic education, previously exposed through the lens of several researchers in the field and interpreted respectively, emerging from the topic addressed (Figure 1). It

consists of four basic relational components: the conceptual framework of communication, culture as a social phenomenon, the notional meaning of the literary-artistic activity and the methodology of the literary-artistic activity, the formation of the culture of communication in preschoolers by capitalizing on the *Technology of the personal meaning of the text*. The element of novelty focuses on the action of the preschooler, who, through the personal meaning of the capitalized text, accumulates the elements of a culture of communication.

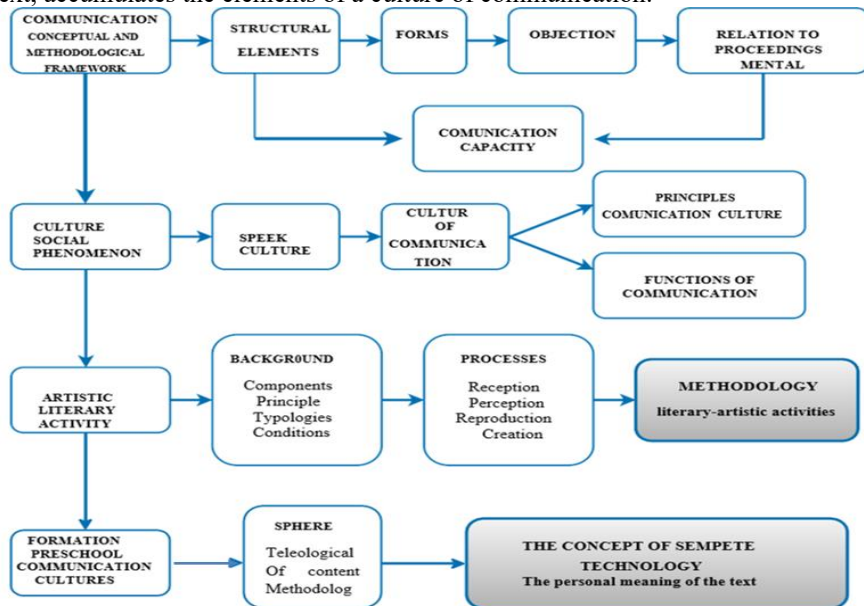


Figure 1. The pedagogical model for the formation of communication culture through literary-artistic activities for preschoolers

The methodology of the literary-artistic activity includes the valorization of literary texts: active listening, reading after images, storytelling, retelling, composing the story, which helps preschoolers to distinguish essential information and detailed information from a listened text; to notice unknown words from a certain context; to recognize the correct or incorrect grammatical structures in a heard statement, to notice the logical links in an oral message and to signal with suitable replies the understanding of the interlocutor’s message, to decode the message of the text.

Starting from the ideas capitalized along the way, we can enunciate the idea of an appropriate concept in the capitalization of the literary text, namely that of **Personal Text Meaning** (SemPeTe), which involves analysis and synthesis operations based on the literary text, relating to the concrete world so that it learns to establish similarities and differences between objects, situations in the text, this fact can be a starting point for effective communication or for solving a communication problem. The relationship between the text-object-the one who

interprets the text, the preschooler, is highlighted. In this way, the status of the personal meaning of the text exceeds the linguistic dimension of the text.

The development of the concept of *SemPeTe* is based on the fact that the literary text, as an eminently artistic content, consists in establishing a functional link between the component entities and therefore the ability to signify is its sine qua non feature, which, in the process of capitalizing the text literary by preschoolers, to be decoded.

Within the literary-artistic activity, the child receives the coded message from the literary text in three ways: through language; by imagination; through actions, which take place based on the constitutive principle of literary-artistic education. The child listens to the text, correctly understands the meaning of the words, joins the conversation in time and supports his opinion.

The spheres of organizing and carrying out the literary-artistic activity are the following:

- The teleological sphere, which includes: the purpose, the system of objectives, the preschool child's profile;
- The content sphere, which provides the criteria for selecting literary and non-literary texts specific to preschool education;
- The methodological sphere, which directs and trains the methods, techniques, means of activity and the operational block in the context of the literary-artistic activity.

Specific objectives for the formation of communication culture within literary-artistic activities:

A. *Cognitive*: knowledge about the literary text (author, characters, facts and actions, physical appearance, moral traits; descriptions of nature); adequate understanding of the emotive-ideological message of the text; enriching the preschooler's vocabulary with new words.

B. *Psychomotor*: abilities to reproduce/express and develop through movement, mimicry and gestures the message of the literary work; the capacity for analysis, judgment, synthesis of the exposed facts; the ability to appreciate, interpret the information from the proposed text;

C. *Attitudinal*: emotional understanding of the text's message; wishes expressed/represented through the interpreted role of resembling the positive character/some similar people in life; expressive speech; expressing one's own opinion on the phenomena of the text (characters, facts, actions, etc.); the formation/development of aesthetic emotions based on imagined virtual realities of the artistic universe of the text.

