

**STATE PEDAGOGICAL UNIVERSITY
“Ion Creangă” of Chişinău**

Manuscript Copy
U.D.C.: 37.091:373.3(043.2)=111

AVRAM Alina Ionela

**THE DEVELOPMENT OF INTEREST IN LEARNING
THROUGH INTERDISCIPLINARITY
IN PRIMARY SCHOOL PUPILS**

Specialty: 532.02. School Didactics (Primary Education)

Summary of the Doctoral Thesis in Education Sciences

CHIŞINĂU, 2025

The thesis was developed within the Doctoral School, "Educational Sciences" of the State Pedagogical University "Ion Creangă" of Chișinău.

Composition of the Public Defence Committee of the Doctoral Thesis:

1. Silistraru Nicolae, Doctor Habilitat, University Professor, UPSC, Chair of the Committee
2. Bularga Tatiana, PhD, Associate Professor, USARB, Scientific Advisor
3. Sadovei Larisa, PhD, Associate Professor, UPSC, Official Reviewer
4. Gagim Ion, Doctor Habilitat, University Professor, USARB, Official Reviewer
5. Pașca Eugenia Maria, PhD, University Professor, UNAGIE, Official Reviewer

The thesis defense will take place on December 15, 2025, at 12:00 p.m., at the Ion Creangă State Pedagogical University of Chișinău, Academic Building No. 2, Senate Hall, 1 Ion Creangă Street, MD-2069.

The doctoral thesis and its summary may be consulted at the Scientific Library of the State Pedagogical University "Ion Creangă" of Chișinău (www.upsc.md) and on the ANACEC website (www.cna.md).

The summary was sent on 14 November, 2025.

Author:

Avram Alina Ionela

Scientific Supervisor:

Bularga Tatiana, PhD in Education Sciences, Associate Professor

Chair of the Committee:

Silistraru Nicolae, Doctor Habilitated in Education Sciences, University Professor

© Avram Alina Ionela, 2025

CONTENTS

CONCEPTUAL BENCHMARKS OF THE RESEARCH	3
CONTENT OF THE THESIS	7
GENERAL CONCLUSIONS AND RECOMMENDATIONS.....	24
BIBLIOGRAPHY.....	27
LIST OF THE AUTHOR’S PUBLICATIONS ON THE TOPIC OF THE THESIS	29
ADNOTARE (romanian, russian, english).....	31

LIST OF ABBREVIATIONS

VAPS – Visual Arts and Practical Skills

IL – Interest in Learning

IK – Interest in Knowledge

CI – Cognitive Interest

CR – Communication in Romanian

PD – Personal Development

MEE – Mathematics and Environmental Exploration

IMDIL – Integrated Methodology for Developing Interest in Learning

MM – Music and Movement

PMDIL – Pedagogical Model for Developing Interest in Learning

UPSC – Ion Creangă State Pedagogical University of Chişinău

USARB – Alecu Russo State University of Bălţi

UNAGIE – “George Enescu” National University of Arts, Iaşi

CONCEPTUAL BENCHMARKS OF THE RESEARCH

The **relevance and significance of the issue under investigation** are determined by the ongoing transformations and adaptations required by contemporary demands concerning the development of interest in learning (IL) through interdisciplinarity in primary education. In a world characterized by an overwhelming volume of information, interdisciplinarity emerges as a crucial instrument for fostering flexible, creative, and critical thinking.

A primary argument for initiating this pedagogical research derives from the need for education to be adapted to the learner of today and to promote learning that is more effective, engaging, and sustainable. The successful implementation of an interdisciplinary approach transforms primary education into an environment in which learning activities become meaningful and connected to everyday experience.

Another rationale for undertaking this research is the contribution that interdisciplinarity provides to the development of IL; a process that becomes not only an innovative methodological approach, but also a pedagogical necessity. From this perspective, the choice of the research topic is justified by the observation that, at present, methods fostering IL among primary school pupils remain insufficiently known, inadequately systematized, and rarely applied effectively within the teaching–learning–assessment of curricular content.

The **importance of the current** research rests in its emphasis on the role of interdisciplinarity in developing interest in learning among primary school pupils. From this standpoint, applied studies within this field remain limited. Although the concept of interdisciplinarity benefits from extensive theoretical treatment, only a small number of experimental studies validate concrete models of implementation in the context of primary education in Romania and the Republic of Moldova. In the absence of a well-substantiated scientific framework, the implementation of interdisciplinarity at the primary level is predominantly based on teachers' intuition and creativity. Consequently, it is imperative to elaborate comparative studies and analyses that support the efficiency and relevance of interdisciplinarity in relation to learning motivation and competence development.

Description of the state of research and identification of the research problem. Within the aforementioned field, the core of the problem resides in IL, regarded as the driving force of academic performance and personal development, and thus a central focus of research in psychology and pedagogy. However, numerous studies indicate a continual decline in learners'

motivation, a situation that underscores the necessity of rethinking educational strategies. Among the theoretical references underpinning this study are the contributions of J. Piaget [19–21], who emphasized the active role of the learner in constructing knowledge; L. S. Vygotsky [29–31], who highlighted the social dimension of learning and the zone of proximal development; and L. Deci [33], who demonstrated that intrinsic motivation — grounded in curiosity and individual engagement — enhances active learning. From a pedagogical perspective, J. Dewey's [34] work on experiential learning and H. Gardner's theory of multiple intelligences provide a valuable framework for understanding the need to personalize and diversify educational practices.

The scientific problem of the research lies in the discrepancies between epistemic, theoretical, and methodological variables regarding the integration of curricular content into the teaching-learning-assessment process at the primary education level. Such integration is an essential condition for stimulating and developing pupils' interest in learning.

The **aim of the research** is to establish the theoretical foundations and to design and experimentally validate a pedagogical model for developing interest in learning through the Integrated Methodology of primary-school curricular content.

Research objectives:

1. To delimit the terminology of the concepts of cognitive interest and learning interest.
2. To synthesise the theoretical framework for developing learning interest among primary school pupils.
3. To establish methodological landmarks for developing learning interest in primary education through interdisciplinary integration of educational content.
4. To elaborate and experimentally validate the pedagogical model for developing learning interest among young school-age pupils.
5. To formulate general conclusions and practical recommendations.

Research hypotheses: the development of learning interest among primary school pupils will be effective if: a) the theoretical landmarks for ensuring interdisciplinarity in the teaching-learning-assessment process are determined as an essential condition; b) the criteria for identifying learning interest among primary school pupils are established; c) the pedagogical model for developing learning interest in young school-age pupils through the integration of the subjects *Romanian Language and Communication (RLC)*, *Mathematics and Environmental Exploration (MEE)*, *Visual Arts and Practical Skills (VAPS)*, *Music and Movement (MM)*, and *Personal Development (PD)* is elaborated, conceptualised, and experimentally validated.

The **methodology of the scientific** research is grounded in: psychopedagogical foundations related to the concept of interest, as discussed by I. Cerghit [8], E. L. Deci and R. M. Ryan [33], J. Dewey [34], S. Hidi and K. A. Renninger, J. Piaget [19–21], and L. S. Vygotsky [30–31]; conceptual delineations of the notion of interest, developed by T. Bularga [5], I. A. Comenius [10], J. Dewey [34], S. Hidi and K. A. Renninger, E. Joița, M. Șevciuc [27], and L. S. Vygotsky [30–31]; theoretical contributions addressing interdisciplinarity, including those of D. Apetrei and A. Ardelean [3], N. Basarab, C. Cucos [13], L. Ciolan [9], V. Pâslaru, and G. Văideanu [29].

The **synthesis and justification of the scientific** research methodology involved the application of the following methods: *Theoretical methods* (theoretical analysis and synthesis, comparison of concepts and existing methodologies, generalization and theoretical modeling, classification, and systematization of information); *Praxiological methods* (pedagogical experiment, interdisciplinary instructional design, implementation of active teaching strategies, systematic pedagogical observation, and analysis of pupils' learning products); *Hermeneutic methods* (analysis of didactic discourse, interpretation of pupils' reflections, interpretation of educational products with symbolic value, and critical reading of curricular documents); *Statistical and mathematical methods* (collection of quantitative data, descriptive data analysis, application of statistical regression models, and verification of statistical significance).

The **scientific novelty and originality** of the research lie in: identifying the evolution, interaction, and conceptual boundaries of constructs related to interest in learning (IL); determining the theoretical benchmarks that ensure interdisciplinarity within the teaching–learning–assessment process as an essential condition for developing IL among primary school pupils; elaborating an original integrated methodology for fostering interest in learning among primary school pupils through the integration of content from the disciplines Romanian Language and Literature (RLL), Mathematics and Environmental Exploration (MEE), Visual Arts and Practical Skills (VAPS), Music and Movement (MM), and Personal Development (PD); establishing criteria for identifying and assessing IL among primary school pupils; defining developmental levels of IL in early school-aged pupils, manifested in the learning of the disciplines RLL, MEE, VAPS, MM, and PD.

