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**„COMMUNICATIVE TECHNOLOGIES FOR THE RECEPTION
OF ORAL MESSAGES IN ROMANIAN LITERATURE IN
PRIMARY EDUCATION”**

532.02 – School Didactics by Educational Levels and Subject Areas

ABSTRACT

of the Doctoral Thesis in Educational Sciences

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List of Abbreviations:

Romanian:

MO – mesaj oral

ADÎP – activități didactice în învățământul primar

TE – tehnologii educaționale

TCLPRÎMO – tehnologii comunicative literare de predare-receptare-învățare a mesajelor orale

TC – tehnologii comunicative

MRÎMOLRITC – model de receptare - învățare a mesajului oral la literatura română prin intermediul tehnologiilor comunicative

CECRL -Cadrul European Comun de Referință pentru Limbi

CDÎP – cadre didactice ale învățământului primar

EE – eșantion experimental

EC – eșantion de control

EM – eșantion martor

English:

OM – Oral Message

ADIP – Teaching Activities in Primary Education

TE – Educational Technologies

TCLPRIMO – Literary Communicative Technologies of Teaching–Reception–Learning of Oral Messages

TC – Communicative Technologies

MRIMOLRITC – Reception–Learning Model of the Oral Message in Romanian Literature through Communicative Technologies

CEFR – Common European Framework of Reference for Languages

CDP – Primary Education Teachers

EE – Experimental Sample

EM – Reference Sample (Control Sample)

CONCEPTUAL FRAMEWORK OF THE RESEARCH

Relevance of the Research Topic, The study of Romanian Literature in primary education provides the foundation for a balanced and effective teaching methodology, in which communicative competence constitutes a fundamental linguistic and literary competence, in accordance with the Common European Framework of Reference for Languages (CEFR) [8].

According to M. Ionescu [17], the development of literary communication competence is achieved through familiarizing pupils with literary language, exposing them to a variety of texts, and capitalizing on oral messages in meaningful learning contexts. In the same vein, C. Șchiopu [29] emphasizes that the development of literary communication competence presupposes, first and foremost, the acquisition of literary language and complex literary units, aspects that highlight the role of the oral message in the process of text reception and interpretation. Literature contributes not only to the development of reading and writing skills but also to the cultivation of critical thinking, empathy, and creativity, providing children with cultural and emotional models while supporting the enrichment of vocabulary and the development of expressive abilities.

Within this framework, communicative technologies for the reception of oral messages become essential tools for facilitating literary text comprehension, strengthening active listening skills, and fostering an authentic relationship between the pupil and the literary message.

The relevance of exploring the use of oral messages through communicative technologies in primary education is supported by several major trends in contemporary pedagogical research. First, primary education is increasingly focused on the development of competencies, which necessitates instructional approaches capable of responding to the challenges of communication in general and literary communication in particular.

Description of the Research Context and Identification of the Research Problem

The analysis of the specialized literature reveals that *communicative technologies for the reception and learning of oral messages within Romanian Literature classes in primary education* constitute a dimension that remains insufficiently explored and systematically conceptualized in national educational research. It is evident that a number of theoretical and methodological challenges remain unresolved. Modernizing primary school teaching and Romanian literature teaching, although present in contemporary pedagogical approaches, doesn't systematically address the issues related to receiving oral messages through communication technologies. This conceptual and methodological gap justifies the need for in-depth research that can provide a coherent theoretical framework

and practical solutions for making the most of oral messages in developing literary communication skills at the primary education level.

Positioning of the Research Topic within International and National Concerns in an Interdisciplinary and Transdisciplinary Context

In Romania, numerous studies have been conducted with the aim of optimizing the teaching of Romanian Language and Literature, with particular emphasis on the modernization of instructional strategies and the development of pupils' competencies in the reception and interpretation of literary texts. Among the most significant contributions are the works of A. Hobjilă (2008) [16], M. Carpov (1999) [11], F. Chereja (2004) [12] and Al. Bojin [2], which analyze interactive teaching methods and approaches to developing literary communication competence among pupils.

In the Republic of Moldova, recent research highlights similar concerns, focusing on the development of literary communication competence and the optimization of strategies for the reception and processing of oral literary messages. Studies conducted by C. Șchiopu (2015) [28], V. Pâslaru (2013) [23], L. Ciobanu-Mocanu (2008) [13], Al. Burlacu [3], [6], L. Strah [27], V. Mândăcanu [20], Vl. Guțu [15], provide important benchmarks for the development of effective literary communication and for promoting a learner-centered instructional approach. Nevertheless, the specific issue of communicative technologies applied to the reception of oral messages in primary education remains insufficiently explored, which justifies the need for systematic research in this field.

