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**THE METHODOLOGICAL VALORIZATION OF THE TEXT IN
THE PROCESS OF STUDYING ROMANIAN LITERATURE IN
PRIMARY CLASSES**

532.02-School didactics on stages and educational disciplines.

THE SUMMARY

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COMPRISED

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Abbreviations list:

In English Language :

TL - literary text.

TLA - authentic literary text.

CL-text instruction, methodological assimilation, lecturer skills. CCL-powers of literary communication.

CL - language skills socio-cultural competences.

Lista abrevierilor:

În limba română:

TL -text literar

TLA - text literar autentic

CL- text instrucție, asimilare metodologică, competențe lectorale

CCL- competențe de comunicare literară

CL - competențe lingvistice competențe socio-culturale

MVDTL - Modelul de valorificare didactică a textului literar

CONCEPTUAL FOUNDATIONS OF THE RESEARCH

The topicality of our research theme

During the recent decades, the study of literary texts has been, undoubtedly, a biased research domain, especially at the moment the competence-based teaching, learning, and evaluation process was adopted in primary education. This presupposed a pupil-centered approach based on their interest in the methodological valorization of literary texts, especially what they learn and how they learn, and not what they are taught.

An analysis of research on the methodological valorization of literary texts in primary education has highlighted the need to train competent teachers, who are able to provide an authentic, formative and relevant process of teaching and learning experience for pupils, to actively monitor progress, adjusting their teaching and learning strategies to ensure the success of their pupils, to provide comprehensive, understanding and motivational feedback, by addressing pupils' individual needs, to foster an environment of trust and openness in the teaching, learning, and evaluation of literary texts.

In the context of formative-productive education, study of Romanian literature should not be the main focus, but the pupils and their attitude towards the values of the literary texts from Romanian literature. Thus, there is a need to use literary texts as starting point in the Romanian literature teaching and learning process, keeping in mind that it is literary texts that offer the wealthiest functional unit. Literary texts train pupils into acquiring and perfecting the skills needed to comprehend literary content; literary texts serve as a means of informing and shaping value-oriented literary communication; it is a model for understanding literary language that pupils strive to attain. When pupils can resort to a richer and more nuanced repertoire of literary devices, they will undoubtedly master literary modes of expression, they will be better able to understand various literary texts and freely express their ideas and opinions. For this reason, we can certainly say that the message conveyed by the literary texts triggers important changes in the pupils' literary and behavioural means of expression.

The study of Romanian literature in primary schools by means of literary texts is a current theme for primary education both in Romania and in the Republic of Moldova. The use of literary texts in educational practice is justified by the fact that literary texts meet pupils' linguistic, cultural, intellectual, and aesthetic needs and contribute to the harmonious development of the pupil's personality. Using literary texts as the foundation of the study of Romanian literature in primary school stimulates the pupils' curiosity and interest.

The methodological valorization of literary texts addresses complex instructional, educational, and formative objectives. Thus, a primary objective is to help pupils assimilate Romanian literature so they can use it as a means of literary expression and communication. The methodological valorization of literary texts also contributes to raising pupils' awareness of the literary and artistic message

“conveyed” by the author, as well as to cultivating aesthetic sensibilities, critical discernment, and literary judgment.

The approach to literary texts as a factor in pupils’ literary education has been the focus of researchers such as Adam J. M. [43], Ardeleanu S. M. [2], Dersidan J. [13], Gagne R. [16], Granaci [17], and Țugui T. [24].

Thus, in recent decades, the focus of educational researchers has been the process by which primary school pupils acquire Romanian literature from the perspective of literary and artistic education: Vl. Pîslaru [30] – the literary and cultural perspective; C. Parfene [27] – the theory of communicative-literary orientation; Oprea C.L. [26] – the approach to interactive teaching strategies in the teaching and learning of Romanian literature.

The questions raised by literary text have been the subject of study in works by R. Jakobson [22], R. Barthes, [49], M. Eco [14], P. Cornea [10], M. Vasile [42], C. Parfene [27], S. Cemortan C [8], etc., who have examined the specific characteristics of the text, its structure, functions, and its informative and formative value; and the methodological valorization of the literary text, as a factor in the acquisition of literary content, has continued to be a forward-looking research strategy.

Of interest are the theories, concepts, and ideas in the fields of psychopedagogy, linguistics, psycholinguistics, and literary communication studies: the linguistic theory of texts (E. Coșeriu [11], O. Ducrot, J.M. Schaeffer [50],; H. F. Plett [45]); the discursive perspective (W. Edmonson [46]); the concept of literality (P. Cornea [10], R. Jakobson [22], Y. Lotman [47]); the theory of textual functions (C. Parfene [27]); the concept of textual pragmatics (C. Șchiopu [39]); the importance of the formative aspects of literary text (C. Parfene [27], N. Eftenie [15], I. Șerdean [40], Vl. Pâslaru [30], E. Botezatu [3], S. Cemortan [21]); concepts regarding the teaching and learning of semantic-verbal blocks (W. Rivers [33], M. Grigoroviță [19]); approaches to methodological valorization (I. Cerghit [9], I. Neacșu [25], T. Callo [7], L. Granaci [17]); concepts regarding modern educational technologies (D. Pătrașcu [29], Vl. Guțu [20]); the recommendations and suggestions from the Council of Europe regarding the educational process.

Description of the current state of research and identification of the research problem

Educational practice calls for research into literary content and the methods of methodological valorization of literary texts with a view to establishing their beneficial impact on the development of reading skills and the harmonious development of pupils personalities, since, at present, the exploration of literary texts in primary school by teachers is most often reduced to reading and expressing opinions. This defines the research problem that arises from the fact that, although priority directions for ensuring the quality of teaching and learning Romanian literature in primary grades have been and continue to be established, the literary text is insufficiently utilized methodologically in terms of promoting motivated learning of literary content. In this context, the object of the research is the process of

methodological valorization of literary texts in the teaching of Romanian literature through literary texts in primary schools.

Positioning the topic within the context of international and national concerns, as well as within interdisciplinary and transdisciplinary frameworks.

At the international level, literary education is a key component of the literacy skills promoted by UNESCO, the OECD, and the Council of Europe. The documents and recommendations of these organizations emphasize the need to develop Pupils' ability to understand, interpret, and make use of various texts, including literary texts, starting from the earliest years of schooling. International studies on literacy highlight the role of literary reading in the development of critical thinking, creativity, emotional intelligence, and communication skills.

In the Republic of Moldova, between 2019 and 2025, relevant scientific studies on the literary language of pupils and teachers were authored by L. Strah [32], [34], [35], [36], [37], [38], [51], Burlacu A. [4], [5], [6], through which they contribute significantly to the **pedagogical valorization of literary texts**.