The **theoretical significance** consists in: the theoretical and praxiological substantiation of the integrated methodology and its components, grounded in the integration of the curricular content of the disciplines RLL, MEE, VAPS, MM, and PD, which have proven effective in developing interest

in learning in primary education; and the conceptualization of the corresponding pedagogical model of development.

The **applied value** of the study is reflected in the implementation and validation of the effectiveness of the integrated methodology for developing interest in learning among primary school pupils, which allows for its gradual expansion—with educational efficiency—into lower secondary and upper secondary education, adapted to the specific developmental characteristics of each level.

The **implementation of the scientific results** was accomplished through a series of instructional and methodological interventions aimed at testing hypotheses and evaluating the effects of innovative approaches. The main objective of the pedagogical experiment was to assess the impact of interdisciplinarity on the development of IL among primary school pupils. In accordance with the Integrated Methodology for Developing Interest in Learning (IMDIL), the research sought to obtain empirical evidence supporting the hypothesis that integrating multiple disciplines into a unified and interactive instructional process enhances school motivation and increases pupils' active engagement in learning.

The implementation of the scientific results took place through a pedagogical experiment that examined the impact of interdisciplinarity on young pupils' IL in primary education and unfolded in three phases: **Pre-test phase:** observations concerning pupils' motivational behaviour during school activities and administration of an initial test to assess prior knowledge; **Intervention phase (the actual experiment):** use of interdisciplinary worksheets and projects, problem-based learning, and interdisciplinary educational applications (experimental group), versus traditional teaching without thematic integration (control group); **Post-test phase:** administration of the same assessment instruments as in the initial phase (behavioural observations and a final test). The pedagogical experiment involved eight primary school classes (Grades 1 and 2), comprising: 65 pupils from “Dimitrie Leonida” Technological High School in Piatra Neamț, Neamț County; 60 pupils from “Daniela Cuciuc” Secondary School, Neamț County, Romania; and 95 pupils from the Secondary School in Dochia commune, Neamț County, Romania.

The **approval and validation of the pedagogical experiment results** were achieved through: internal validation of the research, external review, dissemination of results within an official academic context, and demonstration of their applicability in educational practice.

Publications related to the thesis. The pedagogical research conducted aligns with the research directions of both countries and with those of the Doctoral School within the Ion Creangă State Pedagogical University in Chișinău, Republic of Moldova, as well as Romania. The conceptual and praxiological benchmarks concerning the development of IL through interdisciplinarity among primary school pupils have been reflected in 26 scientific publications.

Keywords: interest in learning, cognitive interest, interest in knowledge, interdisciplinarity, integrated curriculum.

CONTENT OF THE THESIS

The **Introduction** presents scientific arguments regarding the relevance of the topic and the importance of the research problem, a description of the state of research in the field through the examination of the most significant studies and reference authors, an elucidation of the factors generating the research problem, the aim and objectives of the study, the research methodology, the implementation and validation of the research results, as well as the volume and structure of the thesis, and a summary of its chapters.

In the first chapter of the study, “**Theoretical Coordinates Regarding the Development of Interest in Learning Among Primary School Students Through Interdisciplinarity**”, interest in learning (IL) is defined as a positive and active attitude of the pupil toward cognitive activity, accompanied by curiosity, emotional involvement, and the desire to explore new knowledge. This chapter explains the coordinates of developing IL through interdisciplinarity, aimed at providing integrated and meaningful learning experiences. The chapter focuses on documentation from the perspective of J. A. Comenius [10], I. Cerghit [8], T. Buzdugan [7], T. Bularga [5], J. Dewey [34], Gh. Neagu [17], J. Piaget [19–21], P. Povescu-Neveanu [22], Al. Roșca [24], M. Șevciuc [27], L. S. Vygotsky [30–32], among others.

The underlying idea emphasizes that IL is not innate but is gradually formed and developed depending on the educational context, the teaching style, the capitalization of the interdisciplinary potential of the curriculum, and the stimulation of intrinsic motivation, critical thinking, creativity, and learning autonomy. An innovative aspect of the research lies in analyzing the evolution of interest in learning in the context of applying interdisciplinary educational approaches. This research extends the approach by investigating how the integration of different disciplines into educational activities influences the development of pupils’ interest. The study experimentally validates the impact

of interdisciplinarity on the development of both interest and pupils' perception of learning.

The chapter supports the idea that, from the earliest motivational theories to current student-centered approaches, interest has been perceived from multiple perspectives, ranging from simple intellectual curiosity to a determinant factor in academic performance. A major contribution to understanding interest is provided by cognitive psychology, which associates interest with deep cognitive engagement, self-regulation of learning activities, and a positive attitude toward the proposed educational objectives.

The enhancement of interest in learning (IL) development through interdisciplinarity in primary school students is reflected in: integrated planning of content, diversity of teaching methods, continuous professional development of teachers, use of digital and multimedia resources, engagement of pupils in projects and collaborative activities, integrated and competency-based assessment, and involvement of families and the community. In this way, learning becomes engaging, meaningful, and enduring, and young pupils develop intrinsic and authentic motivation for knowledge. By their nature, children are curious and eager to explore, and the integrated approach to content constitutes an effective method to stimulate interest in learning, contributing to the formation of an active, engaged, and responsible student profile, who cultivates intrinsic motivation for discovery and deeper understanding.

In psychological literature, interest is considered a component of intrinsic motivation, distinguishing between momentary or situational interest (temporary in nature) and stable or individual interest (formed from repeated and sustained positive experiences over time). In pedagogical literature, IL is studied from the perspective of skill formation and development, being important for activating pupils' cognitive and affective resources. In general terms, IL, situated at the intersection of psychology and pedagogy, refers to a positive, stable, and active attitude of the student toward learning activities, encompassing the desire for knowledge, an emotional and volitional dimension, voluntary engagement, and the maintenance of intellectual curiosity.

The understanding of the internal mechanisms that determine pupils' engagement in the educational process is based on the complementary and interdependent relationship between interest in learning (the pupil's attitude toward the instructional-educational process), interest in knowledge (a manifestation of the child's natural curiosity), and cognitive interest (a form of intrinsic motivation). Based on theoretical and experimental analyses in the field of psychopedagogy, interest in learning is interconnected with

motivational and emotional processes and comprises three main components [5, pp. 11–14]:

- *Cognitive component*: curiosity, desire for knowledge, need for understanding;
- *Affective component*: intellectual satisfaction, maintenance of a positive attitude;
- *Volitional-behavioral component*: perseverance, assumption of responsibility.

In primary education, the interdisciplinary approach becomes a necessity, as it transforms learning from a fragmented process into a coherent and meaningful one, allowing the adaptation of content to the developmental level of the pupils [2; 3]. Based on studies conducted by psychologists and educators, IL is considered an essential factor in the development of contemporary society, promoting the acquisition of theoretical knowledge, the development of practical skills, and the formation of appropriate behaviors through interdisciplinary approaches, the maintenance of curiosity, encouragement of independent thinking, establishment of learning strategies, promotion of intrinsic motivation, and the use of innovative digital methods.

Numerous studies in the field of psychopedagogy have highlighted that pupils' interest in learning activities is stimulated when the taught content is closely related to everyday life. This is achieved through interdisciplinarity, which creates an educational environment where intrinsic motivation, curiosity, and active engagement contribute to the promotion of autonomy, diversification of teaching methods, and cultivation of authentic interest in knowledge and personal development [13].

The four forms of knowledge organization reflect different levels of depth, providing a profound conceptual framework for the reconfiguration of education. Characterized by rigor and conceptual clarity, *monodisciplinarity* represents the historical and traditional foundation of modern science. In the face of uncertainties and the classical knowledge paradigm, it becomes insufficient, generating a partial and fragmented view of reality. A first step toward integration is *pluridisciplinarity*, which involves bringing together multiple disciplines that study the same theme from different perspectives. At the next level, *interdisciplinarity*, the boundaries between disciplines become permeable, and the validation of this approach is provided through exchanges of methods, concepts, and perspectives. The level that entails a profound vertical reorganization of knowledge, opening toward a unifying vision, is *transdisciplinarity*. Understanding the relationship among these four forms of knowledge—which are not merely methodological stages—requires, on the one

hand, their theoretical distinction and, on the other, their exploration in a creative dialogue [18].

Taking into account the above, the concern for developing interest in learning (IL) among primary school pupils through interdisciplinarity has become a priority objective in the design of educational strategies that integrate constructivist principles, adapted to the needs and individual potential of the child, valuing both the affective and cognitive dimensions of the pupil. Within this framework, the pedagogical experiment identified a series of descriptors that determine the levels of interest in learning: high, medium, and low [5]. The high level reflects active engagement, curiosity, and effort; the medium level indicates fluctuating motivation; while the low level suggests disinterest, lack of initiative, and passivity [4; 8; 18].