The epistemological foundations of the research were established on the basis of a system of ideas reflected in the following works: F. Sâmihiăian's didactics of oral expression [26], C. Șchiopu's aesthetics of reception and reading, 2009, 2015 [29], [28]; El. Țau [30]; E. Botezatu, 2008 [7]; and the semiotic theory of complex text by C. Vlad, 2003 [31]; U. Eco, 2002 [14]; R. Barthes, 2006 [1]. This conceptual framework is structurally reinforced through curriculum modernization and teaching technologization models developed by R. Iucu (2006) [18]; and I. Neacșu (2015) [21], alongside the guidelines regarding the development of language and fluent literary communication in the native context by V. Pâslaru, 2013 [23]; L. Ciobanu-Mocanu, 2008 [13].

The communicative approach emerged in the 1970s–1980s in modern language teaching as a reaction to traditional grammar-translation methods. In this context, M. Canale and M. Swain (1980) [10] formulated the initial model of communicative competence, which was later expanded by M. Canale (1983) to include the linguistic, sociolinguistic, strategic, and discourse components. Subsequently, W. Littlewood (1984) [19] described communicative strategies as “mental and behavioral procedures used by the speaker to maintain, repair, or enhance communication” — a definition that

underpins the current conceptualization of communicative technologies in language teaching.

The relevance of studying communicative technologies for the reception of oral messages in Romanian Literature among primary school pupils stems from the importance of defining the concept of communicative technologies for the reception–learning of oral messages. This relevance is circumscribed by the following fundamental considerations:

- **the primary role** of literary language in the development of pupils' literary communication competence in primary education;
- **the complexity of decoding** the verbal flow within oral messages, which are enriched with literary units and word combinations functioning as complex semantic entities whose overall meaning must be interpreted in an integrated manner (Callo, T.; Burlacu, A.) [18];
- **the need to develop** pupils' ability to interpret the connotative meanings of literary units, an aspect regarded as an intrinsic component of young learners' linguistic competence, from which derives the imperative of enhancing the reception–learning process of oral messages in Romanian Literature classes through the use of communicative technologies.

Research Problem: It is evident that a number of theoretical and methodological challenges remain unresolved. Consequently, several theoretical and methodological questions persist regarding the definition of communicative technologies, the justification of the communicative approach to oral messages, effective teaching strategies, and the criteria for assessing oral reception competence. These questions include: *What is actually meant by communicative technologies for teaching, receiving, and learning oral messages in primary education? Why is it necessary to approach oral messages from a communicative-functional perspective? What strategies can ensure the quality of learning Romanian literature through oral messages? What are the indicators of the effectiveness of communicative technologies for the reception and learning of oral messages? Which dimensions of communicative competence in Romanian literature can serve as criteria for assessing pupils' understanding of oral messages?*

These efforts to modernize primary education in general, and the teaching of Romanian literature in particular, have proven insufficient, thereby generating the **research problem** addressed by the present study.

These efforts to modernize the didactics of primary education in general, and the didactics of Romanian Literature in particular, have proved insufficient, thus generating **the research problem** that underlies the present study.

The specific research problem concerning communicative technologies applied to the reception of oral messages in primary education remains insufficiently explored, thereby justifying the need for systematic research in this field.

Three Contradictions Concerning Communicative Technologies for the Reception of Oral Messages in Romanian Literature (Primary Education within the Current Curriculum)
The Contradiction Between the Curricular Requirement for Active Reception and the Predominance of Traditional Teacher-Centered Methods

1. The curriculum requires the development of competencies related to active listening, interpretation, and dialogue;

2. In practice, however, many Romanian Literature lessons remain centered on teacher explanation rather than on communicative technologies such as role-playing activities, guided conversations, age-appropriate debates, and interactive listening;

3. As a result, a discrepancy emerges between the curricular intention of promoting interactivity and the methodological reality of predominantly one-way transmission of information.

The purpose of the research consists in the theoretical substantiation, design, and experimental validation of a Technological Model for the Reception–Learning of Oral Messages through Communicative Technologies in Romanian Literature lessons in primary education.

Research Hypothesis

If structured communicative technologies that are learner-centered and adapted to the aesthetic dimension of literary texts are systematically designed and implemented within the teaching–learning–assessment process of Romanian Literature in primary education, then the reception and processing of oral messages will become more effective, ensuring the optimization of active listening, semantic decoding, and contextual transfer competencies through the active involvement of young learners in authentic communicative situations and reflective–creative learning activities.