The epistemological framework of this research was established against the backdrop of a body of ideas represented in: the area of direct concerns regarding the definition of the concept of the text, which includes the investigations of researchers such as W. Edmonson [46], M. Bakhtin [44], and P. Cornea. [10], J. Kristeva [23], E. Coşeriu [11], and L. Ionescu-Ruxăndoiu [21]. In fact, the definitions of the text vary depending on the disciplines and methods of inquiry. When used in the educational process, the text is approached as a "discursive sequence, situated within a specific field of activity."

Addressing the issue of literary specificity as researched by R. Jakobson [22], P. Cornea [10], C. Parfene [27], M. Bakhtin [44], and C. New [48], we can state that the literary text is subordinate to an artistic purpose and is dominated by aesthetic value. It consists of two components: an intangible one (structure, poetic language, the informative component of the content) and a conventional one (the implied message). The purpose of producing a literary text is to present the image of a possible world and to convey ideas and feelings.

The relevance of studying primary school pupils' motivation for learning literary language stems from the novelty of this topic, which two decades ago had been insufficiently researched in the field. This involves identifying the framework of the literary text and demonstrating the educational value of the literary text in relation to the four integrative curricular skills: oral comprehension, written comprehension, oral expression, and written expression; demonstrating the effectiveness of the methodological use of literary texts in teaching Romanian literature through literary texts in primary schools; developing and providing a theoretical and practical foundation for the Model for the Didactic Valorization of Literary Texts.

The research question refers to: The research focuses on: Harnessing the potential of new educational technologies to ensure the quality of the teaching process in primary education requires the use of modern teaching tools designed to support the development of literary communication skills. This approach focuses on

developing adapted techniques and methods that contribute to pupils' performance in the field of Romanian literature. In the context of acquiring literary language, emphasis is placed on its functional nature and its integration into real-life communication situations, in line with the perspective that advocates placing pupils in authentic contexts to stimulate their literary expression and comprehension. Thus, there is a pressing need to identify and implement modern teaching strategies that integrate educational technologies and stimulate pupil motivation for the didactic use of literary texts.

Consequently, **the issue at hand is the didactic valorization of literary texts with a view to enhancing learning among primary school pupils.**

The research problem lies in the need for research aimed at providing a theoretical and practical foundation for teaching techniques that meet the requirements of the national curriculum, with an emphasis on placing the pupil at the center of the educational process. In this regard, our focus is on resolving the following contradictions:

- a) the stated formative nature of the curriculum and the predominantly functional focus of the reading activities;
- b) the centrality of the literary text and the lack of explicit methodological guidelines for its effective use;
- c) the diversity of the proposed literary texts and the low level of stimulation for motivated learning.

The purpose of the investigation: consists in the epistemological analysis of the literary text and its utilization in educational practice, by means of **the Model for the Didactic Valorization of the Literary Text.**

• **The research hypothesis** focuses on the teaching of Romanian literature through literary texts in primary schools; the effective and efficient use of literary texts as a teaching tool will be possible provided that:

- the referential framework of the literary text is established;
- the educational potential of the literary text within the curriculum is identified;
- the educational objectives of the literary text are aligned with reading skills.
- **Research objectives:** the research aim has led to the following objectives:
 - ✓ to analyze conceptual sources and review the Romanian literature on the role of the literary text in the process of learning literary content;
 - ✓ to provide a theoretical framework for the cognitive and formative potential of the literary text;
 - ✓ clarifying the content and methods of the methodological valorization of the literary text;
 - ✓ documenting the practical-operational dimension of developing reading skills in Romanian literature based on the literary text;
 - ✓ establishing performance descriptors for reading skills within the process of learning Romanian literature in primary schools based on literary texts;

✓ developing a model for the pedagogical valorization of literary texts and validating it through experimentation.

▪ **Synthesis and justification of our research methods:** The following methods were applied in the research process:

▪ **theoretical methods:** scientific literature review, epistemological analysis and synthesis, theoretical modeling.

▪ **empirical methods:** factual analysis, testing, formative text, direct observation, practical modeling, data collection, pedagogical experiment (for evaluation, training, and control).

▪ **The scientific novelty and originality of our research** lies in: identifying the frame of reference of the literary text; demonstrating the formative value of the literary text in relation to the four integrative curricular skills: oral comprehension, written comprehension, oral expression, and written expression; demonstrating the effectiveness of the methodological use of the literary text in teaching Romanian literature through the literary text in primary schools; developing and providing a theoretical and practical foundation for the **Model of Didactic Valorization of the Literary Text**.

The obtained results, which contribute to resolving an important scientific problem in research, pertain to establishing the psychopedagogical foundations and scientific conceptualization of the *Model for the Valorization of Literary Texts* through the development and coherent application of the mechanism for *developing pupils' literary language skills in primary education*.

The theoretical significance of this research lies in: it is motivated by: the formative value of literary texts, as evidenced by their methodological application, which has a beneficial impact on reading skills; the methodological valorization of literary texts, which offers significant opportunities for shaping pupils' personalities through verbal behavior; the implementation of the **Model for the Didactic Valorization of Literary Texts**, in the context of teaching Romanian literature through literary texts in primary schools, demonstrates its formative value and highlights the development of integrative curricular skills: oral comprehension, written comprehension, oral expression, and written expression.

The praxeological value of this study is demonstrated by the development and experimental validation of the *Model of Valorization of Literary Texts* in Romanian Literature Classes, designed for primary school pupils. The theoretical foundations developed through this research can serve as a valuable epistemological basis for the development of methodological guidelines for teachers, as well as supplementary teaching materials for pupils. These can contribute to shaping pupils' verbal and literary behavior by outlining innovative strategies for organizing the curriculum specific to Romanian literature.

The scientific findings were implemented through theoretical research presented at scientific and experimental conferences held with primary school teachers and pupils in the Vâlcea County. Our research results were also presented and approved at the instructional-methodological seminars **organized at Secondary**

School No. 13 in Râmnicu-Vâlcea, Vâlcea County, as part of **international scientific conferences**.

Publications related to the thesis topic: 12 scientific papers, including: 3 articles in specialized journals, 9 articles in the proceedings of international and national conferences published in Romania and the Republic of Moldova.

Thesis structure: introduction, 3 chapters, general conclusions and recommendations, bibliography, and appendices.

Key concepts: literary text (LT), authentic literary text (ALT), instructional text, methodological assimilation, reading skills (RS), literary communication skills (LCS), linguistic skills (LS), social-cultural skills.

SUMMARY OF THE CONTENT OF THE THESIS

The Introduction discusses the theoretical and practical relevance of the topic, outlines the scope of the research, and formulates the research problem, objective, purpose, hypothesis, and research goals. It specifies the experimental sample, illustrates the theoretical and practical value of the research, presents the theses to be defended, and indicates the scientific innovation.