In **chapter 3. "The praxiological approach in the formation of the culture of communication in preschoolers"** in the context of the literary-artistic activity, the problem of the pedagogical experiment is treated, with the aim of forming the culture of communication in preschoolers by capitalizing on the literary-artistic activity. The pedagogical experiment was carried out with 110 preschool children from Secondary School No. 5 (55 children) and Secondary School No. 10 (55 children), Sighetu Marmatiei, Maramures, Romania. The objectives of the

pedagogical experiment: the application of the elaborated tools: samples, the questionnaire and the sheet regarding specifying the level of communication culture in older preschoolers within the activities; the selection of texts suitable for the age level of preschoolers for the organization of the literary-artistic activity; the experimental formation of the culture of communication in large preschoolers within the literary-artistic activity based on the Technology of the personal meaning of the text; providing feedback based on the receipt of texts/activities; the systematization and analysis of the data of the pedagogical experiment in preschoolers regarding the culture of communication in the context of the literary-artistic activity.

The purpose of the ascertainment experiment was to diagnose the initial level of communication culture formation in older preschoolers in the context of didactic communication.

Expected objectives: perceiving the emotional-expressive content of the text based on the images/creations; expression of literary preferences based on the texts heard; the characterization of the ability to hear the message of the received literary work; analyzing the behavior of the characters and correlating it with the events in their personal lives; exposure of reading impressions; logical, coherent, expressive, creative reproduction of literary texts.

Within the application of the 4 tests, the criteria and levels of communication culture in preschool children were highlighted: active listening. decoding the message; encoding the message; expressiveness of oral communication; correctness of oral communication. The implementation of the tests demonstrated that various text analyzes can be performed based on the literary text: *reception and comprehension, reception and production; reception and recitation; reception and expression of ideas, feelings, opinions.*

The synthesis of the number of percentages at the observation stage, for control group and experimental group, at the four tests and at the levels: advanced, developing, needs support is presented in figure 2.

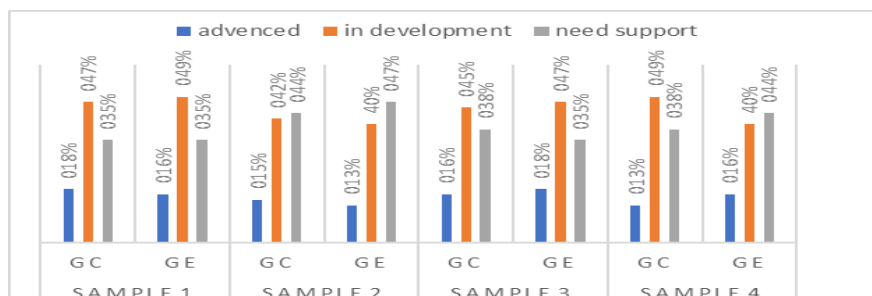


Figure 2. Allocation of subjects to levels in the finding experiment (%)

Preschoolers who answer questions correctly and coherently, who understand the words and new expressions explained by educators, who pay attention to listening to the text, reproduce in chronological order the events or actions in the text, retain and logically reproduce a poem are located at the *advanced level*. Those who answer some questions, partially reproduce the events, actions of the text,

partially recite the poem expressively are at the *developing level*, and preschoolers who are helped by educators in all the requirements, given tasks are at the *level requirings*.

From figure 2, it can be seen that the children's results at the advanced level are lower in the experimental group than in the control group. In sample 4 in the control group the developing level is the lowest compared to other samples and than in the control group.

Another evaluation tool at the ascertainment stage was the application of the Questionnaire on the theme "Little Linguists" to both groups, based on the following criteria: communication etiquette; quality of communication from the sender/receiver; dialogue/monologue culture; feedback accepted (expressing interest/disinterest, stopping eye contact). The results are systematized in table 1. based on systematization: 12-18 points - low level/needs support; 19-24 points - medium level/ in development 25-36 points - high level/ achieved.

Table 1. Children's results based on the questionnaire (no.)

No. crt	Criterion/Question	A		M.		S	
		3 points		2 points		1 points	
		GC	GE	GC	GE	GC	GE
Communication etiquette							
1.	You accidentally stepped on a passenger on the bus/ trolley/ subway. How do you proceed?	1	0	16	24	38	31
2.	What question do you use for a product in the store when you can't find something?	2	0	19	28	34	27
3.	How do you address yourself when you give a bouquet of flowers?	1	0	17	20	37	35
Quality of communication from sender and receiver							
4	What are your favorite summer ripening fruits?	1	2	20	20	33	33
5.	What autumn flowers do you know?	2	0	19	21	34	34
6.	How do you describe the leaves that fall and cover the ground in the fall season?	3	3	19	21	33	31
The culture of dialogue/monologue							
7.	What was the reaction of the bear tricked by the fox when he lost his tail?	2	2	20	20	33	33
8.	What did the goat do after the wolf ate the kids?	3	3	19	21	33	31
9.	What do Santa and Grandma do when they notice they can't get the radish out of the ground?	2	1	22	28	31	26

Feedback effective/accepted							
10.	What is your favorite mode of transportation that you would like to travel with?	4	3	24	21	27	31
11.	How does the ant prepare for the winter season?	3	1	22	25	30	29
12.	When you leave a certain place (kindergarten, shop, doctor's office) how do you say hello?	4	4	20	23	31	28

The largest number of children is at the level that implies behaviors that require support, varying the number between 37-26 children, another level is the one that implies developing behaviors, indicating the number of children from 28-16, and at the level that implies behaviors achieved, a maximum of 4 children are manifested.

Also in the ascertainment experiment, we diagnosed the level of communication culture, which was achieved by analyzing the answers to *The communication culture observation sheet for preschoolers*. The results were recorded in figure 3.