1. In the context of primary education, which is characterized by fragile motivation and dependence on adult guidance, integrated learning aimed at fostering intellectual autonomy and responsibility establishes a close connection between interdisciplinarity and the development of IL throughout the instructional-educational process [8; 20; 21–23]. Furthermore, the development of IL becomes an explicit objective of the teaching endeavor, and the interdisciplinary approach becomes a methodological and pedagogical necessity. This relationship will be analyzed through the Pedagogical Model for the Development of Interest in Learning (PMDIL) in primary school pupils.

Based on the considerations above and reflecting analytically on the three concepts—interest in learning (IL), cognitive interest (CI), and interest in knowledge (IK)—the following conclusions are formulated in this chapter:

2. In the educational context, interest represents one of the fundamental factors that support and guide learning activity. Understanding the theoretical approaches associated with the three types of interest is crucial for constructing effective educational practices. IL is defined as an internal and consistent motivation to actively engage in instructional tasks, influenced by the expectation of success and the perceived value of the activity. CI, on the other hand, has a more specific character, being related to thinking processes, comprehension, and problem-solving. Complementing these two forms of interest, IK represents a general, durable disposition oriented toward the accumulation of knowledge, as well as a component of self-actualization manifested through sustained intellectual curiosity. Thus, all three forms of interest are complementary dimensions of deep motivation. Although CI and IK contribute to individual development, IL is the key element that integrates and effectively harnesses them. From this perspective, IL is considered more important than the other forms of interest because it ensures active engagement

with the educational process, shapes character, and supports both academic and personal development.

2. By emphasizing the various differences and interactions between CI, IK, and IL, the latter emerges as the result of a complex dynamic between internal motivations and external influences. Essentially, modern teaching strategies, such as student-centered learning, problem-based learning, and discovery learning, contribute to the development and maintenance of IL and to its transformation into a durable motivation. By integrating content and objectives from multiple disciplines, the interdisciplinary approach provides coherence and relevance in teaching, directly contributing to the development of IL in young primary school pupils. The effectiveness of interdisciplinary relationships is supported by the Pedagogical Model for the Development of Interest in Learning (PMDIL) in primary education, which involves establishing clear objectives, selecting relevant content from multiple disciplines, adapting teaching methods to the pupils' level of understanding, and implementing formative assessment focused on pedagogical progress.

Chapter 2 of the study, “Methodological Instrumentation of the Process of Developing Interest in Learning in Primary Education,” demonstrates how interdisciplinary approaches, experiential learning, personalized instruction, constructive feedback, and the use of educational technologies contribute to the development and maintenance of interest in learning (IL). At the early school age, developing interest in learning represents a priority objective of the teaching process, influenced by a variety of pedagogical and methodological factors that stimulate intrinsic motivation. The formation of a durable interest in learning depends on the quality of methodological strategies that address the cognitive, affective, and social needs of students. This concern is addressed through an innovative and effective solution based on an interdisciplinary approach: the *Integrated Methodology for the Development of Interest in Learning (IMDIL)*. Grounded in the principle that learning should not be fragmented, the integration of disciplines such as Romanian Language and Communication, Mathematics and Science, Music and Movement, Visual Arts and Practical Skills, and Personal Development ensures that the integrated methodology not only stimulates interest in learning but also has a positive impact on motivation and the development of children's skills through the conditions, principles, and methods applied.

IMDIL in the Romanian Language and Communication discipline represents a complex pedagogical framework that leverages interdisciplinarity, cooperation, and active learning, simultaneously developing specific and transversal competencies, stimulating curiosity, and strengthening the cognitive

engagement of young primary school pupils. *Curricular coherence*—the connection between oral expression, reading, and writing activities with other disciplines in the primary education framework—is maintained through careful selection of content and integration of common themes and concepts. Essential pedagogical principles were thus respected: student-centeredness (valuing individual learning styles through activity adaptation); active and constructive learning (posing questions and providing responses); interdisciplinarity as a premise for authenticity (connection and relevance among content areas); and the development of transversal competencies (critical thinking, creativity, collaborative skills).

Interdisciplinarity forms the basis for structuring learning in a coherent and motivating manner for students, as highlighted by G. Văideanu [29], who clarifies the types of interdisciplinarity: *pluridisciplinarity* (parallel disciplinary cooperation), *true interdisciplinarity* (correlation among methods, concepts, and content from different disciplines), and *transdisciplinarity* (creation of an integrative concept). Applying these forms of interdisciplinarity in our research provides a clear conceptual framework for the implementation of the integrated methodology, in which teaching techniques serve as instruments for stimulating IL, including: teaching procedures based on oral communication and written expression, interactive procedures supporting discovery learning and practical engagement, and formative assessment with constructive feedback.

The innovation and significance of our research lies in the conceptualization, development, and experimental validation of the *Integrated Methodology for the Development of Interest in Learning*, tailored to primary education, with applicability in the context of reconfiguring traditional educational strategies based on modern pedagogical principles (constructivism, interdisciplinarity) and a coherent set of methods, techniques, and didactic strategies. As a result of experimental validation, the *Pedagogical Model for the Development of Interest in Learning (PMDIL)* was implemented through the design and execution of integrated teaching activities, in which interdisciplinarity represented the core of learning organization. The results obtained demonstrate a significant increase in students' interest in learning, both cognitively and attitudinally. The pedagogical model (Fig. 2.1.) includes: clear definition of IL indicators and descriptors; application of effective praxiological strategies (thematic learning, project-based learning); evaluation of progress in terms of motivation, cognitive engagement, and academic performance; and adaptation of interventions according to individual and class-specific characteristics.

By deduction, we identify two key motivational factors underlying the development of IL: intrinsic motivation, sustained by the child's natural curiosity, and extrinsic motivation, determined by external rewards. Although both forms generate engagement in school activities, studies have shown that intrinsic motivation has a more enduring impact and can be supported in a safe and positive academic environment through interactive teaching methods and content adaptation [8; 12; 23; 25; 31]. In this regard, PMDIL involves multiple interconnected components: educational content selected according to age-specific needs and characteristics, pedagogical principles focused on relevance and applicability, active teaching strategies, and authentic assessments. Within this pedagogical model, active learning, cooperative learning, participatory methods, and integrated projects are considered effective means of stimulating IL. As a result of a rigorous methodological construction based on modern pedagogical principles and an interdisciplinary curricular approach, the development of IL supports academic success and becomes the foundation for personal development. Therefore, under these conditions, our perspective regarding IMDIL for primary school pupils is oriented toward a set of methodological guidelines and actions based on the praxiological dimension of educational science, aimed at stimulating and maintaining students' curiosity and motivation in the learning process.

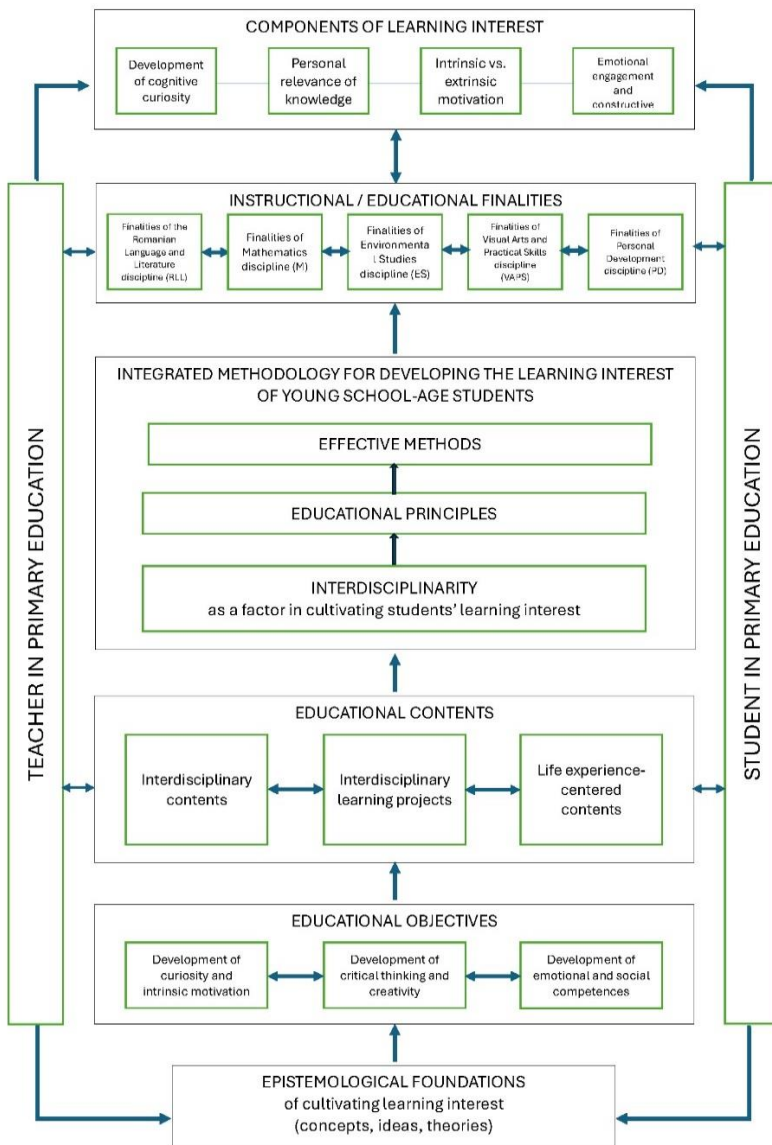


Fig. 2.1. Pedagogical model for developing the learning interest of young school-age children

In other words, the experimental research proposed and conducted provides a valuable and applicable contribution to contemporary psychopedagogy, offering a theoretical-practical tool aimed at enhancing the instructional-educational process in primary education through the cultivation of durable intrinsic motivation for learning. The ultimate goal is to promote active, conscious, and reflective learning that leads to student engagement in the educational process and the development of deep-seated motivation. Through the application of methodological benchmarks, a set of innovative teaching strategies, active-participatory methods, and differentiated assessment techniques were included, adapted to age-specific characteristics, learning styles, and the individual pace of each student.