CHAPTER I The Literary Text in the Diversity of Its Forms of Manifestation. This chapter analyzes the framework of the field under consideration - the conceptual boundaries of the text and of literariness, the specific characteristics, internal structure, and functions of the literary text. Among the primary areas of focus regarding the definition of the concept of text are the investigations of researchers W. Edmonson [46], M. Bakhtin [44], P. Cornea [10], J. Kristeva [23], E. Coşeriu [12], and L. Ionescu-Ruxăndoiu [21]. In fact, definitions of text vary depending on the disciplines and methods of inquiry. When used in the educational process, text is approached as a **“discursive sequence, situated within a specific field of activity.”**

The sections of this chapter outline the formative influence of literary texts on the process of learning literary content in primary schools.

In addressing the issue of literary specificity as explored by R. Jakobson [22], P. Cornea [10], C. Parfene [27], M. Bakhtin [44], and C. New [48], we can state that the literary text is subordinate to an artistic purpose and is dominated by aesthetic value. It consists of two components: an intangible one (structure, poetic language, the informative component of the content) and a conventional one (the implied message). The purpose of a literary text is to present the image of a possible world and to convey ideas and feelings.

Viewed as a system composed of multiple layers, the literary text has been the subject of research by many literary theorists (I. Albulescu[1], N. Eftenie [15]). The literary text is a finished product; it has a beginning and an end, forms an autonomous entity, and possesses a well-defined internal organization.

Explored within the process of learning literary content in primary schools, the literary text fulfills a series of functions, the most important of which are: communicative, referential, informative, motivational, formative, aesthetic, and expressive.

The literary text is defined as a complex form of artistic communication in which language transcends its strictly informative function and becomes a tool for expression, suggestion, and aesthetic creation. It does not faithfully reproduce reality, but rather **transforms it through the author’s imagination and sensitivity**, constructing a fictional world that is plausible only within itself, yet capable of conveying profound human truths. Thus, the literary text lies at the boundary between the real and the imaginary, between the individual experience of the author and the universality of human emotions.

From a theoretical perspective, the distinction between the literary text and other types of texts is achieved through **the aesthetic function of language**, through **fictionality** and **polysemy**, and through the presence of **an artistic vision** that confers meaning and coherence to the entire textual universe. Unlike scientific or informational texts, which aim to clearly convey an idea, the literary text provokes a reading experience, an intellectual and emotional engagement, emphasizing **the power of suggestion and emotion**.

An analysis of **the internal structure** of a literary text highlights its organization across several interdependent levels: **thematic, compositional, stylistic, narrative, and symbolic**. Each of these levels contributes to the construction of the work’s overall meaning.

- **The thematic level** defines the universe of ideas, themes, and motifs that give the text its identity.
- **The compositional level** reveals how the epic, lyrical, or dramatic material is structured,

ensuring balance and coherence.

- **The stylistic level** reveals the originality of the artistic language through figures of speech, rhythm, repetition, and other expressive devices.

- **The narrative level**, specific to the epic text, shapes the relationships between the narrator, characters, time, and space, while **the symbolic level** lends depth and multiple meanings, opening the work to varied interpretations.

By combining these dimensions, the literary text proves to be a **living structure**, a coherent artistic organism capable of conveying emotion, ideas, and beauty. It thus becomes not merely a linguistic construction, but **a work of art in which language is transformed into aesthetic value**. Understanding a literary text therefore requires not only recognizing its formal components, but also deciphering **the author's vision, their symbolic universe, and the human message** conveyed to the reader.

In conclusion, the literary text represents the supreme expression of linguistic creativity and artistic sensibility. It reflects the relationship between humanity and the world, between the real and the imaginary, between word and meaning, while also serving as a bridge between reason and emotion. Through its wealth of meanings and its complex internal structure, the literary text remains a space for reflection, beauty, and knowledge, confirming the inexhaustible power of language to transform reality into art.

CHAPTER II, "Theoretical and Structural Conceptualization of the Model for the Pedagogical Valorization of Literary Texts," presents the scope of the study, which focuses on the formative aspects of the methodological utilization of literary texts in the process of learning literary content.

Therefore, it must be noted that the authentic literary text is a complex structure in which the components interact, and the whole is reflected in each of the details that contribute to its configuration.

Thus, we can confirm that the issue of using Romanian literature in the context of pupils' education and training has been the subject of investigations by researchers: C. Parfene [27], I. Șerdean [40], E. Botezatu [12], Vl. Pâslaru [30], C.L. Oprea [26], etc.

Referring to the ideas of the aforementioned researchers, we observe that the literary text contributes to the cultivation of specific attributes of human development, in a hierarchy that draws upon thought, language, emotions, feelings, imagination, and interests. Literary texts meet linguistic, cultural, intellectual, and aesthetic needs; using them as a basis for teaching Romanian literature in primary schools stimulates pupils' curiosity and interest and contributes to the harmonious development of their personalities.

In our study, we set out to analyze Romanian literature textbooks for the first and second grades from the perspective of the methodological use of literary texts, and we found that there is a discrepancy in the number of authentic literary texts used by textbook authors.

Although literary texts have not completely disappeared from Romanian literature textbooks, the problem lies not so much in their place within the approach to literary communication as in the fact that literary texts are not utilized methodologically. Working with authentic literary texts through a series of traditional, routine exercises does not guarantee the pupil's active engagement. On the contrary, the pupil will remain a passive observer of this **"authentic document"** and will not truly participate in a situation of literary communication.

For this reason, authentic literary texts play a significant role in the process of teaching literary works in primary schools, as they serve to achieve educational and developmental goals. In developing the Model for the Educational Valorization of Literary Texts, we have adhered to the text

selection criteria proposed by the authors of the Common European Framework of Reference for Languages, such as:

- linguistic complexity;
- text type;
- text structure; text length;
- level of interest.

In this context, we emphasize that the methodological valorization of literary texts must be organized in such a way as to contribute to the development of the four integrative skills: listening comprehension, reading comprehension, oral expression, and written expression.

The methodological valorization of literary texts contributes to the development of reading skills, upon which linguistic, literary communication, and socio-cultural competencies are formed and developed.

By developing the Model for the Didactic Utilization of Literary Texts, we aim to promote a modern education that can help foster pupils' independent and creative thinking, harnessing their full intellectual, emotional, and motivational potential.

CHAPTER III, "The Experimental Validation of the Model for the Pedagogical Valorization of Literary Texts," presents the experimental research, which was based on the findings of the theoretical investigation and was conducted at Middle School No. 13 in Râmnicu-Vâlcea, Vâlcea County, Romania. The experimental sample consisted of 110 pupils in the first and second grades.