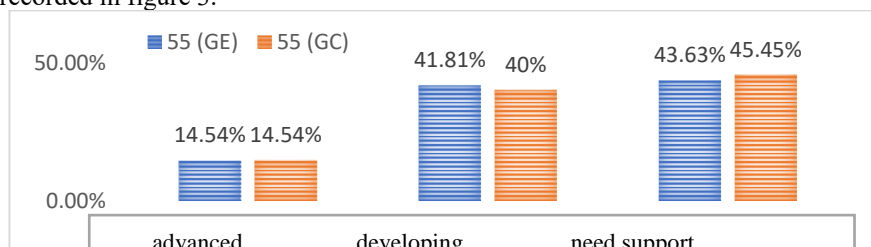


Figure 3. Summary of the results of the observation sheet (%)

From figure 3, we deduce that 45% of the investigated preschoolers cannot express their opinion regarding the events/actions in the text; they are not very interested in reading, they lack creative, original ideas; they have an unargued position towards their own states; the lack of communication and operations of logical thinking prevents the use of artistic language for the purpose of forming the culture of communication compared to the literary text. 15% of preschoolers usually reproduce the story taken from the literary text, answer questions, demonstrating the encoding and decoding of information, discern the comprehensive substrate of the literary text, etc.

Also in the ascertainment stage, we surveyed 18 preschool education teacher (Questionnaire for teaching staff (adapted from Goia Delia, 2016). The application of the questionnaire led to the analysis of general data regarding the interest of teaching staff towards the formation of communication culture in preschoolers, including:

- a set of 28 items to test specific knowledge about communication. The teachers are asked to express their opinion on a series of statements with two options: agree or disagree.

- a form requesting self-assessment of the level of development of personal competence, in the context of communication with preschoolers. A 5-point Likert scale was used here (very little developed, little developed, sufficiently developed, well developed, very well developed).

- requesting relevant demographic data for further data analysis. The results of the applied questionnaire revealed that 61,11% of preschool education teachers agreed that in training communication competence you learn to speak more. A percentage of 66,67% agreed that fear, joy, sadness correspond to basic facial expressions; with a foreign person you may have misunderstandings if he belongs to another unfamiliar group; to solve some problems you need to formulate several questions. 72,22% of preschool education teachers believe that the meaning of the story is important to the teller. 77,78% believe that they are insecure if they interact with strangers.

As part of the **training experiment**, between October 2021 and May 2022, a set of communication culture training activities was carried out within the literary-artistic activity, aiming at the development of verbal and paraverbal communication of preschoolers in the large group.

The purpose of the training experiment: the implementation of the Technology of personal meaning of the text within the literary-artistic activity for the formation of communication culture in preschoolers in the large group.

The main objectives are grouped in several directions: vocabulary enrichment, phonetic culture education, grammatical correctness formation, development of correct communication, verbal creativity.

Among them we mention:

- expanding the number of words based on the perception of literary texts about the surrounding world, the interaction between people, lives, objects, phenomena;
- the formation of phonetic hearing, the ability to listen and hear, the competence of pronunciation and correct expression;
- the correct use of words in sentences and phrases (during the reproduction of texts);
- encoding and decoding the message in the context of didactic communication;
- respecting the agreement between the speaking parties, the elementary rules for structuring the sentences;
- developing the competence of self-analysis and self-control, of detecting and correcting mistakes in one's own speech and that of colleagues;
- the development of dialogue and monologue speech (cursive, coherent, expressive).

The training experiment took place according to the SemPeTe Technology, which is based on the literary text, which represents the structuring of educational influence actions within the communication culture. The SemPeTe technology included 10 literary-artistic activities that are based on the literary text and represent the structuring of educational influence actions within the communication culture.

1. Literary-artistic activity: *Expression of oral messages based on the supporting text "Dejunul unei frunze" by Marina Debattista*

2. Literary-artistic activity: *Stimulating the interest of preschoolers based on the supporting text "Povestea ursului brun" by Vladimir Colin*
3. Literary-artistic activity: *Emotional reaction to hearing the content of the supporting text "Legenda Babei Dochia" - folklore*
4. Literary-artistic activity: *Dramatization of the supporting text "Elefantastic in Africa" by Michael Engler, Joelle Turlonias*
5. Literary-artistic activity: *Character recognition based on the supporting text "Doi șoricei" by Sergio Ruzzier*
6. Literary-artistic activity: *Receiving and reproducing the emotional and ideational content of the literary text "Vine ploaia pic, pic, pic" - children's folklore*
7. Literary-artistic activity: *Reception of the text "O nevoie mică-mititică" by Quentin Greban*
8. Literary-artistic activity: *Respecting the rules of correct expression, in different communication contexts. The supporting text "Mijloace de transport" by Niculina Mureșan*
9. Literary-artistic activity: *Perceiving the content of the poem and relating the images to the heard text. The supporting text "Când cireșele-s în pârg" by Aurora Luchian*
10. Literary-artistic activity: *Capitalizing on multiple intelligences based on the supporting text "Omida mânăcioasă" by Eric Carle*

These texts were valued based on the formulated objectives, elements of communication culture, verbal behaviors, dimensions of personal meaning. The theme of the selected texts corresponds to literary and human values, especially moral ones, such as friendship, diligence, esteem, respect, courage, generosity, honesty, politeness, love for animals, sincerity, human relations, and some cognitive values: learning letters, rules of movement, of some character traits (kindness, agility, cunning, curiosity, anger, fear, attention, gentleness, etc.), knowledge of natural phenomena, familiarization with domestic and wild animals, with their living environment.