From a curricular perspective, interdisciplinarity proposes a flexible, competency-based approach that transcends the traditional disciplinary model. In this context, the theoretical foundations support the concept of student-centered education, adapted to the needs and interests of the learner. Referring to the specific context of primary education in Romania and the Republic of Moldova, both similarities (cyclical structure of primary education, focus on key competencies) and differences (language of instruction, cultural and geopolitical influences, material conditions) have been identified. Both systems demonstrate a tendency to align with European standards regarding competency-based education and integrated learning.

In this perspective, the following conclusions are drawn for this chapter: 1.

Incorporating an interdisciplinary approach into the school curriculum requires a unified approach to knowledge, in which the boundaries between disciplines are blurred in favor of the subjects studied, stimulating critical thinking and fostering creativity through active methods. The reduction of disciplinary specificity does not imply abandoning essential content, but rather reorganizing it within a shared framework focused on centers of interest that integrate multiple perspectives. This suggests that the most valuable objective of primary education is the development of interest in learning (IL), and one of the most important methodological benchmarks is the creation of an engaging learning environment in which young students feel safe and encouraged to explore.

2. The connection between content, interdisciplinarity, educational principles, integrated methodology, and educational outcomes in developing IL in primary school students is essential for creating a stimulating educational environment adapted to the developmental needs of children. These components are interrelated and contribute to fostering IL through engaging, relevant, and varied activities that support students' intrinsic motivation.

3. The role of interdisciplinarity within the Integrated Methodology for the Development of Interest in Learning (IMDIL) is particularly important because it facilitates connections between different fields of activity, enables a holistic approach to reality, and contributes to the efficiency of the instructional-educational process, promoting the formation of curious, autonomous, and motivated learners. Through the implementation of the Pedagogical Model for the Development of Interest in Learning (PMDIL), students develop a positive attitude toward learning through four main components: the **cognitive dimension** (thinking, understanding, memorization), the **affective-motivational dimension** (attitude, emotion, motivation), the **social dimension** (interaction, cooperation), and the **technological dimension** (integration of digital tools).

4. In optimizing the educational process, the role of PMDIL is to increase student motivation and stimulate cognitive curiosity, based on psychopedagogical principles that address cognitive, affective, and behavioral aspects of students. The key components of PMDIL are the cognitive, affective-motivational, social, and technological dimensions. By implementing this model, students develop and maintain IL, increase autonomy in the learning process, improve academic outcomes, cultivate a positive attitude toward the instructional-educational process, and create a positive learning environment that fosters intrinsic motivation.

Chapter 3: “Development of Interest in Learning in Young School-Age Children” outlines the concept and design of the research stages, the implementation, and the interpretation of data obtained from the formative experiment—conducted in parallel with a control experiment—and presents the final conclusions of the pedagogical experiment carried out during the 2022–2023 school year.

To illustrate the above, it is noted that interdisciplinarity serves as a useful methodological model in the development of interest in learning (IL), as well as in the application of curriculum theory that promotes the integration of disciplines, as it ensures the practical application of interdisciplinary research in order to inform decision-making and assess the outcomes obtained. The experimental development of interest in learning among young school-age students, based on a rigorous pedagogical design, plays a fundamental role in validating modern teaching strategies rooted in interdisciplinarity and active learning.

A central element of the experimental research is the **Integrated Methodology** and the **Pedagogical Model for the Development of Interest in Learning**, which prove to be effective tools for integrating content and

providing approaches that create meaningful links between disciplines and everyday life. By leveraging the theory of integrated curriculum, interdisciplinarity and integrated teaching facilitate deep understanding of phenomena and support the student's affective and cognitive engagement.

The research design involved conducting a formative experiment alongside a control group to evaluate the actual impact of the Integrated Methodology and Pedagogical Model on the development of IL in young school-age students. The stages included:

1. **Establishing research objectives and hypotheses** based on initial observations regarding the level of IL demonstrated by students in the educational process.
2. **Selection of the sample**, consisting of 220 students from Grades I and II, evenly distributed between the experimental and control groups, from Liceul Tehnologic "Dimitrie Leonida," Piatra Neamț, Romania; Școala Gimnazială "Daniela Cuciuc," Piatra Neamț, Romania; and Școala Gimnazială, Dochia Commune, Neamț County, Romania.
3. **Implementation of the Integrated Methodology and Pedagogical Model** within real classroom settings for the experimental group, based on interactive activities, games, interdisciplinary projects, the use of digital resources, and extracurricular and co-curricular activities.
4. **Application of a set of evaluation instruments**, including discussions, behavioral observations, interdisciplinary project work, worksheets, and questionnaires addressed to 40 teachers and 115 parents in Romania.
5. **Comparative interpretation of the data**, conducted through objective and accurate analysis of the differences between the results of the two groups.

The identification of the problem's significance, the determination and formulation of objectives, and the definition of the research purpose and strategy allowed the delineation of two essential directions that served as benchmarks for conducting the pedagogical research:

First direction: Establishing the real situation regarding the level of IL in young school-age students, from a **cognitive perspective** (observation stage) and an **applied perspective** (control stage) of the participants involved.

Second direction: Experimentation and validation of the Integrated Methodology for the Development of Interest in Learning (IMDIL) and the Pedagogical Model for the Development of Interest in Learning (PMDIL): stimulating curiosity among the experimental subjects, determining the initial and final levels of IL, engagement in interdisciplinary projects, significant emotional openness, and implementation of educational intervention projects.

In order to validate the criteria for identifying interest in learning (IL) during both the initial and final phases, our research was based on the components of cognitive interest (CI), with particular emphasis on the **emotional dimension**, as it is closely linked to intrinsic motivation [5].

The planning and design of the pedagogical research are outlined in the following table:

Table 3.1. Design of the Pedagogical Experiment

Stages	Objectives pursued	Sample	Proposed and Conducted Activities	Expected Results”
Assessment Stage	Identifying the level of interest in learning from the cognitive, affective, and motivational perspectives.	220 first and second grade students from Romania.	Use of motivational descriptors to identify the interest in learning, reported according to the three assessment levels: high, medium, low. Analyses and syntheses Systematization and generalization	Identifying the need to develop interest in learning through interdisciplinarity.
Development stage	Implementation of effective praxeological strategies (thematic learning, project-based learning); Evaluation of progress in terms of motivation, cognitive engagement, and academic performance; Adaptation of the intervention according to individual characteristics and class-specific needs.	Experimental group: 115 students (4 classes: Grade 1A and Grade 2A from Romania).	Experimental implementation of the Integrated Methodology and the Pedagogical Model for developing interest in learning. Methods: phonetics, analytic-synthetic, cluster method, clock method, educational game, conversation, cube, problematization, brainstorming, Water Lily, cryptogenic influence, associated perception, systematization. Effective strategies: student-centered approach, discovery- and inquiry-based learning, integrated thematic projects,	Development of transversal skills Promotion of creativity and critical thinking Increase of motivation and interest in learning activities through interdisciplinarity

			technology and multimedia resources, learning in authentic contexts, portfolios, interdisciplinary worksheets.	
Stage of control I	Practical validation of interdisciplinarity for the development and maintenance of primary school students' interest in learning; Comparison of pre- and post-experimental results following the implementation of the Integrated Methodology and the Pedagogical Model for the Development of Learning Interest.	Control group: 105 subjects (4 classes from Romani), 105 parents, and 40 teachers.	Interdisciplinary worksheets Questionnaires Design strategy: selection of effective methods and strategies Open discussions, self-assessment	Progress of learning interest in students from the experimental sample, compared to students from the control sample.

The low level of interest in learning (IL) at the observation stage is presented in Table 3.2. This aspect raises questions regarding the underlying causes of the lack of motivation, its consequences on child development, and the ways in which the relationship between teachers and parents can alter this trend. One of the primary causes of low learning interest among young school-age children is the absence of a consistent educational routine at home, coupled with limited access to educational materials or extracurricular activities that contribute to a positive perception of school. Another contributing factor is the teaching method itself. This highlights the need for dynamic, interactive, and creative activities that sustain children's natural curiosity. When learning activities rely on rigid, memory-based methods and repetitive exercises, students' interest decreases.