Research Objectives: In order to achieve the proposed purpose, the following fundamental objectives were established:

1. To conduct a multidimensional analysis and conceptualization of the epistemological foundations concerning the evolution and theoretical underpinnings of communicative technologies for the reception–learning of oral messages;

2. To identify and substantiate the psycholinguistic, psycho-pedagogical, and axiological factors that determine the communicative-functional orientation of the process of processing oral literary messages;

3. To classify and develop a structural-functional framework of communicative technologies designed to optimize the reception of oral messages in primary education;

4. To determine and map the characteristics, performance descriptors, and levels of literary language development among primary school pupils from the perspective of their abilities to decode, understand, reconstruct, and semantically transfer the messages they hear;

5. To design, implement, and experimentally validate a *Didactic Model for the Reception–Learning of Oral Messages through Communicative Technologies in primary education*;

6. To carry out the statistical evaluation and praxiological interpretation of the experimental data, as well as to formulate methodological recommendations for the implementation of the proposed technologies in educational practice.

• **Synthesis and Justification of the Research Methods:** In carrying out the investigation, the following categories of research methods were employed: **Theoretical Methods:** bibliographic documentation and axiomatic conceptualization; comparative-contrastive analysis and historical analysis of curricular documents; structural-functional modeling; synthesis and generalization of theoretical and applied data.; **Empirical Methods:** the pedagogical experiment (implemented through its diagnostic, formative, and validation/control stages); questionnaire-based survey administered to primary school teachers; semi-structured interview and clinical conversation; systematic observation of communicative behavior; educational assessment testing of pupils' performance.; **Data Processing Methods:** mathematical and statistical methods for the validation of experimental data and statistical processing and analysis performed using the SPSS software package.

The scientific novelty and originality of the research consist in:

• **the epistemological reconfiguration** and conceptual clarification of the notions of the oral message with aesthetic value, received literary language, and complex semantic unit, in full accordance with the requirements of contemporary communicative-functional didactics; **the theoretical substantiation and operationalization** of communicative technologies specifically focused on the reception and processing of oral messages in Romanian Literature classes, through the identification of psycholinguistic indicators characteristic of primary-school pupils; **the development and validation** of a rigorous matrix-based system of qualitative performance indicators and descriptors designed to ensure the objective assessment of oral reception competence levels among pupils in primary education; **the design, implementation, and validation** of a Didactic Model for the Reception–Learning of Oral Messages through Communicative Technologies, providing an innovative praxiological framework for the modernization of primary education didactics. **The research findings, which contribute to the solution of a significant scientific problem**, were obtained through a rigorous investigative approach

grounded both theoretically and practically. Their validity is confirmed by the stratified nature of the research sample, the diversity and relevance of the methods employed, the statistical processing of the data, and the comparative analysis of the experimental results. The proposed conceptual framework was incorporated into scientific and methodological materials, while the research findings were disseminated and validated through participation in international scientific conferences, instructional and methodological seminars organized by continuing professional development institutions, including the Olt Teacher Training Center (Casa Corpului Didactic Olt), and through publication in specialized academic journals. These activities attest to the scientific recognition, relevance, and practical value of the research.

The theoretical significance of the research lies in the conceptual substantiation of the reception–learning process of oral messages in primary education through: (1) the elucidation of the scientific arguments regarding the importance of the communicative teaching of literary language in Romanian Literature classes; (2) the analysis of the evolution and the redefinition of the concept of literary communicative strategy applied to the teaching, reception, and learning of oral messages; (3) the identification and systematization of communicative technologies for the reception–learning of oral messages in relation to the indicators of their effectiveness in primary education; and (4) the establishment of criteria for assessing communication competence in Romanian Literature lessons among primary school pupils from the perspective of the use of oral messages.

The practical value of the research consists in the development and validation of a Reception–Learning Model for Oral Messages through Communicative Technologies, adapted to primary education. The theoretical foundations of the study provide a framework for the modernization of Romanian Literature instruction and for the development of practical resources that support lesson planning and teaching practice.

The implementation of the scientific results was achieved through the experimentation and validation of the proposed model, as well as through the development of instructional and assessment instruments that support the formation of pupils' communication competencies, including methodological guides for teachers and supplementary educational materials for pupils.

Publications Related to the Thesis: 18 scientific publications (articles published in specialized journals and papers presented at national and international conferences);

Structure and Volume of the Thesis: Introduction; Three Chapters; General Conclusions and Recommendations; Bibliography and Appendices.

Key Concepts: Oral Message, Communicative Technologies, Reception–Learning, Communication Competence, Educational Strategies, Teaching Activities in Primary Education

CONTENTS OF THE THESIS

The **Introduction** substantiates the relevance and importance of the research topic, formulates the research problem, purpose, and objectives, identifies the directions for solving the research problem, and presents the epistemological foundations of the study. It also describes the scientific and praxiological value of the research, providing the theoretical and methodological basis for the novelty and originality of the investigation.