In order to facilitate the activity of preschool education teacher, a training program was developed: "We communicate, we develop culture" with the aim of guiding of preschool education teacher in order to ensure the development of the culture of communication in preschoolers in the context of literary-artistic activity.

Table 2. Activity plan of the training program

N r.	The name of the activity	Objection	Form	Locatin	Month
1	”The role of communication culture at preschool age”	Awareness of the importance of developing the culture of communication in preschoolers by of preschool education teachers.	seminar	Group room	november
2	”Using the role play in order to respect communication etiquette”	Familiarization of preschool education teachers with role-playing games focused on the development of communication culture in preschoolers	training	Group room	december
3	”Poetry - the source of correct reception and expression of ideas”	Familiarization of preschool education teachers with a set of poems in accordance with the age characteristics of preschoolers with the role of developing the culture of communication. Identifying ways to capitalize on poetry in order to express it correctly.	lectures hip	Group room	january
4	”The role of stories for decoding and encoding the message of the text”	Familiarization of preschool education teachers with a set of stories focused on the development of communication culture. Identifying the methods of decoding and encoding the text message.	training	Group room	februarie
5	”Unique and different at the same time!” Effective listening	The exchange of opinions and experience between of preschool education teachers with reference to the diversity of situations and problems they face in educating children’s communication, as well as the actions that need to be taken with the aim of developing the communication culture of preschoolers.	example s of good practice s	Group room	march
6	”Teacher-parent communication for preschool education - factor for ensuring the culture of communication in preschoolers”	Facilitating the counseling process of preschool education teachers- parents to develop their communication culture in accordance with age and individual peculiarities. Evaluation of the training program.	meeting	Group room	april

The culture of communication is determined by the accuracy of comprehension, the strategies implemented and their importance, the reading and interpretation of the text by the children, the expressiveness and intonation, the pronunciation and nuance of the words, the respect and clarity of the presentation, the observation of the facts and the phenomena that take place/are presented in the literary work, the discovery, exploration, accuracy and retelling of the message of the literary work.

In the control experiment, we aimed to validate the set of pedagogical tools, concentrated in the *Pedagogical Model for the formation of communication culture in preschoolers through literary-artistic activities* and the *Technology of personal meaning of the text*, which, by their theoretical and praxeological essence and importance, represent pedagogical foundations.

The results interpreted, in percentages, for the 4 samples from the control stage, both in the control group and in the experimental group, are recorded in fig. 4.

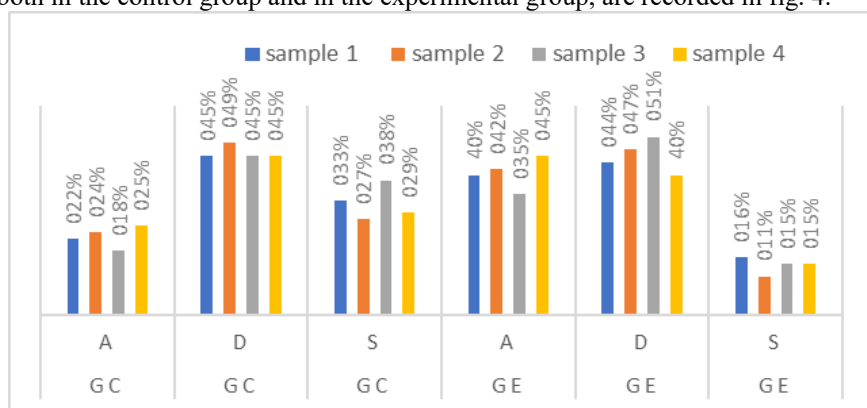


Figure 4. Synthesis of samples in the control stage (%)

Compared to the data provided by the observational experiment, a considerable dynamic is recorded in favor of the creative responses of the children in the experimental group. The data contained in the table demonstrate that the level from which the formation of communication culture through literary-artistic texts started was quite modest, with children demonstrating a low level of communication culture.

The performances of the children included in the formative experiment indicate a good level of communication culture in oral communication. Thus, if the level of communication culture increased during the formative experiment between 15-30%, the increase occurred from the low to medium level and from the medium level to hopefully good.

In order to see an overview of the evaluation samples in the experimental group and to be able to analyze which of them the differences are significant, the information provided by the contrast test in Table 3 was analyzed.

Table 3. Results of the Tests of Whithin-Subjects Contrasts, experimental group

Source	Final assessment	Type III Sum of Squares	df	Mean Square	F	Sig.
Final assessment	Level 1 vs. Level 2	,291	1	,291	4,235	,044
	Level 2 vs. Level 3	,455	1	,455	2,872	,096
	Level 3 vs. Level 4	,455	1	,455	2,856	,025
Error(Ev_ finala)	Level 1 vs. Level 2	3,709	54	,069		
	Level 2 vs. Level 3	8,545	54	,158		
	Level 3 vs. Level 4	8,545	54	,158		

From the above table we notice that $F(1,54)=4.235$, and $p=0.044<0.05$ which proves that there are significant differences between Sample 1 and Sample 2. Regarding Sample 2 and Sample 3 it is observed that the value of $F(1,54)=2.872$ for a $p=0.096>0.05$, i.e. the results obtained by preschoolers are statistically insignificant, and for Test 3 and Test 4 we note that the value of $F(1,54)=2.856$, and $p=0.025<0.05$. Thus we can mention that between Test 2 and Test 3, the differences are insignificant, and between Test 3 and Test 4 there are significant differences.