The experimental research included three stages: the diagnostic experiment, the training experiment, and the control experiment.

The objectives of the **diagnostic experiment** were to analyze textbooks, determine pupils' level of comprehension of authentic literary texts, and assess their initial level of reading proficiency. The main objective of the diagnostic experiment was to determine the level of reading proficiency for each pupil in the primary experimental sample consisting of 56 pupils and the control sample of 54 pupils; two evaluation tests were administered. The criteria for assessing reading proficiency were selected and adapted from those developed by the Common European Framework of Reference for Languages, organized by proficiency levels.

The **training experiment** aimed to: implement **the Model for the Pedagogical Valorization of Literary Texts**; and address the methodological utilization of literary texts as a factor in the study of literary works in primary schools. During the training experiment, which took place in two stages, **the Model for the Didactic Valorization of Literary Texts** was applied, and active-participatory methods and techniques were used to ensure the effectiveness of learning literary works.

In the first stage, four authentic literary texts were proposed, along with several steps and methods for exploring these texts, culminating in a formative assessment. In the second stage of the training experiment, four authentic literary texts were also used, along with steps and methods for approaching them and a formative assessment.

In the final stage of the pedagogical experiment, the aim was to test the effectiveness of the **Model for the Didactic Valorization of Literary Texts** and to compare the level of reading skills among pupils in the experimental and control groups.

All 54 pupils from the initial evaluation stage were included in **the control experiment**. Two evaluation tests were administered during the control test.

The data obtained demonstrated that the pupils in the experimental sample benefited from training and the development of reading skills, accumulating a sufficient number of literary units to produce accurate and coherent messages.

The clear difference between the experimental and control groups highlights the fact that the application of the Model for the Didactic Valorization of Literary Text was successful, and the proposed objectives were achieved.

The objectives of the experimental group will take into account the analysis of textbooks, the assessment of pupils' comprehension of Romanian literary texts, and the determination of their initial level of reading skills in Romanian literature.

The main objective of the control group (CG) is to determine the level of reading proficiency of each pupil in the experimental group (EG)—consisting of 56 pupils—and the control group (CG)—consisting of 54 pupils—as well as their readiness for training. To this end, we will administer three diagnostic tests, each targeting a specific reading skill, using assessment tools to measure and evaluate them.

Table 3.1. Assessment Levels for Reading Skills in Romanian Literature

Level	Descriptors*
A Low	Can answer simple, direct questions provided they are helped to formulate a response, using a basic repertoire of words, expressions, and isolated simple phrases; possesses a limited vocabulary of common words and expressions; uses a few simple, common syntactic structures and grammatical forms to a limited extent; cannot express their point of view correctly.
B Intermediate	Can handle a limited number of simple, direct questions based on the text, repeating words or short phrases from the text; has sufficient thematic vocabulary to comment on the text, though “serious errors” still occur when expressing more complex ideas; uses simple structures correctly but systematically makes elementary mistakes; partially expresses their point of view.
C Advanced	Can answer questions without merely repeating the text, simply paraphrasing short written passages, using words from the text, and summarizing and evaluating information; can describe events or characters and their feelings; has a broad vocabulary and range of lexical-grammatical expressions that allow them to argue and interpret the text's content; uses several common structures with sufficient accuracy; can assess events, briefly express their opinions, and provide appropriate explanations.

*The descriptors were developed by combining elements from various scales proposed by the authors of the Common European Framework of Reference for Languages.

The quantitative analysis of the results is presented in Table 3.2.

Table 3.2 - Level of reading proficiency at the evaluation stage

Level	Experimental group (56 pupils)		Control group (54 pupils)	
	No. of pupils	%	No. of pupils	%
A	30	53,57 %	30	55,55 %
B	22	39,28 %	21	38,88 %
C	4	7,14 %	3	5,55 %

The results of the literary research, as demonstrated by the pupils during the diagnostic experiment, are valuable because they highlight the current levels of development of this competency, with a view to improving literary and artistic education. However, the demonstrated levels of

development in Literary Research cannot be considered satisfactory, as positive responses for most parameters total less than 50%.

Through an analytical approach to the examined phenomena, from the perspective of the needs for developing Literary Competencies, we found the following:

- pupils tend to rely on the teacher’s assistance when expressing their own opinions;
- pupils need to be trained to express their thoughts, ideas, and feelings, to engage in follow-up activities on the topic, to synthesize textual information, to evaluate events, and to draw conclusions.

The summarized findings led us to the following conclusion:

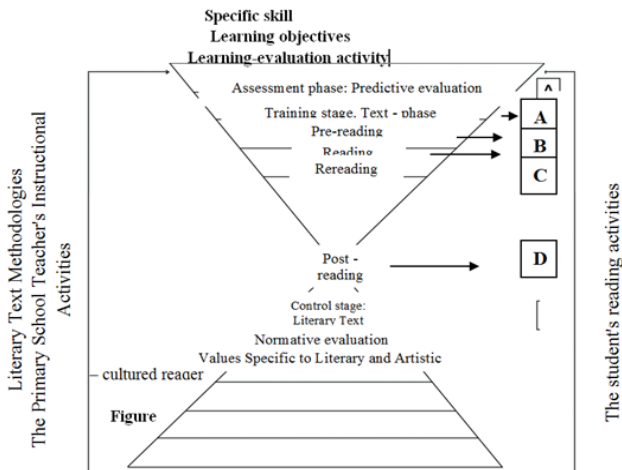
The high percentage of pupils at Level A (minimum) in both the Experimental and Control Groups (53.57% and 55.55%) demonstrates the pupils’ “weak” communicative orientation toward the concept of Literature*, a low level of possession of Reading Competencies, and constitutes an essential objective in the area of developing these competencies through the application of the Model for the Didactic Valorization of Literary Text.

It is noteworthy, however, that both samples demonstrated approximately the same level of development of Literary Competencies, which validates the conduct of the training experiment.

The data obtained from the diagnostic experiment demonstrated the need for the methodological utilization of literary texts, which will lead to the development of reading skills among primary school pupils in the context of literature study—an issue to be addressed within the training experiment.

The training experiment involves a preparatory stage for pupils to develop literary research skills through basic literary analysis; the reception of artistic and literary messages; and the development of a rich and varied lexical and grammatical repertoire for communicating personal ideas and impressions.

The experiment **will aim to: design and follow, in a logical sequence, the main stages of the teaching process, based on the practical components presented in Figure 3.1, “The Teaching Process in the Development of Literary Research among Primary School Pupils.”**



3.1. The Pedagogical Approach to Developing Literary Research Skills in Primary School Pupils

The application of effective teaching strategies in the development of literary research (carried out in experimental classes, using traditional methods specific to pupils' literary and artistic education: exercises, the reproductive method – commentary, interpretation, the informative–explanatory–receptive method, creative reading, development of literary content, debate or competition of ideas) and interactive methods (free writing, algorithms, clustering, notes, journals, reading sheets, I know – I want to know – I learn, I research).