Chapter I - „Epistemological Foundations of Communicative Technologies for Teaching Oral Messages in Romanian Literature in Primary Education” provides the theoretical foundation for the concept of educational technology and its evolution toward communicative technologies, analyzing the role of oral communication within the teaching–learning process of Romanian Literature. The chapter defines communicative technologies and explains their relationship with didactic technology; constructivist and socio-constructivist paradigms, as well as the psycho-pedagogical characteristics of primary school pupils. Particular attention is given to clarifying the status of the oral message within Romanian Literature didactics. The formative functions of oral reception are examined from several perspectives: cognitive; affective; aesthetic and cultural. The chapter demonstrates how these dimensions contribute to the development of literary communication competence. Furthermore, the theoretical foundations of instructional strategies based on communicative technologies are analyzed, emphasizing their role in supporting: reception; interpretation and oral expression during Romanian Literature lessons. The theoretical synthesis demonstrates the necessity of integrating communicative technologies into the teaching of literary language as a prerequisite for authentic communication; effective literary learning and for the development of competencies specific to primary education.

Within this dissertation, the term **oral message** is used to refer to a message transmitted and received during Romanian Language and Literature lessons, with emphasis on the aesthetic, expressive, and communicative dimensions of literary language. In the present study, the concept of **message reception** is used as a general term applicable to the processes of understanding and interpreting messages within Romanian Language and Literature activities. A particular form of this concept is **oral message reception**, which is examined separately throughout the research. In accordance with the specific nature of the subject, the study also addresses the **reception of oral messages with literary value**, a concept that highlights the aesthetic, expressive, and communicative character of discourse intended for primary school pupils.

In this context, the research focuses on identifying and employing **appropriate communicative didactic technologies for primary education**, through which oral

messages with literary value can be integrated into teaching–learning–assessment activities. We consider the development of pupils' ability to receive, understand, and interpret oral messages to be an important indicator of the effectiveness of the process of developing **literary communicative competence** in primary education.

The examination of communicative technologies as effective means for the reception and learning of oral literary messages in Romanian literature, generated interest in identifying instructional strategies capable of promoting authenticity of literary communication and fluency of expression during class. Within this chapter, conceptual definitions and contemporary taxonomies of the oral message are updated while preserving their theoretical relevance and practical applicability. The research is directed toward defining and strengthening the theoretical foundations of the concept of communicative technologies for the reception–learning of literary language. Following the theoretical synthesis, it is concluded that instructional strategies employed in communicative teaching of Romanian Literature involve differentiated educational activities that engage pupils in personally meaningful and motivated learning efforts. These activities facilitate the acquisition of knowledge, the development of skills and the formation of attitudes.

Chapter II. - „Methodology for the Effective Use of Oral Messages in Primary Education,” focuses on the psycholinguistic and psycho-pedagogical determinants of integrating oral language into communication during Romanian Literature lessons. The main objective is to identify opportunities for enhancing the effectiveness of the reception–learning–assessment triad through the modernization of specific communicative technologies.

The chapter examines the specific problems associated with this process and models reception–learning technologies in accordance with the principles of communicative teaching. Special attention is given to the indicators that define the quality of the reception–learning process during Romanian Literature lessons. These indicators constitute the core framework for assessing pupils' literary communication competence. These indicators include: Message Identification, Semantic Decoding, Encoding, Contextual Utilization and Linguistic Integration into Conversation).

Based on these indicators, the chapter presents a Reception–Learning Model for Oral Messages through Communicative Technologies, founded on:

- the epistemological and methodological foundations of developing communication competence in Romanian Literature;
- the preparation of pupils for the acquisition, understanding, application, and integration of oral messages through a methodological approach centered on a system of communicative activities;

- the alignment of competence-development objectives with communicative technologies for reception–learning in primary education;
- the identification of the stages for implementing these technologies and the validation of their effectiveness indicators;
- the reconceptualization of Romanian Language and Literature didactics from the perspective of integrating communicative technologies into the reception–learning process of oral messages.

Chapter III. - „Experiential Framework of Communicative Technologies for the Reception–Learning of Oral Messages in Primary Education” presents the conceptual framework of both the diagnostic and formative experiments, building upon the results of the theoretical investigation. The experimental research employed a complex investigative toolkit designed to: determine pupils’ initial language development level; evaluate oral-message competence during Romanian Literature lessons; design developmental interventions and measure communication competence outcomes.

The experimental program aimed to ensure the effective integration of oral messages into communication and assessed pupils’ competence across three developmental levels, aligned with a functional adaptation of the Common European Framework of Reference for Languages: Advanced Level (Level III – corresponding to a high degree of autonomy and discursive complexity for primary school age), Intermediate Level (Level II – an independent user in standard communication contexts), and Basic Level (Level I – an elementary user of basic structures). Based on these levels, criteria were developed for assessing the degree of oral-message integration, and pupils’ performance was measured during both the diagnostic and validation stages of the experiment..