Next, we propose to check if there are significant differences between the four evaluation samples in the control group, and in this sense we will analyze data recorded in the most important table of the Output (table 4).

Table 4. Results of Tests of Whithin-Subjects Contrasts, control group

Source	Ev_ finala	Type III Sum of Squares	df	Mean Square	F	Sig.
Ev_ finala	Level 1 vs. Level 2	,291	1	,291	4,235	,144
	Level 2 vs. Level 3	1,164	1	1,164	9,191	,094
	Level 3 vs. Level 4	1,164	1	1,164	9,153	,004
Error(Ev_ finala)	Level 1 vs. Level 2	3,709	54	,069		
	Level 2 vs. Level 3	6,836	54	,127		
	Level 3 vs. Level 4	6,836	54	,127		

The data presented in table 4 highlight the fact that $F(1,54)=4,235$, $p=0,285 \geq 0,05$; $F(1,54)=9,191$, $p=0,094 \geq 0,05$; $F(1,54)=9,153$, $p=0,004 \leq 0,05$, which allows us to conclude that between the first three final assessment samples the differences are insignificant, and between Sample 3 and Sample 4 the difference is significant.

Also in the control experiment, the Questionnaire method was applied to the "Universe of Childhood" theme, and the summary is presented in Table 5.

Table 5. Synthesis of questionnaire results (final stage) (no.)

Nr.	Criterion/Question	A 3 p.		M 2 p.		S-1 p.	
		C	E	C	E	C	E
Communication etiquette							
1.	How do you congratulate a batchmate who celebrates/celebrates his/her birthday?	5	25	25	29	25	1
2.	How do you invite your cousin to accompany you to a movie in the city?	5	27	22	27	28	1

3.	How do you say goodbye to someone where you spent a short vacation?	4	30	24	25	27	0
Quality of communication from sender and receiver							
4.	Which job do you like more and why?	2	25	32	30	21	0
5.	What parts does a flower/plant consist of?	2	31	27	24	26	0
6.	Who is part of your family?	3	30	20	25	32	0
The culture of dialogue/monologue							
7.	What does the wolf do when he gets to grandma's house?	4	29	27	26	24	0
8.	What other ending could you give to the story "The Three Little Goats"?	5	29	25	26	25	0
9.	How do the dwarves react when they see the princess fallen on the ground?	3	27	26	27	26	1
Feedback effective/accepted							
10.	Why do we say that the job is the golden bracelet?	4	26	30	28	21	1
11.	What are the means of water transport called?	4	28	28	25	23	2
12.	What happens to the animals, the birds that do not prepare anything for the winter season?	4	27	25	26	26	2

Analyzing the results of the experimental subjects in both samples, we find that the number of points accumulated in the experimental group is higher than in the control group in all four evaluation criteria, which shows that the children reach the advanced and average level.

Another evaluation tool applied was the Communication culture observation sheet for preschoolers, the data being systematized in figure 5. The increase in the level of communication culture formation among preschoolers in the experimental group is obviously of an advanced level 45,45% of preschoolers, and in the other group only 25,45%. The developmental level for both groups is almost the same. So we can say that the experimental approach had beneficial effects on the experimental subjects.

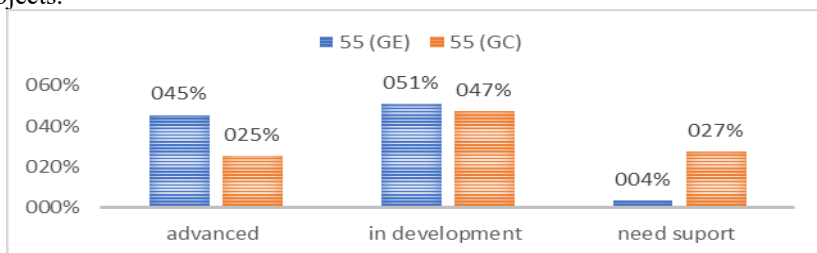


Figure 5. Synthesis of Observation Sheet data (final stage)(%)

From the data obtained from both evaluations (finding and control), it was observed that the highest degree of difficulty regarding the achievement of the communication culture formation tasks was found in the process of expressive recitation and the acquisition of artistic words from poetry, as well as when separating in word syllables and the recognition of the initial sound in a word, where

the lowest values were recorded, in terms of performing the tasks of artistic expressiveness of poetry and expressing emotions, high values were recorded.

The results of the pedagogical experiment allow us to state that the level of communication culture among preschoolers in the experimental group increased in relation to the level of communication culture among preschoolers in the control group. This fact confirms the validity of the research hypothesis and the effectiveness of the Personal Text Meaning Technology.

Experimental technology stimulates preschoolers' interest in knowledge, motivates the activity of reading and interpretation/meaning of literary texts, amplifies the formation of the communication culture by activating the aesthetic and life experience in the process of interpreting the literary work, preschoolers being put in a position to call on knowledge and to own experience.

Significant effects of preschool education teachers who completed the questionnaire were found. The results are systematized in table 6. They achieve significantly better performances in forming the culture of communication with preschoolers.