- Implementation of the **Model for the Didactic Valorization of Literary Text**;
- Approach to the methodological utilization of literary text as a factor in the literary education of primary school pupils;
- Involvement of subjects (60 pupils) from the experimental sample;
- Fostering strong motivation as a reader/recipient;
- Demonstration of public lessons with an analysis of the effectiveness of the proposed techniques.

The pupils examined four conditions for the development of reading skills:

A. **Reading as an event** of knowledge, aesthetic pleasure, motivation to read, the need to explain and interpret the concept of understanding meanings and suggestions, and the discovery of new complementary meanings in constant relation to oneself as a reader;

B. **The teacher as a performer**:

A cultured speaker; possesses a functional literary language; is familiar with elements of poetic language; is motivated by the need/desire to read; is engaged in a continuous act of communication with literary texts;

Has an open attitude toward literary comfort; spiritual intertextuality; possesses a basic set of analytical tools; has the ability to explain and comment on the level of understanding of the Literary Text; demonstrates critical thinking and flexible judgment.

C. **The nature of the poetic text as a work of art**: it is an expectation; it promises a challenge; it demands reception / engagement; it involves the reader's intuition; it communicates through images / figures of speech; triggers intuitions – states – feelings; offers a new spiritual universe, which enriches / completes your being, this special value being subject to selection – structuring according to the principles of the Literary Text's content.

D. **The nature of interpretation as an act of comprehension and recreation**: repeated readings – reflection – emotional engagement, bringing intuitions to consciousness; understanding – comprehension; grasping meanings – significance (motifs); explaining – commenting on literary devices (figures of speech); hierarchization of the text's value, aesthetic formula; summarizing – commenting on the literary message; conveying the text's message by developing its meaning in one's own text; a design based on the principles of literary-artistic education.

Within the research, to create conditions for learning Romanian literature, we applied the **Model for the Didactic Valorization of the Literary Text, which contributes to the development of Literary Research**.

Due to its linguistic and literary characteristics, it becomes an important means of developing pupils' communicative skills. By assimilating language and literature through authentic literary texts, pupils will develop a literary language, with the help of which they will acquire a greater number of means of expression, and their literary education will directly contribute to the development of the ability to communicate fluently in literary terms. We would like to note that **literary texts** also stimulate the cognitive process of understanding authentic texts, through which pupils enrich their knowledge with new insights.

On the other hand, the methodological valorization of **literary texts** in primary school classes makes a substantial contribution to the process of pupils' well-rounded education, cultivating their

thinking and their intellectual and cultural horizons, developing their capacity for independent analysis and critical thinking, evoking emotions and feelings, and shaping their aesthetic conceptions of the world and life. We wish to emphasize that the methodological valorization of **literary texts** can develop, in a fairly balanced manner, the four integrative skills established in the teaching of the Romanian language and literature: **oral comprehension, written comprehension, oral expression, and written expression.**

With the implementation of the **Model for the Didactic Valorization of Literary Text** in the process of learning Romanian language and literature, the idea of personal effort is also promoted: we must place the pupil in direct contact with the source of information, encouraging them to seek and explore, which can lead them to rediscover “literary truth” through their own efforts.

Thus, learning becomes a deeply personal experience. The premise from which the pupil starts, within the context of the **Model for the Didactic Valorization of Literary Text**, is that any pupil can learn something, provided that the most appropriate educational methods and means are chosen, taking into account their own pace of development, their actual level of knowledge, and their cognitive abilities.

Based on the **Model for the Pedagogical Utilization of Literary Texts**, we have developed a teaching methodology that includes stages, methods, and active-participatory techniques designed to enhance the effectiveness of learning Romanian language and literature. The process of developing reading skills was designed to be carried out in two stages. The initial stage was held from October to December 2021, and the second stage from March to May 2022.

Our research aims to improve the teaching of literary texts and identifies existing problems in current teaching practices.

At the end of the first stage of the formative experiment, we will evaluate pupils’ reading skills based on performance indicators by level (A, B, C).

* The data obtained are presented in Table 3.4 and Figure 3.2.

Table 3.3. Teaching Competencies Based on the Model for the Pedagogical Valorization of Literary Texts

Level	Experimental group (56 pupils)	
	No. of pupils	%
A	20	35,71 %
B	29	51,78 %
C	7	12,5 %

The data presented in Table 3.4 illustrate the development of reading skills among primary school pupils in the experimental sample during Romanian literature instruction using the Model for the Pedagogical Valorization of Literary Texts. The formative activities carried out during the initial stage of the experiment allowed us to highlight the degree of mastery; understanding and interpretation of the literary text; assimilation of lexical and grammatical units; correct formulation of thoughts and opinions; and reception of the literary and artistic values of the Literary Text.

Consequently, we observe the onset of changes, which is natural, since the pupils have passed the first stage; at this stage, a “literary beginning” emerges for them in the development of reading skills.

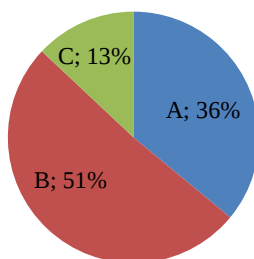


Figure 3.2. Development of reading skills based on the Model for the Educational Valorization of Literary Texts

The figure shows an uneven distribution of the levels/results obtained, with **category B accounting for the largest share (51%)**, followed by **category A (36%)**, while **category C (13%)** has the lowest representation. The figure confirms that **the Model for the Pedagogical Valorization of Literary Texts has a positive impact on the development of reading skills**, guiding pupils predominantly toward medium and high levels of performance and limiting the proportion of those at a low level.

Table 3.4. Reading skills based on the Model for the Pedagogical Valorization of Literary Texts

Level	Experimental group (56 pupils)	
	No. of pupils	%
A	13	23,21 %
B	31	55,35 %
C	12	21,44 %

The data presented in Table 3.4 illustrate the development of pupils' reading skills in the context of literary text instruction based on the Model for the Pedagogical Valorization of Literary Texts.

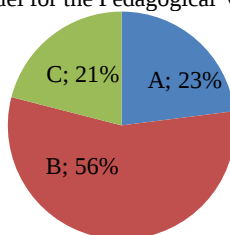


Figure 3.3. Development of reading skills based on the Model for the Pedagogical Valorization of Literary Texts

It can be observed that **the majority of pupils fall into Category B (56%)**, indicating an average level of reading skills development. **Category A (23%)** reflects a high level achieved by nearly a quarter of the pupils, while **Category C (21%)** indicates the existence of a still significant group that encounters difficulties. The second stage of the training experiment was a stage of preparing pupils for training and developing literary and artistic receptivity through: elementary literary analysis, observation of the specific features of **literary texts**, and conversations based on

literary texts, using the following methods and techniques, such as: guided imagination, free association, etc.