Another dimension explored in the study was the implementation of instructional activities as a multidirectional communicative process. These activities demonstrated their effectiveness in both receptive and productive forms, encompassing oral and written communication, and fostered optimal literary interaction through interactive and mediational practices. **The implementation of the *Reception–Learning Model of Oral Messages through Communicative Technologies*** directly supported the internalization of the values inherent in literary language.

In this context, the model operationalizes three fundamental categories of communicative technologies:

- **oral message reception technologies**, directed toward the development of a system of knowledge concerning literary language and the structure of oral messages;
- **technologies for the processing and transformation of receptive messages**, which enhance the educational value of the oral message through the development of capacities for identification, decoding, semantic equivalence, encoding, contextual use, and linguistic integration;
- **authentic communicative interaction technologies**, designed to cultivate positive attitudes toward the significance and function of oral messages in everyday communication.

The experimental research was grounded in the theoretical premises established during the previous stages of investigation, including a rigorous investigative approach, designed for the evaluation of pupils' initial level of development, planning of formative interventions and implementation of instructional activities and the measurement of communication competence development in Romanian language and literature classes through the reception–learning of literary texts presented orally. Within this research, the term „oral message” is used with the specific meaning of a discourse unit integrated into literary contexts.

In order to achieve the objectives of the study, educational institutions from the municipality of Slatina, Romania, recognized for their performance in linguistic education at the primary level, were selected: “Ion Minulescu” National College and “Nicolae Titulescu” Theoretical High School. The sample was established through conventional cluster sampling based on intact classes and comprised a target population of 128 primary school pupils.

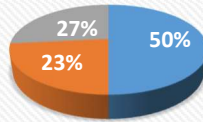
To ensure a rigorous comparative analysis, the participants were assigned to two reference groups: the Experimental Sample (ES), comprising 68 pupils, and the Control Sample (CS), consisting of 60 pupils.

To control for the possibility that variations in the dependent variable could be explained by structural differences between the groups, the composition of the two samples was standardized in terms of age characteristics, psychopedagogical profiles, and initial levels of achievement. All participants included in the experiment were subject to the same requirements of the current national curriculum.

Consequently, the homogeneity of the samples selected from the participating institutions provides a high degree of validity to the data obtained, allowing the research findings to be generalized to the primary education level.

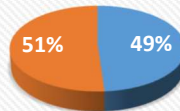
The internal composition and numerical distribution of the research sample are synthetically illustrated in **Figure 3.1**.

Control Group



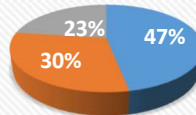
- Oral Message ("Nicolae Titulescu" Theoretical High School)
- Oral Literary Message ("Ion Minulescu" National College)
- Romanian Literature for Primary Education

Overall Sample



- Control Group (CG)
- Experimental Group (EG)

Experimental Group



- Oral Message ("Nicolae Titulescu" Theoretical High School)
- Oral Literary Message ("Ion Minulescu" National College)
- Romanian Literature for Primary Education

The interpretation of the distribution presented in Figure 3.1 illustrates the organization of the participants included in the experiment designed to assess and develop communication competencies in Romanian Literature through the reception–learning process of oral messages.

Thus, the experimental sample comprised 33 pupils from two classes of the “Nicolae Titulescu” Theoretical High School and 19 pupils from the “Ion Minulescu” National College. One class, consisting of 16 pupils, attended Romanian Literature lessons delivered in a fully technology-enhanced environment, utilizing a digital textbook, interactive educational platforms, and audio-video resources to support the reception of oral messages.

The control sample consisted of 46 pupils from two classes at the “Nicolae Titulescu” Theoretical High School and 14 pupils from the “Ion Minulescu” National College. The results showed that the majority of pupils recognized and only partially understood oral messages, while teachers considered the number of curriculum hours allocated to this content area to be insufficient. Teachers reported using methods such as dialogue, explanation, conversation, the snowball technique, oral and written testing, literary text analysis, listening activities, and communicative technologies, the latter being indicated by 68.3% of the respondents.

The experimental research was conducted in *three stages* during the period 2020–2023, with participants being assessed in terms of the dependent variables under investigation. The use of a control sample made it possible to evaluate the impact of the independent variable by measuring the differences observed following the intervention applied to the experimental sample.

The diagnostic stage (November 2020) aimed to determine the level of literary communication competence with regard to the reception, learning, and interpretation of oral messages in literary communication. The assessment was carried out through three evaluation tasks developed in accordance with communicative technologies for teaching oral messages in primary education and aligned with the strategies of the Reception–Learning Model of Oral Messages: the oral message reception strategy, the message production strategy, and the authentic communicative interaction strategy. In addition, teachers’ perceptions regarding the teaching–learning–reception–assessment process of oral messages were examined through a questionnaire survey.