Table 6. Systematization of answers given of preschool education teachers to self-assessment (no., %)

The question	Alternative/					
	Sufficiently developed		Well developed		Very well developed	
	nr.	%	nr.	%	nr.	%
General communication competence with preschoolers	0	0	4	22,22%	14	77,78%
Adapting communication to the person's stage of development	0	0	4	22,22%	14	77,78%
Active listening	0	0	3	16,67%	15	83,33%
Nonverbal communication	0	0	3	16,67%	15	83,33%
Empathy	0	0	2	11,11%	16	88,89%
Asking questions effectively	0	0	18	100%	18	100%
Reflecting the message	0	0	18	100%	18	100%
Communication with various categories of parents	0	0	3	16,67%	15	83,33%

Regarding general communication competence with preschoolers, 22,22% answered the variant well developed, and 77,78% answered - very well developed. A percentage of 22,22% of preschool education teachers have a well-developed adaptation of communication to the person's stage of development (childhood, adolescence, adulthood, old age), and 77,78% - very well developed at different stages of development. Preschool education teachers participating in the program know and implement methods of shaping the personality of preschoolers. Non-verbal communication (mimicry, gesture, tone of voice, etc.) is well developed in 16,67% of preschool education teachers and very well developed in 83,33%.

Mimics, body language accompanied by a smile, gestures embodied by head nods, warm voice, appropriate in intensity are elements that encourage the preschooler in approaching a culture of coherent and constructive communication. 11,11% of preschool education teachers have well-developed empathy (connecting to the emotional state of the interlocutor), and in 88,89% it is very well developed.

The applied questionnaire on communication and communication culture made preschool education teachers more aware of the importance of communication and communication culture and helps them to provide better answers

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The theoretical analysis on the line of communication in general and the culture of communication in particular, the applied research on the formation of the culture of communication in preschoolers in the process of literary-artistic activity led to the following conclusive findings.

1. Through an analytical-synthetic and interpretative excursion in the specifics of communication at preschool age, in the phenomenon of communication as a dynamic, transformative process, in the structural elements, forms, functions, principles of communication and the culture of communication through different points of view of specialists in the field and interpreted from the perspective of the proposed goal, it was highlighted that currently special importance is given to the formation of communication culture, which influences the personality, ensuring a high level of human education. The approach, from a theoretical perspective, of the concept of communication allowed the definition of the concept of communication culture at the level of preschoolers as the correct use, according to the norms, of the language, the intelligible, logical, skillful (free), respectful transmission of thoughts through verbal means in a process of communication. In the consensus of this definition, the values of verbal externalization of the child's opinion, his understanding of the text's message, the ability to decipher the figurative meaning of the means of literary expression, the metaphorical character of the language, to reinterpret the text through values are highlighted added.

2. Culture, socio-economic status, ethnicity, age influence the way of communication, the way of interpreting children's behaviors, but also their modeling. The way of thinking and communication differs from one child to another and this fact causes difficulties in the way of relating between them. The development of the communicative attitude of preschoolers becomes an intrinsic task of the culture of communication, which leads to results in the formative process, as well as in the relationship between educator and preschooler. From here, evidence was formulated for the fact that training children's communication competence is the basic objective, because communication contributes both to the child's socialization and to the formation of appropriate behavior.

3. In the context of the scientific potentialities of the research, the literary-artistic activity and the types of literary-artistic activity specific to children were interpreted: the perception of artistic products; acquiring theoretical knowledge about art; own artistic creation, deciphering the literary code. The components of the literary-artistic activity were specified: perception, analysis, reproduction and creation, which are in a systemic interdependence, stimulating students to a conversation based on the text,

to express a personal point of view, to get involved in solving problems, to practice the rules of civilized communication, to argue their ideas and attitudes. Within the literary-artistic activity, generalized modes of action are recommended: elementary orientation in the plastic-affective and ideational content of the text; integral and differentiated appreciation of the text; the independent search for the methods of expressive interpretation of the literary work and the reproduction of the text; elementary verbal creativity. However, understanding a literary text is not only an intellectual process, but also an emotional process. As a result of the educational influences that literary works have, *the assumption was confirmed* that understanding and interpreting texts causes positive attitudes towards communication and confidence in one's own abilities as a speaker and listener, develops interest, cultivates positive attitudes for personal development.

4. Through the synthesis of the analyzed values, the *Methodology of the literary-artistic activity was centralized*, which includes the valorization of literary texts: active listening, reading after images, storytelling, retelling, composing the story, which helps preschoolers to distinguish essential information and detailed information from - a listened text; to notice unknown words from a certain context; to recognize the correct or incorrect grammatical structures in a heard statement, to perceive the logical links in an oral message and to signal with suitable replies the understanding of the interlocutor's message, to decode the text's message. The role of the Methodology of literary-artistic activity *was illustrated*, which facilitates the culture of communication, motivates the decoding and encoding of literary texts.