To address this issue, close collaboration between teachers and parents is essential. Educators must adopt modern, playful, and student-centered

methods, employing educational games, storytelling, music, or practical activities that transform learning into an enjoyable experience. It is crucial that each student feels valued and understood, even if their learning pace differs from that of their peers. Simultaneously, families should encourage the child's curiosity on a daily basis and serve as models of cognitive interest (CI).

Table 3.2. Level of learning interest at the initial phase, experimental group/control group

Group /Sample	Initial assessment level of learning interest		
	High level	Medium level	Minimum level
Experimental group	27%	33%	40%
Control group	31%	34%	35%

Visible results, both at the behavioral and cognitive levels, during the training stage are reflected in the high level of interest in learning (IL) achieved through the application of the Integrated Methodology for Developing Learning Interest (MIDIÎ) and the Pedagogical Model for Developing Learning Interest (MPDIÎ) in primary education. Within such a framework, a marked increase in learning interest is observed in the experimental group, an interest that is stimulated and consolidated through interdisciplinary, interactive, and meaningful activities. In the context of modern education, centered on the individual needs of the student, Table 3.3 illustrates the application of MIDIÎ and MPDIÎ, which leads to remarkable outcomes, with students demonstrating sustained curiosity, asking questions, and being challenged to explore.

Table 3.3. Level of interest in learning, final phase, experimental group/control group

Group / Sample	Level of assessment of interest in learning, final phase		
	High level	Medium level	Minimum level
Experimental group	72%	18%	0%
Control group	25%	54%	21%

During the training stage, at the behavioral level, primary school students in the experimental group demonstrated increased voluntary participation, genuine interest in the content, and a positive attitude toward the educational institution. At the cognitive level, progress was evident in the

development of critical thinking, the ability to establish connections between disciplines, and creativity.

In the control stage of the instructional and research process, the interpretation of the collected data revealed a significant increase in the level of learning interest in the experimental group, approximately twice as high compared to the control group. This notable difference was evidenced through data collected using a variety of methods and strategies, including systematic observation of student behavior, motivational questionnaires, analysis of students' work products, and evaluation of active participation during lessons. The monitored indicators included the frequency of voluntary engagement, initiative in completing assigned learning tasks, verbal and nonverbal expressions of enthusiasm, cognitive curiosity, and perseverance in problem-solving. Figure 3.1 illustrates improvements in academic outcomes, increased classroom participation, and an enhanced ability to transfer knowledge to new situations.

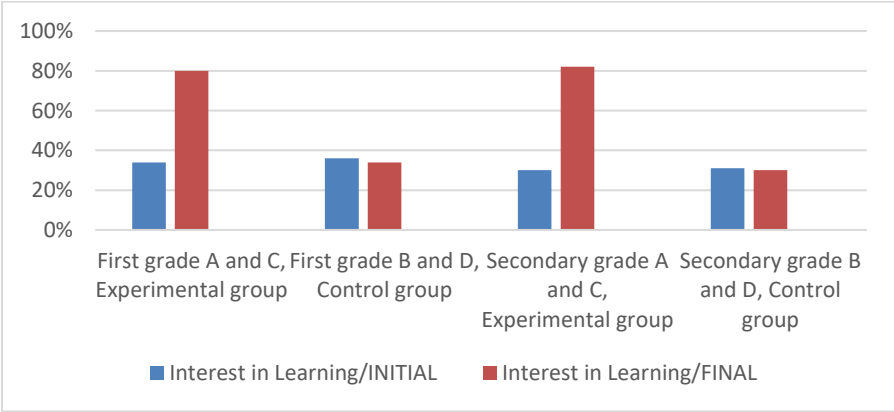


Fig. 3.1. Comparative analysis of the level of interest in learning through interdisciplinarity

The results of the pedagogical research aimed at validating the Integrated Methodology for the Development of Learning Interest (MIDIÎ) in primary school students through interdisciplinarity confirm the importance of creating a stimulating educational environment based on interactive strategies and methods, adapted to the emotional and cognitive needs of young learners. Students in the experimental group were not only more engaged and receptive, but also exhibited an increased desire to continue learning beyond the classroom, demonstrating an internalization of their motivation for learning.

The application of a modern methodology that leverages interdisciplinarity, active learning, exploration, and creativity leads to a profound positive transformation in students' attitudes toward the instructional-educational process.

The integration of an interdisciplinary perspective into the education of primary school pupils has generated connections among different fields of study and has contributed to the development of transversal performances and competencies, such as critical thinking, creativity, and communication skills. Moreover, through interdisciplinary approaches, the development of interest in learning is reflected in the fact that young schoolchildren acquire a deeper understanding of concepts and form a positive attitude toward the educational environment—elements essential for long-term success.

Additionally, an important role in fostering interest in learning through interdisciplinarity among young pupils is played by the relationship established between school, community, and family. When parents cultivate a positive attitude toward the educational system, emotional support and positive role models help to build a solid foundation for academic success. Thus, students' success is measured not only through academic outcomes but also through the ways in which they enact their values.

In light of the above, the following valuable aspects may be highlighted and validated:

1. Through a circular trajectory, the emotional component—which directly influences students' motivation, curiosity, and engagement in educational activities, as outlined in Chapter 1—aligns with the descriptors for identifying learning interest (LI) in young learners, determining the three levels of assessment. Primary school students are deeply influenced by the emotions they associate with the learning process, and specific observable indicators help evaluate the level of interest and emotional engagement in the instructional-educational process. These include: demonstrating enthusiasm toward learning activities, active participation, creation of an emotionally safe environment, development of intrinsic motivation, stimulation of curiosity, fostering interpersonal relationships, and managing negative emotions. The driving force behind the development of LI in primary education is the methodology structured around the interaction CLR-MEM-AVAP-MM-DP, validated through principles of interaction, the integrative nature of young learners' knowledge, teaching-learning-assessment methods, methods of interpreting results, procedures, research techniques, activity formats, didactic resources,

and ethics in pedagogical research, determined by the interaction of disciplines specified in the curriculum framework.

2. Confirming the hypothesis and achieving the established objectives, the research demonstrates that through an interdisciplinary approach, LI development follows an ascending trajectory, as evidenced in our experiment in the subject of Romanian Language and Communication (CLR). In other words, the study explored the abilities of primary school students, including observation skills, perceptual-motor organization, attention, memory, imagination, creativity, and critical thinking, which—together with motivation and other personality traits—were shown to enhance both student performance and LI.

3. The experimental study demonstrated that the development of LI through interdisciplinarity in primary school students was achieved by identifying the initial level of LI, implementing an educational intervention designed to increase learning interest, and evaluating the changes in interest levels post-intervention. Consequently, motivation, engagement, and academic performance were positively influenced. The development of learning interest through integrated approaches involves employing various educational strategies and practices, such as active-participatory methods, technology utilization, student-centered approaches, and interdisciplinary assessment tasks combining theory with practice, offering new perspectives on how interest can transform students' educational priorities. **The implementation of interdisciplinary approaches in fostering interest in learning** among primary school pupils has supported the creation of connections between various subject areas, as well as the improvement of academic performance and transversal competencies such as critical thinking, creativity, and communication skills.

4. The pedagogical experiment was conducted to validate an innovative methodology aimed at developing LI in primary school students through interdisciplinarity. This methodology integrates multiple disciplines within lessons to create contextualized, relevant, and engaging learning. Final interdisciplinary assessments administered at the end of the experiment, compared to the initial traditional tests, revealed a significant increase in LI. On average, LI increased to 80% in grade I and 78% in grade II after implementing the interdisciplinary methodology, demonstrating that the approach not only stimulates interest but also improves academic outcomes. Direct observations and interviews indicated positive changes in students' attitudes and behaviors. The application of an integrated CLR praxiology was evidenced by valuable learning activities conducted in an interdisciplinary context between the initial

and final tests, further confirming that interdisciplinarity is indispensable for developing LI in primary school students—a factor enhancing academic performance, empathy, independent thinking and speaking, and overall well-being.

5. Analytical evaluation determined that to credibly address the development of LI in primary education through interdisciplinarity—which requires educational intervention—evidence-based validation is essential. From both an educational and community perspective, addressing this issue requires applying research instruments prior to any pedagogical intervention. Objectives pursued and achieved include: assessing students' school motivation and level of learning interest (determining affective and cognitive engagement in classroom activities), identifying factors influencing primary school students' participation in learning activities (teaching style, family environment, educational climate, peer relationships, nature of learning tasks), and establishing a comparative baseline for evaluating the subsequent impact of the educational intervention (using initial-phase data to track the evolution of the experimental group, enabling scientific validation of the method's effectiveness).