The formative stage of competence development in Romanian Literature (academic year 2020–2021) included the implementation and experimental evaluation of the validity of the Reception–Learning Model of Oral Messages through the use of communicative teaching technologies. During this stage, the participants (pupils) were exposed to the influence of the independent variables. To support the development of oral-message reception competence in relation to literary content, pupils were engaged in activities involving the applied analysis of literary language and expressive units found in the selected texts. As part of the formative activities, pupils used digital resources (digital

textbooks, interactive applications, and audio-video recordings) to listen again to oral messages, identify literary units, and reconstruct messages in new contexts.

The validation stage (2021–2022) aimed to determine the degree to which primary school pupils had acquired and were able to apply oral messages in spoken communication by comparing the results obtained by the Experimental Sample (ES) and the Control Sample (CS) during the post-test phase. The methodology of the experimental research included: *a questionnaire designed to assess primary school teachers' perceptions regarding the reception, learning, and teaching of oral messages; a test for evaluating pupils' literary communication competence in relation to the use of oral messages; assessment tasks focused on the linguistic and literary values of oral messages; the pedagogical experiment; statistical data processing using SPSS 17; and graphical representation of the results.* The findings highlighted the need to strengthen the role of oral messages within the primary education curriculum, as well as the effectiveness of communicative technologies in the development of literary communication competence.

In 2020, *the level of literary communication competence among primary school pupils, as reflected in their use of oral messages*, was assessed through the administration of a standardized test.

The test was administered to both the Experimental Sample (68 pupils) and the Control Sample (60 pupils) *during the diagnostic stage of the research.* The test was designed on the basis of learning objectives that had already been addressed within the instructional process and was aligned with the literary content prescribed by the curriculum, with the aim of identifying pupils' progress as well as any learning difficulties encountered.

The indicators specific to oral messages served as the starting point for defining the reference levels of reception competence development across various communicative situations. Within the framework of the research, literary communication competence was assessed in relation to three levels of development—advanced (III), intermediate (II), and basic (I)—designed in accordance with the three major categories of the Common European Framework of Reference for Languages (CEFR): C (proficient user), B (independent user), and A (basic user). This three-level structure was considered appropriate to the specific objectives of the study, as it allows for a direct correspondence with the experimental stages (diagnostic – formative – validation) and facilitates a coherent measurement of the progress achieved by the participants included in the research.

Literary communication competence, viewed from the perspective of oral message reception, was assessed according to *the three performance levels* established in the

primary education curriculum: *knowledge and comprehension, application, and integration*.

The first level focuses on assessing theoretical knowledge and the conceptual foundations related to oral messages, as well as the pupil's ability to identify and reproduce essential information. The application level concerns the use of oral messages in literary communication contexts through processes of analysis, association, and transfer. The integration level reflects the pupil's ability to combine acquired knowledge, skills, and attitudes, to produce original outputs, and to use oral messages in new and complex situations.

Table 3.2 presents the standardized assessment instrument developed on the basis of the three performance levels employed in the primary education curriculum: knowledge and comprehension, application, and integration. The items included in the table are not dependent on a specific text; rather, they target general competencies related to the reception of oral messages, including the identification of literary concepts, the appropriate use of language, the transformation of oral messages, the integration of lexical elements (including regionalisms), and the ability to produce a coherent oral message. This approach enables a consistent and comparable assessment of pupils' performance, regardless of the supporting text used in practical activities.

Table 3.2. Assessment Methodology for Communication Competence in Romanian Literature Based on the Reception–Learning Process of Oral Messages

Objective Category	ITEMS	Score	Total Score
KNOWLEDGE/COMPREHENSION	1. The author is the person who creates a literary work.	5	15
	2. The narrator is the storyteller of an event.	5	
	3. The totality of actions and events presented in a sequential development constitutes an oral message.	5	
APPLICATION	4. Narration, as a mode of discourse, is used in the process of reception–learning of the oral message.	10	30
	5. Choose the correct literary form of the words <i>răpede</i> <i>țârnă</i> , <i>lacrămi</i> , <i>școalei</i> to include them in the oral message.	10	

	6. Apply the narration of the oral message in the first person.	10	
INTEGRATION	7. Construct an oral message using four regionalisms from the literary text.	20	40
	8. Construct an oral message using your favorite epic literary work previously studied.	20	
	9. Compliance with lexical and grammatical norms.	5	5
	Total	90	90

Table 3.3. Assessment Rubric for Communication Competence in the Reception– Learning of Oral Messages