The objectives we pursued through the use of these methods were aimed at:

- Ensuring a better understanding of the literary text through greater pupil engagement;
- Helping pupils use their personal experiences and feelings in the process of assimilating the literary text;
- To stimulate interest in reading.

The results obtained reflect the evolution of the development of the pupils' literary competencies in the experimental sample during Stage I (January–February) and Stage II (March–April).

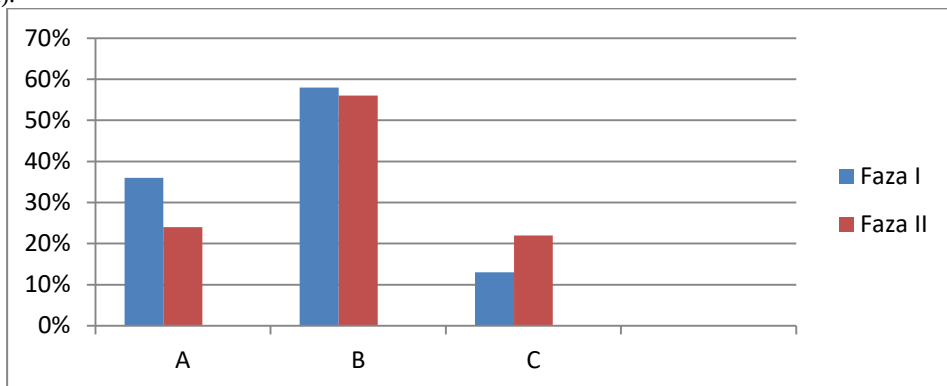


Figure 3.4. The Development of Reading Skills Based on the Model for the Pedagogical Valorization of Literary Texts

Figure 3.4 shows a gradual increase in the level of development of reading skills among pupils in the experimental sample: from 57.78% to 55.35% at Level B; at level C, they evolved from 12.5% to 21.42%; and a slight decrease, which also falls into the category of achievements, at level A, from 35.71% to 23.21%.

The results obtained convince us that the application of the Model for the Didactic Valorization of Literary Texts has a beneficial influence on the development of reading skills and contributes to the effective learning of literary content by primary school pupils. We note that the contribution of literary art to the development of young pupils is enormous.

The methodological valorization of literary texts must be organized in such a way that we can maintain a literary balance among the four integrative skills: oral expression (speaking), written expression (writing), oral comprehension (listening), and reading comprehension (reading).

The formation and development of the reading skills of the pupils in the experimental sample occurred through the implementation of the **Model for the Pedagogical Valorization of Literary Texts** in the Teaching of Literature.

Thus, we can state that **the Model for the Pedagogical Valorization of Literary Texts** contributes to the development of:

- ❖ the ability to engage in motivated reading, supported by a text that is interesting to pupils;
- ❖ creative oral expression skills, through receptivity to analyzing the text (modified ending, suggestions for resolving conflict situations). This type of exploration of the literary text develops pupils' critical thinking and imagination, also helping to dispel stereotypes in literary expression;
- ❖ writing and communication skills, allowing pupils to express themselves more freely,

articulating their own ideas;

with access to a wide range of literary devices and grammar presented as an intrinsic component of the act of literary communication.

The goal of the formative experiment was to “**empower pupils**” and encourage them to enjoy expressing their thoughts and impressions; therefore, the assistance provided must be moderate and limited to the point where the teacher does not instill in the pupil the habit of waiting for or requesting such help. The rich language found in authentic literary texts offers pupils maximum opportunities for expression, avoiding clichés and the acquisition of “**I can do everything**” structures. Thus, literary units, including expressions related to specific themes, were mastered by pupils through practice using the proposed literary contexts.

Literary language that stems from an authentic literary text ultimately aims to build personal literary communication, facilitating pupils’ integration into social and cultural life.

In conclusion, we can assert the following:

➤ The results of the pedagogical training experiment demonstrate the effectiveness of a productive approach to developing pupils’ reading skills through the application of the **Model for the Pedagogical Valorization of Literary Texts** as a factor in the study of literature.

➤ **The Model for the Didactic Valorization of Literary Texts** has confirmed its pedagogical value in developing reading skills, as its implementation in the context of teaching literary works has ensured a significant increase in pupils’ reading proficiency.

In the final stage of the pedagogical experiment, we set out to test the effectiveness of **the Model for the Didactic Valorization of Literary Text** and to compare the level of reading skills among pupils in the experimental and control groups. All 54 pupils from the initial evaluation stage were included in the control experiment.

The parameters established for assessing reading skills included: determining the setting and time period of the text’s action, identifying the characters involved in the action, classifying them as main or secondary characters, highlighting the stages of the action, overall comprehension of the literary message, understanding the text’s ideas, etc.

The reading of each literary text, which served as the basis for the literary arts learning activities, was followed by the implementation of formative assessment procedures, such as:

- ✓ formulating answers to questions about the text;
- ✓ immediately identifying the correct answers;
- ✓ group work on tasks involving the analysis of the literary text;
- ✓ expanding on the literary text by writing an alternative ending;
- ✓ finding a title for the text;
- ✓ discussing the ideas contained in the text.

The implementation of the Model for the Pedagogical Valorization of Literary Texts in the teaching of literature focused on the following areas and objectives:

- the proper development of literary language;
- the creation of a resource for enriching literary language, and the development of a rich and varied repertoire of literary elements;
- creating a model for correct, literary speech;
- developing reading skills;
- developing the most basic skills for understanding and appreciating literary works;
- creating and developing skills for the analysis and synthesis of literary information;
- developing critical thinking;
- cultivating aesthetic and artistic taste;

- developing pupils' creative abilities;
- enhancing pupils' intellectual capacity.

By administering two evaluation tests, the level of mastery of literary content among pupils in the experimental and control groups was evaluated. The results of the control test are presented in **Table 3.6** and **Figure 3.5**.

Table 3.5. Results of the control experiment

Level	Experimental group (pupils)		Control group (pupils)	
	No. of pupils	%	No. of pupils	%
A	8	14,28%	25	46,29%
B	34	60,71%	23	42,59%
C	14	25%	6	11,11%

An analysis of the data in Table 3.5 reveals significant differences between the experimental sample and the control sample in terms of the distribution of pupils across performance levels (A, B, and C).

In comparison, it is observed that:

- the experimental sample has **a higher number of pupils at levels B and C**, indicating weaker overall performance;
- the control sample has **a significantly higher proportion of level A pupils**, reflecting superior results.