GENERAL CONCLUSIONS AND RECOMMENDATIONS

1. Based on theoretical approaches to the interest in learning, the fundamental role of school motivation is emphasized, providing a solid framework for effective instructional strategies adapted to students' levels and needs. The first approach refers to the cognitive dimension, which emphasizes epistemic curiosity. From this perspective, interest arises when the student identifies discrepancies between what they know and what they wish to learn. From a motivational standpoint, interest is considered a form of intrinsic motivation, reflecting the desire to learn for the pleasure of acquiring knowledge rather than for an external reward. Another approach is the constructivist perspective, which posits that interest in learning is influenced by the personal relevance of the content. A significant contribution is also made by the socio-cultural approach, which asserts that interest in learning is shaped by the social context and interactions with adults and peers. Fundamentally, all these theoretical approaches converge on the idea that interest in learning is not a fixed trait but a process that can be cultivated, stimulated, and strategically supported. It is influenced by internal factors (curiosity, motivation, cognitive style) and external factors (educational environment, social relationships, teaching methods), and the success in fostering authentic interest in learning

depends on the educator's ability to leverage these dimensions. Understanding the theoretical approaches to learning interest provides the necessary framework for effective pedagogical interventions.

2. Essentially, for learning to become an active, enjoyable, and lasting process, it must be supported by rigorous methodological instrumentation adapted to the student's age-specific characteristics. Methodological instrumentation involves the deliberate selection, organization, and application of methods, techniques, and learning organization forms that stimulate curiosity, intrinsic motivation, and active student engagement. A key element of methodological instrumentation is the integrated methodology, which implies an interdisciplinary approach to content. This allows students to understand the connections between knowledge from different domains and apply what they learn in real-life contexts. Another essential instrument is the use of active and interactive methods, such as learning through play, thematic projects, problem-based learning, experimentation, collaborative learning, and discovery-based learning. An additional crucial aspect is the use of formative assessment, serving motivational and self-regulatory purposes. Thus, evaluation should not be perceived as a sanction but as an opportunity for learning and progress.

3. In primary education, ensuring interdisciplinarity and applying a pedagogical model adapted to the psychopedagogical characteristics of young learners are critical directions for providing high-quality education. At the curricular level, this entails transcending the rigid boundaries of individual subjects and focusing on themes, competencies, and concrete learning situations that reflect a complex and interconnected reality. Consequently, for interdisciplinarity to be effective and to promote the continuous development of learning interest (LI), it is necessary to implement: competence-oriented instructional design, selection of interdisciplinary themes, and active-participatory, student-centered teaching methods. In the context of this pedagogical research, the Pedagogical Model for Developing Learning Interest (MPDII) was designed based on the following components: content relevance, interactive teaching methods, positive and personalized feedback, autonomy in learning activities, and a positive emotional atmosphere.

4. Analysis of the experimental results revealed a difference in learning interest levels of approximately 35% (roughly twice as high) between the experimental and control groups. This positive development confirms the research hypothesis that the use of interactive, interdisciplinary teaching methods stimulates intrinsic motivation and cognitive engagement in young learners. The data demonstrated that the Integrated Methodology and

Pedagogical Model for Developing Learning Interest contribute to forming a positive attitude toward school and enhance children's intellectual curiosity.

5. The descriptors used to identify learning interest levels in primary education targeted students' engagement, curiosity, and perseverance in the instructional process. These were applied to observe and assess students, identifying the most effective teaching strategies for increasing learning interest. Significant increases were noted in the experimental group, from low levels of learning interest (passive participation in lessons, low concentration, lack of motivation) and medium levels (demonstrating curiosity but not exploring information) to high levels (active participation, frequent expression of ideas, additional effort, motivation and curiosity, assuming responsibility, displaying enthusiasm, and collaborating with peers).

6. The main objective of the formative experiment was to ensure that primary school students' learning activities were interdisciplinary. In other words, the experimental implementation included a comprehensive set of formative exercises and evaluative-formative tests applied in an interdisciplinary approach, specific to the CLR-MEM-AVAP-MM-DP methodology.

7. The control experiment, as part of the formative experiment, revealed a significant increase in students' actual development of learning interest under the conditions of applying an interdisciplinary methodology. This approach fostered innovations in the study of literature and explored how different subjects can interact and intersect within the context of literary analysis.

RECOMMENDATIONS

1. For any researcher in the field of Educational Sciences, the postmodernist trend in clarifying phenomena within the domain is evident, largely grounded in research addressing the respective themes. In this context, it is recommended that teachers integrate interactive methods into daily activities, apply interdisciplinary approaches, create a positive emotional climate in the classroom, personalize learning activities, collaborate with families, engage the community, and engage in constant reflection on pedagogical practice.

2. The role of integrated curriculum developers and textbook authors in fostering learning interest among primary school students is to effectively utilize the Integrated Methodology within the structure of curricula and educational programs, ensuring a balance between educational objectives and the real-life experiences of children.

3. For parents: With respect to the school-community-family relationship, the development of learning interest in primary school students through interdisciplinarity is achieved through clear and open communication, as well as parents' active involvement in school life to understand educational requirements.

4. Continuing research on the development of learning interest in secondary education, correlated with student triage based on aptitudes, represents a necessary strategy for providing personalized, effective, and future-oriented education. From this perspective, it is essential to continue pedagogical and psychological research to observe how students' curiosity, motivation, cognitive styles, and knowledge interests evolve during this stage.

BIBLIOGRAPHY

In Romanian:

1. AMARIEI, E. *Interdisciplinaritatea în predarea-învățarea istoriei românilor la elevii din învățământul primar*, Piatra-Neamț: Editura Cetatea Doamnei, 2019, ISBN 978-606-643-465-2
2. AMIHĂEȘI, E. A. *Interdisciplinaritatea-modalitate de activizare și eficientizare a învățării*, Piatra-Neamț: Editura Cetatea Doamnei, 2015, ISBN 978-606-643-221-4
3. ARDELEAN, A. *Interdisciplinaritatea-necesitate obiectivă a învățământului primar*, Iași: Pim, 2010, 83 p.
4. AUSUBEL, D., ROBINSON, F. G. *Învățarea în școală – O introducere în psihologia pedagogică*, București: Editura Didactică și Pedagogică, 1981, 448-449 p.
5. BULARGA, T. *Psihopedagogia interesului pentru muzică*, Chișinău: Descrierea CIP a Camerei Naționale Cărții, 2008
6. BULARGA, T., PAȘCA, E. M., TETEA, M., RUSU, M., GHILĂȘ, V. *Valorificarea strategiilor inovatoare de dezvoltare a învățământului artistic contemporan*, volumul Conferinței științifico-practice internaționale dedicat memoriei Doctorului habilitat în pedagogie, Vladimir Babii, Bălți: 2016, ISBN 978-9975-3145-9-6
7. BUZDUGAN, T. *Psihologia pe înțelesul tuturor*, Ediția a IV-a, București: E.D.P., R.A., 2008, ISBN 978-973-30-2355-5
8. CERGHIT, I. *Metode de învățământ*, Iași: Editura Polirom, 2006
9. CIOLAN L. *Învățarea integrată. Fundamente pentru un curriculum transdisciplinar*, Iași: Editura Polirom, 2008, ISBN 978-973-46-1034-1
10. COMENIUS, J. A. *Didactica magna*, București: Editura Tipografia cărților bisericești tradusă de Petru Gârboviceanu, 1910

11. COSMOVICI, A. *Psihologie Generală*, Iași: Editura Polirom, 1996, 234 p. ISBN 973-9248-27-6
12. CRISTEA, S. *Dicționar de pedagogie*. Chișinău-București: Litera, 2000. 398 p.
13. CUCOȘ, C. *Pedagogie: axiome și perspective*, Iași: Editura Polirom, 2013
14. GAGIM, I., MORARI, M., TETEA, M., GRANETKAIA, L., BULARGA, T., COSUMOV, M., CRIȘCIUC, V., *Teoria și metodologia educației artistice: dimensiuni tradiționale, actuale și de perspectivă*, Universitatea de Stat „Alecă Russo” din Bălți, 2019, ISBN 978-9975-3382-2-6
15. JINGA, I., ISTRATE, E. *Manual de Pedagogie*, București: Editura ALL, 1998
16. NEACȘU, I. *Metode și tehnici de învățare eficientă*, București: Editura Didactică și Pedagogică, 2006
17. NEAGU, Gh. *Sociologia educației: suport de curs / Gheorghe Neagu*; Universitatea de Stat „Alecă Russo” din Bălți: Facultatea de Drept și Științe Sociale, Catedra Științe Socio-umane și Asistență socială – Bălți: [s. n.], 2021, 399 p.
18. NICOLESCU, B. *Transdisciplinaritatea. Manifest*, Iași: Editura Polirom, 1999, ISBN 973-683-234-1
19. PIAGET, J. *Psihologia inteligenței*, București: Editura Științifică, 1970
20. PIAGET, J. *Dimensiunile interdisciplinare ale psihologiei*, București: Editura Didactică și Pedagogică, 1972
21. PIAGET, J. *Interdisciplinaritatea în științele umane*, București: Editura Politică, 1966
22. POPESCU-NEVEANU, P. *Dicționar de psihologie*, București: Editura Albatros, 1978
23. RADU, I. T. *Evaluarea în procesul didactic. Idei pedagogice contemporane*, Ediția a III-a, București: Editura Didactică și Pedagogică R. A., 2007, ISBN 978-973-30-1270-2
24. ROȘCA, Al. *Psihologie generală*, București: Editura Didactică și Pedagogică, 1975, 377 p.
25. STANCIU, V. *Interdisciplinaritatea în educație: Teorie și practică*, București: Editura Universitară, 2012
26. SUDITU, M. *Metode interactive de predare-învățare*, Craiova: Editura Universitaria, 2008, 59 p.
27. ȘEVCIUC, M. *The Psychopedagogical Foundations for Developing Cognitive Interests in Students*, Chișinău, 2008, ISSN 1857-2103