Level	A-Basic (I)	B-Intermediate (II)	C-Advanced (III)
Assesment Scale	0-35 points	36-65 points	66-90 points
Score–Grade Correspondence	0: Grade 1 5: Grade 2 10-15: Grade 3 20-25: Grade 4 30-35: Grade 5	36-45: Grade 6 50-55: Grade 7 60-65: Grade 8	70-80: Grade 9 85-90: Grade 10
The level of competence is interpreted according to the degree of item complexity: Knowledge/Comprehension (basic level), Application (intermediate level), and Integration (advanced level).	KNOWLEDGE/ COMPREHENSION	APPLICATION	INTEGRATION

The following statistical coefficients were employed for the calculation of descriptive statistics:

a) Relative Frequency

$$f_1 = \frac{n_1}{\sum n_1} * 100,$$

n_1 = number of participants in group x

$\sum n_1$ = total number of participants

b) Arithmetic Mean

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}, i = 1, n, \text{ where:}$$

n = sample size (number of participants)

$\sum x_i$ = individual score

n = number of participants (sample size)

c) The standard deviation coefficient is calculated using the following formula:

$$\sigma = \sqrt{\frac{\sum d_t^2}{n}} = \sqrt{\sum \frac{(x_i - \bar{x})^2}{n}} = \sqrt{\sigma^2}, \text{ where } (x_i) \text{ represents the individual}$$

scores, $(\bar{x})$ represents the arithmetic mean and (n) represents the number of participants (sample size).

Table 3.4. Level of Development of Pupils' Literary Communication Competence from the Perspective of the Use of Oral Messages

Experimental Sample				Control Sample			
Score	Frequency	%	Levels	Score	Frequency	%	Levels
5	3	4,4	Basic 50%	5	8	13,3	Basic 46,7%
10	8	11,8		10	6	10,0	
15	9	13,2		15	6	10,0	
20	8	11,8		25	4	6,7	
25	3	4,4		30	4	6,7	
35	3	4,4		40	15	25,0	
40	10	14,7	Intermediate 30,9%	50	2	3,3	Intermediate 38,3%
45	7	10,3		55	1	1,7	

60	2	3,0	Advanced 19,1%	70	4	6,7	Advanced 15%
70	3	2,9		75	4	6,7	
75	11	16,2		80	1	1,6	
Standard Deviation (68 participants)			21,64645	Standard Deviation (60 participants)			22,32449

The analysis of the score distribution obtained by pupils in the two samples reveals significant differences in the level of development of literary communication competence from the perspective of the use of oral messages. In the experimental sample, half of the pupils (50%) were situated at the basic level of development, while 30.9% reached the intermediate level and 19.1% attained the advanced level. This distribution indicates a relatively balanced structure, with a considerable proportion of pupils exceeding the basic level and demonstrating functional or advanced competencies in the reception and use of oral messages. A comparison of the two groups shows that the experimental sample included a higher percentage of pupils at the advanced level (19.1% compared to 15%) and a more balanced distribution between the basic and intermediate levels. These findings suggest that the oral message reception strategies and communicative technologies implemented during the experiment had a positive impact on the development of literary communication competence.

Overall, the statistical data support the effectiveness of the oral message reception strategies employed in the experimental sample and demonstrate a higher level of progress among pupils involved in the formative intervention compared with those in the control sample. The superior performance of the experimental sample may also be explained by the integration of digital technologies, which facilitated repeated listening to oral messages, the visualization of narrative structures, and the application of metacognitive strategies in interactive learning environments.

The test results indicate that a significant proportion of pupils experience difficulties in correctly understanding and interpreting oral messages during Romanian Literature lessons. Conceptual confusion is particularly evident with regard to basic notions: many pupils mistakenly associate the role of the author with the production of the oral message, while the concept of narration, as a mode of discourse employed in the reception and learning of oral messages, remains insufficiently mastered. These conceptual gaps help explain the low scores obtained in the knowledge and comprehension category, which involves the identification and reproduction of information.

Since the test was administered as a summative assessment, pupils received a single grade for the entire instrument, and the results were analyzed holistically in order to determine the level of knowledge, application, and integration of oral messages in

communication, which represents a final competence stipulated by the primary education curriculum.

The results obtained for determining the level of pupils' literary communication competence are presented below. The competence level was assessed on the basis of academic performance and expressed through grades. In the experimental sample, three pupils (4.4%) obtained only 5 points, whereas in the control sample eight pupils (13.3%) achieved the same score and were consequently awarded grade 2. For grade 3, corresponding to a score of 10 points, six pupils in the control sample (10%) and seventeen pupils in the experimental sample (25%) were recorded.

Overall, only 20 pupils out of the entire sample (128 participants) were awarded grade 9, and no pupil obtained grade 10. The analysis of the results, in accordance with the assessment rubric presented in **Table 3.3**, highlights the distribution of grades across the different performance levels.