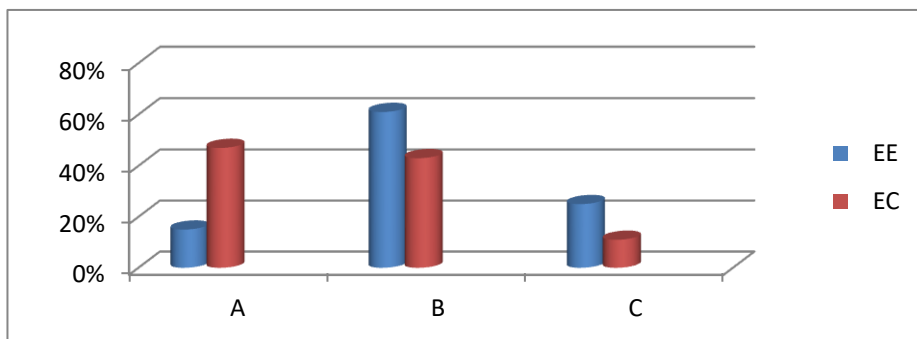


Figure 3.5. Results by level (Control experiment).

The data in **Figure 3.6** show **a significant improvement in reading skills in the experimental group** compared to the control group, from the baseline experiment to the control experiment.

The results are presented in **Figure 3.6**.

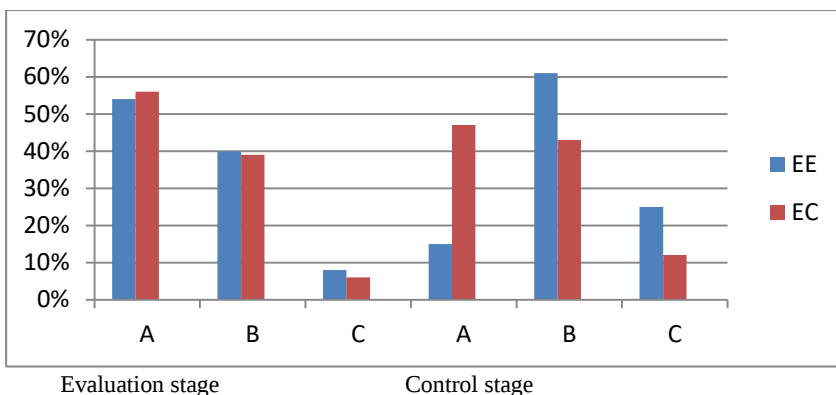


Figure 3.6. Evolution of Results Based on the Model for the Pedagogical Valorization of Literary Texts

Thus, when analyzed comparatively, the results obtained through the two follow-up evaluations reveal noticeable differences in quality regarding pupil performance achieved through the implementation of **the Model for the Pedagogical Valorization of Literary Texts**, which led to evident academic progress in the process of learning literary works and to a visible development of reading skills across all three levels. In the process of incorporating the literature-oriented verbal-communicative module for pupils in the two samples (experimental and control) into the testing, through the observation, interpretation, and synthesis of data, it was found that results vary depending on the pupils' preparation. Regarding the control sample, certain changes were observed in terms of the acquisition of literary units.

General Conclusions and Recommendations

The research conducted reveals a diversity of opinions regarding the study of literary works in primary schools and the multitude of approaches it offers. Literary texts play an important role in the process of learning literature; through them, instructional and educational goals are achieved. Based on the interpretation of theoretical ideas and an examination of the experiential framework, we can draw the following conclusions:

1. The use of literary texts in the teaching and learning of Romanian literature is indisputable and absolutely necessary. Literary texts engage pupils in acquiring and refining literary expression skills, serving as a practical means of enriching their knowledge of Romanian literature; it serves as a source of information and a model for value-driven literary communication, a standard of literary expression that we hope pupils will attain. In the process of selecting texts, certain principles and selection criteria will be taken into account, such as: accessibility in relation to the pupils' level of intellectual development and general knowledge, appeal, value, text length, etc.

2. In the context of teaching Romanian literature, literary texts can break the monotony and spark new motivation in pupils. By discovering literary texts and their values, pupils become more motivated and engaged in absorbing literary information.

3. The development of correct, coherent, and productive literary expression in the process of assimilating artistic literature is achieved through the methodological valorization of literary texts, which contributes to the development of literary competence.

4. Examining the theoretical dimension led to the identification of the components of **the Model for the Didactic Valorization of Literary Texts**, which has formative value. Its implementation in the context of teaching Romanian literature involves various active-participatory methods and techniques for exploring literary texts.

5. The stages of the framework for interactive learning and the development of critical thinking - **Evocation, Meaning-Making, and Reflection** - offer opportunities to modernize the methodology for exploring literary texts within the teaching of Romanian literature from a broader perspective, aimed at developing pupils' personalities through the formation of reading competencies.

6. From the perspective of **the Model for the Didactic Valorization of Literary Texts**, based on reading skills, literary communicative competence, linguistic competence, and socio-cultural competence are formed and developed.

7. The interpretation of experimental data from the perspective of developing reading skills in primary school pupils demonstrates the effectiveness of a productive approach to learning literary works based on the methodological analysis of the literary text.

8. The methodological valorization of the literary text involves interpreting what has been read to form one's own attitude toward the literary work, stimulating reflective and critical thinking in relation to various messages received, and cultivating an interest in reading.

9. The research results confirmed the formulated hypothesis and demonstrated the achievement of the general objectives of the investigation.

The research phenomenon, as an analytical synthesis at the theoretical and experimental levels, generated several methodological aspects. These can be formulated into a series of practical **"recommendations"** aimed at the field of Romanian literature education from the perspective of developing reading skills among primary school pupils:

1. The primary school teacher must serve as a guide who directs the pupils' receptive efforts—a competent, intelligent, and imaginative guide with a refined aesthetic sensibility—so that, through their entire demeanor, they can introduce an aesthetic dimension to the lesson and cultivate the pupils' sensitivity. In this sense, the proposed methodological approach can be applied in the process of

teaching Romanian literature in middle schools.

2. In each specific case, the methods for exploring literary texts may vary depending on the content as well as the class's general level of preparation; however, their focus on skill development becomes a factor that influences the effectiveness of learning. This phenomenon is relevant to the practice of teaching Romanian literature as a whole.

3. No single method can be considered equally effective for every situation or for every category of pupils. The requirements that any method of text exploration must meet—and by which its effectiveness is assessed from the perspective of the Model for the Didactic Valorization of Literary Text—relate to how the text is presented and the degree to which pupils are engaged in the process of learning Romanian literature.

4. Texts should be selected so that, through their message and literary and artistic qualities, they stimulate pupils' interest in Romanian literature. The teacher must organize their activities in such a way as to spark pupils' curiosity, keep their interest in literary art alive, and encourage the search for—and discovery of—the “literary new.” The methodology proposed by our research is useful in this process of discovery.