28. TOMA, E. *Metode și strategii didactice inovative*, București: Editura Universitară, 2018
29. VĂIDEANU, G. *Educația la frontiera dintre milenii*, București: Editura Politică, 1988, ISBN/COD:693562IP13D1918
30. VÎGOTSCHI, L. S. *Problema interesului în psihologia copilului*, București: Editura Pedagogică, 1965
31. VÎGOTSCHI, L. S. *Mind in society: The development of higher psychological processes*, Harvard University Press: 1978
32. VÎGOTSCHI, L. S., BRUNER, J. *Psihologia educației. Teorii constructiviste ale învățării*, 1997, 377 p.

In English:

33. DECI, E. L., RYAN, R. M. *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press, 1995
34. DEWEY, J. *Interest and Effort in Education*. Houghton Mifflin, 1913

LIST OF THE AUTHOR'S PUBLICATIONS ON THE TOPIC OF THE THESIS

34. AVRAM, Alina Ionela. *Interdisciplinary-progress factor in primary education*. În Review of Artistic Education – Center of Intercultural Studies and Researches Departament for teachers Education George Enescu National University of Arts, No. 27-28, Iași, 2024, p. 369-372, ISSN=2501-238X, ISSN-L=2069-7554, ISSN-2069-7554
35. AVRAM, Alina Ionela. *Concepte ale interdisciplinarității stabilite între limbajul literar-artistic și limbajul muzical*. În Revista de teorie și practică educațională Didactica Pro, nr. 3 (145), 2024, p. 26-29, Universitatea de Stat „Ion Creangă” Chișinău, ISBN 1810-6455
36. AVRAM, Alina Ionela. *Planificări și proiecte didactice*. În cadrul Revistei educaționale Teachit „Metode inovative de evaluare, Nr. 5, Vol. 2, Centrul pentru perfecționare în educație TEACHIT, Valea Argovei, 2023, p. 394-426, ISSN 2971-8619, ISSN-L 2971-8619

Articole în lucrările conferințelor internaționale (în țară):

37. AVRAM Alina Ionela. *Interdisciplinaritatea în învățământul primar – argumente pentru abordarea succesului școlar*. În cadrul Conferința Științifice Internaționale „Tradiție și inovare în cercetarea științifică”, Universitatea de Stat „Alec Russo” Bălți, Moldova, Ediția XII, Vol. 1, 2024, p. 186-188, ISBN 978-9975-50-318-1
38. AVRAM Alina Ionela. *Concepte ale interdisciplinarității stabilite prin*

intermediul jocurilor didactice. In cadrul Conferinței Științifice Anuale a doctoranzilor cu participare internațională „Cercetare, Inovare, Dezvoltare”, Chișinău, Moldova, 2024, p. 62-66, ISBN 978-9975-46-970-8

39. AVRAM Alina Ionela. *Predarea-învățarea-evaluarea prin interdisciplinaritate în procesul educațional*. In cadrul Conferinței Internaționale „Abordări psiho-pedagogice, lingvistico-literare, istorice și didactice în științele educației, Cahul, Moldova, Ediția 4, 2024, p. 150-153, ISBN 978-9975-88-120-3

40. AVRAM Alina Ionela. *Strategii de dezvoltare și menținere a interesului pentru învățare a elevilor din învățământul primar*. In cadrul Conferinței științifice Internaționale „Tradiție și inovare în cercetare științifică”, Bălți, Ediția 12, Vol. 1, 2024, p. 208-210, ISBN 978-9975-50-319-8

41. AVRAM, Alina Ionela. *Dezvoltarea interesului pentru învățare prin interdisciplinaritate la elevii claselor primare-proiectare curriculară*. In cadrul Conferinței Științifice Anuale a doctoranzilor cu participare internațională „Probleme actuale ale Științelor Umanistice” Chișinău, Moldova, 2023, p. 11-15, ISBN 978-9975-46-849-7

42. AVRAM, Alina Ionela. *Strategii specifice în educația incluzivă privind dezvoltarea interesului pentru învățare la elevii din învățământul primar*. In cadrul Conferinței Internaționale „Managementul educațional: realizări și perspective de dezvoltare”, Ediția a 4-a, Bălți, Moldova, 2022, p. 217-223, ISBN 978-9975-161-32-9

Articles in the Proceedings of International Conferences (Abroad):

43. AVRAM, Alina Ionela. *Proiectare curriculară prin interdisciplinaritate*. În cadrul Conferinței Internaționale „Socializarea și valorificarea elevilor prin parteneriate educaționale”, Casa Corpului Didactic Neamț, Editura Alfa, 2023, p. 166-169, ISBN 978-606-667-277-1

Articles in the Proceedings of International/National Symposia (Abroad):

44. AVRAM, Alina Ionela. *Dezvoltarea interesului pentru învățare prin interdisciplinaritate la elevii claselor primare*. În cadrul Simpozionului Internațional „Egalitate de șanse în procesul educațional”, Casa Corpului Didactic Neamț, Editura Alfa, 2022, p. 152-154, ISBN 978-606-667-268-9

45. AVRAM, Alina Ionela. *Formarea interesului cognitiv la elevii din învățământul primar*. În cadrul Simpozionului Internațional „Professores – ediția a IX-a – Creativitate în educație”, Casa Corpului Didactic Neamț, Editura Alfa, 2022, p. 1473-1480, ISBN 978-606-667-248-1

Dezvoltarea interesului pentru învățare prin interdisciplinaritate la elevii claselor primare
Teză de doctor în științe ale educației, Chișinău, 2025

Structura tezei: introducere, trei capitole, concluzii generale și recomandări, bibliografie din 220 titluri, adnotare (română, rusă, engleză), lista abrevierilor, 140 pagini de text de bază, 30 tabele, 16 figuri și 8 anexe.

Publicații la tema tezei: întregul parcurs investigativ s-a concretizat prin elaborarea a 26 lucrări științifice: 7 articole în reviste științifice din România și Republica Moldova și 19 articole susținute în cadrul conferințelor internaționale și naționale.

Cuvinte-cheie: interes pentru învățare, interes cognitiv, interes pentru cunoaștere, interdisciplinaritate, curriculum integrat

Domeniul cercetării: Științe ale educației

Scopul cercetării constă în stabilirea fundamentelor teoretice, elaborarea și validarea experimentală a Modelului pedagogic de dezvoltare a interesului pentru învățare prin intermediul Metodologiei integrate a conținuturilor din învățământul primar.

Obiectivele cercetării: Delimitarea terminologică a conceptelor de interes cognitiv și interes pentru învățare; Sintetizarea cadrului teoretic de dezvoltare a interesului elevilor din învățământul primar pentru învățare; Stabilirea reperelor metodologice de dezvoltare a interesului elevilor din învățământul primar pentru învățare, prin integrarea interdisciplinară a conținuturilor educaționale; Elaborarea și validarea prin experiment a Modelului pedagogic de dezvoltare a interesului elevilor de vârstă școlară mică pentru învățare; Elaborarea concluziilor și recomandărilor practice.

Problema științifică a cercetării rezidă în *discrepanțele existente între variabilele epistemice, teoretice și metodologice privind integrarea conținuturilor curriculare în procesul de predare-învățare-evaluare la nivelul învățământului primar, această integrare fiind o condiție esențială pentru stimularea și dezvoltarea interesului elevilor pentru învățare.*

Noutatea și originalitatea științifică a cercetării constă în: stabilirea evoluției, interacțiunii și delimitărilor conceptelor conexe interesului pentru învățare; determinarea reperelor teoretice pentru asigurarea în procesul de predare-învățare-evaluare a interdisciplinarității ca o condiție esențială în vederea dezvoltării interesului pentru învățare la elevii din învățământul primar; elaborarea unei metodologii originale integrate de dezvoltare a interesului pentru învățare la elevii din învățământul primar prin intermediul integrării conținuturilor disciplinelor CLR, MEM, AVAP, MM și DP; determinarea criteriilor de identificare și evaluare a interesului pentru învățare la elevii din învățământul primar; stabilirea nivelurilor de dezvoltare a interesului pentru învățare la elevii de vârstă școlară mică, manifestat în procesul de învățare a disciplinelor CLR, MEM, AVAP, MM și DP.