5. Starting from the ideas capitalized along the way, the idea of an appropriate concept in the capitalization of the literary text was enunciated, namely that of Personal Meaning of the text, which involves analysis and synthesis operations based on the literary text, relating to the concrete world so that learns to establish similarities and differences between objects, situations in the text, this fact can be a starting point for effective communication or for solving a communicative problem. The concept personal meaning of the text (SEMPETE), that is to give a meaning, a personal meaning the text, highlights the relationship between the text-object-the one who interprets the text, the preschooler. Meaning implies understanding, or the relationship between meaning and understanding is a logical one, because the child tries to see the things, events, phenomena, situations described in relation to other entities, through which he knows them, whose specifics are known to him. The personal meaning of the text involves the identification of entities that can be subjected to a certain interpretation, obtaining the value of a certain truth for the preschooler. In essence, SemPeTe puts the problem of receiving the text at the preschool age level, in a new light, marking, at the same time, the specificity of the semantic "commitment" in the direction of a simple denotation, of a simple understanding of the reality described by applying several techniques by the early education teacher. The development of the concept of SemPeTe is based on the fact that the literary text, as an eminently artistic content, consists in establishing a functional link between the component entities and therefore the ability to signify is its sine qua non feature, which, in the process of capitalizing the text literary by preschoolers, to be decoded. Starting from the ideational perception of the SemPeTe

concept, the *Technology of the personal meaning of the text* was developed, which includes 10 literary-artistic activities for the valorization of the text.

6. Based on the recording of the general context of the ideas exploited, the *Pedagogical Model for the formation of the culture of communication in older preschoolers through literary-artistic activities* (the FCCP Model) was developed, consisting of four basic relational components: the conceptual framework of communication, culture as social phenomenon, the notional meaning of the literary-artistic activity and the methodology of the literary-artistic activity, the formation of the culture of communication in preschoolers by capitalizing on the *Technology of the personal meaning of the text*. The element of novelty focuses on the action of the preschooler, who, through the personal significance of the capitalized text, accumulates the elements of a culture of communication.

7. The realization of the pedagogical experiment was ensured by the *Technology of the personal meaning of the text*, as a result of the implementation of which arguments were formulated for the fact that the preschoolers in the experimental group obtained good results at the level of communication culture. *The technology of the personal meaning of the text* capitalized in the experiment in order to form the culture of communication in preschoolers in the context of literary-artistic activity highlighted aspects of the formation of the culture of communication in preschoolers, based on literary texts that capture the interest of children and challenge them to receptive communication, expressive communication. At the same time, the activities based on the literary text highlighted the literary-artistic values as indicators of children's cultured communication. The progress registered following the experimental activities demonstrates a significant difference and an increase in the quantitative and qualitative weight of the experimental values obtained by the subjects in the experimental sample compared to the control one: 43.63% advanced level (experimental group) and 21.81% level advanced (control group) or 10.90% level needs support (experimental group) and 25.45% level needs support (control group). In this way, the functionality of the *Pedagogical Model for the formation of communication culture in preschoolers through literary and artistic activities* was demonstrated, theoretically confirmed and applied by the values acquired by educational subjects in the field of communication culture in relation to literary-artistic texts. By connecting communication to the text, the role of the idea of personal meaning of the text, its formative dialectic in the process of forming the culture of communication among preschoolers was legitimized.

The pedagogical value of the research is demonstrated, whose **the important scientific problem solved** resides in the conceptualization of the *Pedagogical Model for the formation of the culture of communication in preschoolers through literary-artistic activities*, a fact that contributed to the formation of the culture of communication of preschoolers.

In agreement with the research results, we propose the following **recommendations**:

1. Based on the values produced by the research, it is advisable to review the educational strategy at the level of preschool education in the field of training communication competence in the mother tongue, basically coordinated in the

formulations of the European Commission, which can be achieved by developing a Methodological Guide entitled "Culture of communication in preschool education: methodological benchmarks".

2. The experimental data, demonstrating the effectiveness of capitalizing on the Technology of personal meaning of the text in the process of forming the culture of communication through the literary-artistic activity, can serve as an argument in its application at the level of children in primary classes, by including the specific age of primary education students .

3. It is rational to expand the theoretical, methodological and practical results in the professional training of teaching staff in the context of ensuring quality education from the perspective of the formation of communication culture. In this sense, a research project can be developed on the subject, with the title "Educational values of the literary-artistic text from the perspective of continuous training of teaching staff".

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ADNOTARE

Țifrac Maria, Formarea culturii comunicării la preșcolari în contextul activității literar-artistice. teză de doctor în științe ale educației, Chișinău, 2024

Structura tezei: introducere, trei capitole, concluzii generale și recomandări, bibliografie (183 surse), 15 anexe, 165 pagini text de bază, 46 tabele și 10 figuri.

Publicații la tema tezei: Rezultatele obținute sunt publicate în 18 lucrări științifice (6 articole în reviste de profil, 12 comunicări la conferințe naționale și internaționale).

Cuvinte-cheie: comunicare, cultură, cultura vorbirii, cultura comunicării, preșcolari, activitate, activitate literar-artistică, text literar, semnificare personală a textului, profesori pentru învățământul preșcolar, valorificare.

Scopul cercetării: Determinarea fundamentelor teoretice și praxiologice ale culturii comunicării, elaborarea și validarea *Modelului pedagogic de formare a culturii comunicării la preșcolari prin activități literar-artistice*, având ca parte componentă *Tehnologia semnificării personale a textului*.

Obiectivele cercetării: Stabilirea reperelor teoretice ale culturii comunicării: *comunicare, comunicare didactică, comunicare educațională*; determinarea principiilor, factorilor, criteriilor și condițiilor psihopedagogice ale formării culturii comunicării la preșcolari în contextul activității literar-artistice; specificarea etapelor activității literar-artistice la vârsta preșcolară; diagnosticarea experimentală a nivelului culturii comunicării a preșcolarilor în cadrul activității literar-artistice; elaborarea și valorificarea experimentală a *Tehnologiei semnificării personale a textului*; realizarea studiului experimental la nivel de profesori pentru învățământul preșcolar.