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2022-2-RO01-KA210-SCH-000095715. Tip lucrare: ghid de bune practici / material metodologic.

Baza de date:, platforma proiectului, site-ul instituției [The Small Drama Box – Liceul Teoretic „Nicolae Titulescu” Slatina](#)

ANNOTATION DOBRIN Nicoleta

" The methodological valorization of text in the study of romanian literature in primary school ", Chişinău, 2026

Thesis structure: introduction, three chapters, general conclusions and recommendations, bibliography of 147 titles, 21 annexes, pages 105 basic text, 13 figures, 14 tables.

Thesis publications: 4 scientific papers, 17 conferences.

Keywords: literary text, authentic literary text, instruction text, methodological assimilation, lectures, literary communication skills, language skills, socio-cultural skills.

The field of study represents the theory and methodology of training in primary classes.

The purpose of the paper consists in the epistemological recording of the literary text and its capitalization in the educational practice by applying the Model of didactic capitalization of the literary text.

Research objectives: analysis of conceptual sources and study of literature on the status of the literary text in the learning process of literary work; theoretical approach to the cognitive and formative possibilities of the literary text; elucidation of the content and modalities of methodological capitalization of the literary text;

Designation of the practical-operational dimension of the formation of the lecturer competences in the process of assimilating the literary contents; establishing the descriptors of performance of the lecturer skills in the process of learning the literary work in the primary classes based on the literary text; elaboration of the Model of didactic capitalization of the text and its validation by experiment.

The novelty and scientific originality lies in the identification of the reference framework of the literary text, the argumentation of the formative value of the literary text in the aspect of the four integrative curricular skills: oral comprehension, written comprehension and oral expression, written expression; demonstrating the efficiency of the methodological capitalization of the literary text in the process of assimilating the literary contents into the primary classes, elaboration and theoretical-practical substantiation of the Model of didactic capitalization of the literary text.

The scientific problem solved in research consists in the design of the Model of didactic capitalization of the literary text and the methodological contribution in the modernization of the learning process of literary works through the authentic literary text by the students of the classes primary.

The theoretical significance of the research is argued by: the complexity of the concept of literary communication competence and the need for its efficient operationalization in the formative framework of learning; theoretical substantiation and methodological perspectives and principles in the approach of the authentic literary text;

Highlighting the need for a holistic approach to the four integrative skills: oral comprehension, written comprehension and oral expression, written expression; integration of all components belonging to the literary text, of critical thinking skills by methodological capitalization of the authentic literary text.

The applicative value of the paper is validated by: elaboration and implementation of the Model of didactic capitalization of the literary text that can be implemented both in the primary classes, as well as in the preschool cycle in the process of learning literary content.

The implementation of scientific results took place through didactic activity within Secondary School no.13, Râmnicu Vâlcea the town, Vâlcea county, România at national and international conferences, publications *Acta et Commentationes, Univers Pedagogic*.

ADNOTARE
DOBRIN Nicoleta

„Valorificarea metodologică a textului în procesul de studiere a literaturii române în clasele primare”, Chișinău, 2026

Structura tezei: introducere, trei capitole, concluzii generale și recomandări, bibliografie din 147 de titluri, 21 de anexe, 105 pagini text de bază, 13 figuri, 14 tabele.

Publicații la tema tezei: 4 lucrări științifice, 17 conferințe

Cuvinte cheie: text literar (TL), text literar autentic (TLA), text instrucție, asimilare metodologică, competențe lectorale (CL), competențe de comunicare literară (CCL), competențe lingvistice (CL), competențe socio-culturale.

Domeniul de studiu reprezintă teoria și metodologia instruirii în clasele primare.

Scopul lucrării constă în consemnarea epistemologică a textului literar și valorificarea lui în practica educațională prin aplicarea **Modelului de valorificare didactică a textului literar**.

Obiectivele cercetării: analiza surselor conceptuale și studiul literaturii privind statutul textului literar în procesul de învățare a operei literare; abordarea teoretică a posibilităților cognitive și formative ale textului literar; elucidarea conținutului și modalităților de valorificare metodologică a textului literar; consemnarea dimensiunii practic-operaționale de formare a competențelor lectorale în procesul de asimilare a conținuturilor literare; stabilirea descriptorilor de performanță a competențelor lectorale în cadrul procesului de învățare a operei literare în clasele primare în baza textului literar; elaborarea **Modelului de valorificare didactică a textului literar** și validarea lui prin experiment.

Noutatea și originalitatea științifică rezidă în identificarea cadrului de referință al textului literar, argumentarea valorii formative a textului literar în aspectul celor patru deprinderi curriculare integratoare: comprehensiunea orală, comprehensiunea scrisă, exprimarea orală și exprimarea scrisă; demonstrarea eficienței valorificării metodologice a textului literar în procesul de asimilare a conținuturilor literare în clasele primare, elaborarea și fundamentarea teoretico-practică a **Modelului de valorificare didactică a textului literar**.

Problema științifică soluționată în cercetare constă în proiectarea **Modelului de valorificare didactică a textului literar** și contribuția metodologică în modernizarea procesului de învățare a operelor literare prin intermediul textului literar autentic de către elevii claselor primare.

Semnificația teoretică a cercetării este argumentată de: complexitatea conceptului de competență de comunicare literară și necesitatea operaționalizării sale eficiente în cadrul formativ al învățării; fundamentarea teoretică și a perspectivelor metodologice și a principiilor în cadrul abordării textului literar autentic; evidențierea necesității unei abordări holistice în vederea celor patru deprinderi integratoare: comprehensiunea orală, comprehensiunea scrisă, exprimarea orală și exprimarea scrisă; integrarea tuturor componentelor ce aparțin textului literar, a abilităților de gândire critică prin valorificarea metodologică a textului literar autentic.

Valoarea aplicativă a lucrării este validată de: elaborarea și implementarea **Modelului de valorificare didactică a textului literar** care poate fi implementat atât în clasele primare, cât și la ciclul preșcolar în procesul de învățare a conținuturilor literare.

Implementarea rezultatelor științifice s-a produs prin activitatea didactică în **cadrul Școlii Gimnaziale Numărul 13 din orasul Râmnicu-Vâlcea, județul Vâlcea** comunicări la conferințe naționale și internaționale, **publicații în reviste științifice tip B precum: Acta et Commentationes, Univers Pedagogic**.

DOBRIN Nicoleta

**„ THE METHODOLOGICAL VALORIZATION OF THE TEXT IN THE PROCESS
OF STUDYING ROMANIAN LITERATURE IN PRIMARY CLASSES ”**

532.02-School didactics on stages and educational disciplines.

THE SUMMARY

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