Rezultatele științifice care au contribuit la soluționarea problemei științifice constau în: determinarea reperelor teoretice și elaborarea unei metodologii integrate, fundamentate pe integrarea conținuturilor curriculare ale disciplinelor CLR, MEM, AVAP, MM și DP, condiție ce a contribuit la dezvoltarea unui interes stabil pentru învățare la elevii din învățământul primar.

Semnificația teoretică a cercetării constă în: argumentarea teoretică și praxiologică a metodologiei integrate și a componentelor sale, fundamentate pe integrarea conținuturilor curriculare ale disciplinelor CLR, MEM, AVAP, MM și DP, eficiente în vederea dezvoltării interesului pentru învățare în învățământul primar; conceptualizarea Modelului pedagogic de dezvoltare a interesului pentru învățare la elevii de vârstă școlară mică prin intermediul interdisciplinarității.

Valoarea aplicativă a cercetării constă în implementarea și validarea eficacității metodologiei integrate pentru dezvoltarea interesului pentru învățare la elevii din învățământul primar, fapt ce permite extinderea acestuia cu randament dezvoltativ în învățământul gimnazial și liceal, adaptându-se particularităților specifice ale fiecărui nivel.

Implementarea rezultatelor științifice s-a realizat la 8 clase din învățământul primar (clasa I și clasa a II-a) pe un număr de 65 de elevi de la Liceul Tehnologic „Dimitrie Leonida” din Piatra Neamț, județul Neamț, România, 60 de elevi de la Școala Gimnazială „Daniela Cuciuc”, județul Neamț, România și 95 de elevi de la Școala Gimnazială, comuna Dochia, județul Neamț, România.

АННОТАЦИЯ

Аврам Алина Ионела

Развитие интереса к обучению через междисциплинарность у учащихся начальной школы Докторская диссертация по педагогическим наукам, Кишинев, 2025

Структура диссертации: введение, три главы, общие выводы и рекомендации, библиография из 220 источников, аннотация (на румынском, русском и английском языках), список сокращений, 140 страниц основного текста, 30 таблиц, 16 рисунков и 8 приложений.

Публикации по теме диссертации: весь исследовательский процесс отражён в 26 научных работах: 7 статей в научных журналах Румынии и Республики Молдова и 19 статей, представленных на международных и национальных конференциях.

Ключевые слова: интерес к обучению, познавательный интерес, интерес к познанию, междисциплинарность, интегрированный учебный план.

Область исследования: педагогические науки.

Цель исследования заключается в установлении теоретических основ, разработке и экспериментальной верификации педагогической модели развития интереса к обучению посредством интегрированной методологии содержания начального образования.

Задачи исследования: уточнение терминологических границ понятий «познавательный интерес» и «интерес к обучению»; систематизация теоретических основ развития интереса учащихся начальной школы к обучению; определение методологических ориентиров развития интереса через междисциплинарную интеграцию учебного содержания; разработка и экспериментальная проверка педагогической модели развития интереса младших школьников к обучению; формулирование выводов и практических рекомендаций.

Научная проблема исследования заключается в выявленных расхождениях между эпистемическими, теоретическими и методологическими переменными, касающимися интеграции учебного содержания в процессе преподавания, обучения и оценки в начальной школе; данная интеграция является необходимым условием стимулирования и развития интереса учащихся к обучению.

Научная новизна и оригинальность состоят в определении эволюции, взаимодействия и разграничения понятий, связанных с интересом к обучению; выявлении теоретических ориентиров обеспечения междисциплинарности в образовательном процессе как условия развития интереса учащихся; разработке оригинальной интегрированной методологии развития интереса к обучению у младших школьников через интеграцию содержания дисциплин CLR, MEM, AVAP, MM и DP; определении критериев диагностики и оценки интереса к обучению; установлении уровней его развития у младших школьников в процессе изучения указанных дисциплин.

Научные результаты, способствовавшие решению поставленной проблемы, заключаются в разработке теоретических ориентиров и интегрированной методологии, основанной на объединении содержания дисциплин CLR, MEM, AVAP, MM и DP, что способствовало формированию устойчивого интереса к обучению у учащихся начальной школы.

Теоретическая значимость исследования состоит в теоретическом и праксиологическом обосновании интегрированной методологии и её компонентов, основанных на содержательной интеграции дисциплин CLR, MEM, AVAP, MM и DP, эффективных для развития интереса к обучению в начальной школе; в концептуализации педагогической модели развития интереса к обучению младших школьников через междисциплинарность.

Практическая ценность исследования заключается во внедрении и подтверждении эффективности интегрированной методологии развития интереса к обучению у учащихся начальной школы, что позволяет с развивающим эффектом применить её в основной и средней школе с учётом специфики каждого уровня.

Внедрение результатов исследования осуществлялось в 8 классах начальной школы (1-й и 2-й классы) среди 65 учащихся Лицея технологического профиля «Димитрие Леонида» г. Пятра-Нямц, 60 учащихся гимназии «Даниэла Кучук» и 95 учащихся гимназии коммуны Докия, жудец Нямц, Румыния.

Developing interest for learning through interdisciplinarity in primary school students
Doctoral thesis in Education Sciences, Kishinev (Chisinau), 2025

Thesis structure: introduction, three chapters, general conclusions and recommendations, bibliography of 220 titles, abstract (in Romanian, Russian, and English), list of abbreviations, 140 pages of main text, 30 tables, 16 figures, and 8 appendices.

Publications on the thesis topic: the entire research process resulted in the elaboration of 26 scientific papers: 7 articles published in scientific journals in Romania and the Republic of Moldova, and 19 papers presented at international and national conferences.

Keywords: learning interest, cognitive interest, interest in knowledge, interdisciplinarity, integrated curriculum.

Research field: Educational Sciences.

The aim of the research is to establish the theoretical foundations, to design, and to experimentally validate the Pedagogical Model for fostering interest in learning through the Integrated Methodology of primary-school curriculum content.

Research objectives: to delimit the terminology of the concepts of cognitive interest and learning interest; to synthesize the theoretical framework for developing primary school students' interest in learning; to establish methodological benchmarks for developing pupils' learning interest through interdisciplinary integration of educational content; to design and experimentally validate a pedagogical model for developing learning interest among primary school pupils; to elaborate conclusions and practical recommendations.

The scientific problem of the research lies in the discrepancies between epistemic, theoretical, and methodological variables regarding the integration of curricular content into the teaching-learning-assessment process at the primary education level. Such integration is an essential condition for stimulating and developing pupils' interest in learning.

The scientific novelty and originality of the research consist in establishing the evolution, interaction, and boundaries of concepts related to learning interest; identifying the theoretical foundations ensuring interdisciplinarity within the teaching-learning-assessment process as a key condition for developing learning interest in primary school pupils; developing an original integrated methodology for fostering learning interest through the integration of the content of the following disciplines: CLR (Romanian Language and Literature), MEM (Mathematics), AVAP (Visual Arts and Practical Activities), MM (Musical Education), and DP (Personal Development); defining criteria for identifying and evaluating pupils' learning interest; establishing levels of learning interest development in primary school pupils as manifested in studying the above disciplines.

The scientific results contributing to solving the identified problem include determining theoretical benchmarks and developing an integrated methodology based on the integration of curricular content from CLR, MEM, AVAP, MM, and DP, which contributed to the formation of a stable interest in learning among primary school pupils.

The theoretical significance of the research lies in the theoretical and praxiological argumentation of the integrated methodology and its components, based on the integration of curricular content from CLR, MEM, AVAP, MM, and DP, proven effective for developing learning interest in primary education; and in the conceptualization of the pedagogical model for developing learning interest in primary school pupils through interdisciplinarity.

The practical value of the research consists in the implementation and validation of the effectiveness of the integrated methodology for developing learning interest among primary school pupils, which allows its extension, with developmental efficiency, to lower- and upper-secondary education, adapted to the specific features of each educational level.

Implementation of the research results was carried out in 8 primary school classes (1st and 2nd grades) involving 65 pupils from "Dimitrie Leonida" Technological High School in Piatra Neamț, 60 pupils from "Daniela Cuciuc" Gymnasium School, and 95 pupils from the Gymnasium School in Dochia commune, Neamț County, Romania.

Alina Ionela AVRAM

**DEVELOPING THE INTEREST IN LEARNING THROUGH
INTERDISCIPLINARITY
AMONG PRIMARY SCHOOL STUDENTS**

Specialization: 532.02. School Didactics (Primary Education)

**Abstract
Doctoral Thesis in Educational Sciences**

Approved for printing:
Offset paper. Offset printing.
Printing sheets:

Paper format: 60x84 1/16
Print run: 30 copies

Ion Creangă State Pedagogical University Printing House, Chişinău