Noutatea și originalitatea științifică a cercetării rezidă în: elaborarea *Modelului pedagogic de formare a culturii comunicării la preșcolari prin activități literar-artistice* și demonstrarea valabilității funcționale a acestuia; esențializarea ideii de *semnificare personală a textului* de către preșcolari; elaborarea și validarea *Tehnologiei semnificării personale a textului* în cadrul activităților literar-artistice și a *Programului formativ „Comunicăm, cultura o dezvoltăm”*.

Rezultatele obținute care au contribuit la soluționarea problemei științifice importante: rezidă în conceptualizarea *Modelului pedagogic de formare a culturii comunicării la preșcolari prin activități literar-artistice*, fapt care a contribuit la formarea culturii comunicării preșcolarilor, în vederea direcționării procesului și racordării la cerințele privind educația preșcolară.

Semnificația teoretică a cercetării: este susținută de precizarea principiilor și a factorilor determinativi ai formării culturii comunicării la preșcolari prin activități literar-artistice; argumentarea științifică a relevanței și a necesității formării culturii comunicării la preșcolari din perspectiva educației literar-artistice; semnificarea noțiunii de activitate literar-artistică a preșcolarilor, de semnificare personală a textului.

Valoarea aplicativă a cercetării: este reprezentată de elucidarea experiențelor praxiologice ale formării culturii comunicării, în general, și a limbajului, în special, ale preșcolarilor prin textele literare, experiențe care pot fi valorificate și la nivelul claselor primare. Rezultatele experimentale și concluziile cercetării pot fi utilizate în reconsiderarea ideilor și concepțiilor existente cu privire la formarea culturii comunicării la preșcolari în contextul activității literar-artistice.

Implementarea rezultatelor cercetării teoretico-experimentale s-a realizat prin valorificarea *Tehnologiei semnificării personale a textului în cadrul activităților literar-artistice* din grădinița Școlii Gimnazială nr. 5, Sighetu Marmației, Maramureș, România și a conținuturilor *Programului formativ „Comunicăm, cultura o dezvoltăm”*.

ANNOTATION

Țifrac Maria, Forming the culture of communication in preschoolers in the context of literary-artistic activity. Doctoral thesis in education sciences, Chișinău, 2024

Thesis structure: introduction, three chapters, general conclusions and recommendations, , bibliography, (183 sources), 15 annexes, 165 pages of basic text , 46 tables and 10 figures.

The research results the results obtained are published in 18 scientific papers (6 articles in specialized journals, 12 communications at national and international conferences).

Keywords: communication, culture, speech culture, communication culture, preschoolers, activity, literary-artistic activity, literary text, personal meaning of the text, preschool education teachers, valorization.

The purpose of the research: Determining the theoretical and praxeological foundations of the culture of communication, developing and validating the *Pedagogical Model for the formation of the culture of communication in preschoolers through literary-artistic activities*, having as a component the *Technology of personal meaning of the text*.

Research objectives: establishing the theoretical landmarks of communication culture: *communication, didactic communication, educational communication*; determining the principles, factors, criteria and psycho-pedagogical conditions of the formation of communication culture in preschoolers in the context of literary-artistic activity; specifying the stages of literary-artistic activity at preschool age; pre-experimental diagnosis of the level of communication culture of preschoolers within the literary-artistic activity; the elaboration and experimental exploitation of the *Technology of personal meaning of the text*; carrying out the experimental study at the level of preschool education teachers.

The scientific novelty and originality of the research: the elaboration of the *Pedagogical Model for the formation of communication culture in preschoolers through literary-artistic activities* and the demonstration of its functional validity; the essentialization of the idea of personal meaning of the text by preschoolers; elaboration and validation of the *Technology of personal meaning of the text* within the literary-artistic activities and of the *Training program "We communicate, we develop culture"*.

The obtained results that contributed to the solution of the important scientific problem reside in: the conceptualization of the *Pedagogical Model for the formation of the culture of communication in preschoolers through literary-artistic activities*, a fact that contributed to the formation of the culture of communication of preschoolers, in order to direct the process and meet the requirements regarding preschool education.

The theoretical significance of the research: it is supported by specifying the principles and determining factors of the formation of the culture of communication in preschoolers through literary-artistic activities; the scientific argumentation of the relevance and necessity of the formation of communication culture in preschoolers from the perspective of literary-artistic education; the meaning of the notion of literary-artistic activity of preschoolers, of the personal meaning of the text.

The applied value of the research: it is represented by the elucidation of the praxeological experiences of the formation of communication culture, in general, and of language, in particular, of preschoolers through literary texts, experiences that can also be exploited at the level of primary classes. The experimental results and research conclusions can be used in the reconsideration of existing ideas and conceptions regarding the formation of communication culture in preschoolers in the context of literary-artistic activity.

The implementation of the results of the theoretical-experimental research was realized by capitalizing on the *Technology of personal meaning of the text within the literary-artistic activities* in the kindergarten of the Secondary School no. 5, Sighetu Marmateiei, Maramureș, Romania and the contents of the *Training program "We communicate, we develop culture"*.

ȚIFRAC MARIA

**TRAINING THE CULTURE OF COMMUNICATION IN PRESCHOOLERS IN THE
CONTEXT OF LITERARY-ARTISTIC ACTIVITY**

531.01 - GENERAL THEORY OF EDUCATION

SUMMARY

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