Table 3.5. Level of Literary Communication Competence Based on Pupils' Grades in the Use of Oral Messages

Experimental sample				Control Sample			
Grade	Frequency	%	Cumulative % by Level	Grade	Frequency	%	Cumulative % by Level
2	3	4,4	Basic 50%	2	3	4,4	Basic 46,7%
3	17	25,0		3	17	25,0	
4	11	16,2		4	11	16,2	
5	3	4,4		5	3	4,4	
6	17	25,0	Intermediate 30,9%	6	17	25,0	Intermediate 38,3%
7	3	4,4		7	3	4,4	
8	1	1,5		8	4	5,6	
9	13	19,1	Advanced 19,1%	9	10	15,0	Advanced 15,0%
Standard deviation (68 participants)			2,22228	Abaterea standard (60 participants)			2,27589
Arithmetic Mean			5,3235	Arithmetic Mean			5,2000

The results of the test administered during the diagnostic stage indicate a basic level of knowledge, application, and integration of oral messages. Specifically, 50% of the

pupils in the experimental sample and 46.7% of those in the control sample were classified at the basic level. Only 19.1% of the pupils in the experimental sample and 15% of those in the control sample demonstrated advanced literary communication competencies through the use of oral messages. The intermediate level was attained by 30.9% of the pupils in the experimental sample and 38.3% of those in the control sample.

A graphical representation of these results is presented in Figure 3.2.

The research methodology included, during the diagnostic stage, the assessment of the level of literary communication competence from the perspective of the linguistic and literary values of oral messages through the administration of three evaluation tasks. In accordance with the purpose of the research—namely, the identification and validation of communicative technologies for the reception–learning of oral messages in primary education—it was necessary to establish a correlation between the strategies employed and the development of the targeted competence.

Accordingly, with reference to the strategies designed within the Reception–Learning Model of Oral Messages through Communicative Technologies (the oral message reception strategy, the message production strategy based on the use of oral messages, and the authentic literary communicative interaction strategy), one evaluation task was developed for each strategy. Each evaluation task targeted two of the linguistic and literary values associated with oral messages: identification, decoding, semantic–literary equivalence, encoding in Romanian Literature, contextual use of the message, and the linguistic integration of oral messages into conversation.

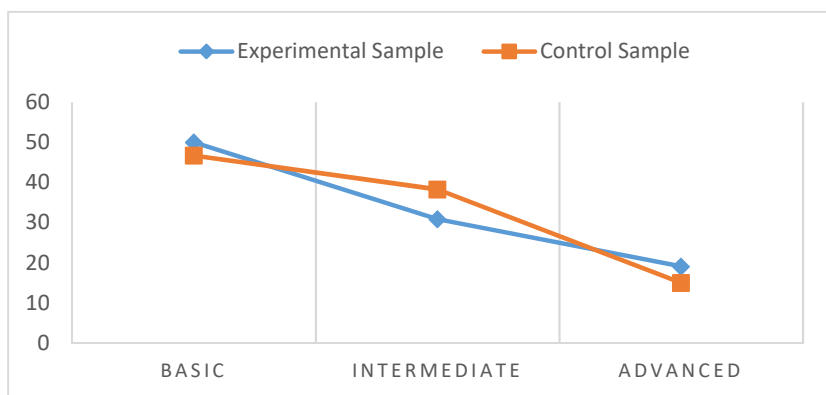


Figure 3.2. Level of Pupils' Literary Communication Competence from the Perspective of the Use of Oral Messages in Romanian Literature Lessons (Diagnostic Stage)

The administration of the three assessment tasks, each comprising three items, enables the evaluation of pupils' ability to understand, apply, analyze, and synthesize oral messages in communication, reflecting a literary competence developed during initial instruction in Romanian Literature.

The same three levels of development—advanced (III), intermediate (II), and basic (I)—were employed to assess the effectiveness of the strategies implemented for the use of oral messages in the development of pupils' literary communication competence.

Table 3.7. Technique for Assessing the Linguistic and Literary Values of Oral Messages

Level	A – Basic	B – Intermediate	C – Advanced
Score	0 – 19	20 – 46	47 – 70

The comparison of the results obtained during the diagnostic stage revealed that there were no significant differences between the samples included in the experiment with regard to the linguistic and literary values of oral messages investigated. The lowest results were recorded at the advanced level for each item, while the majority of pupils were assessed at the basic level. The arrangement of the items in accordance with the progressive development of literary communication competence—from the identification and decoding of oral messages in a literary text, through semantic-literary equivalence and literary encoding in Romanian Literature, to the contextual use and linguistic integration of oral messages in literary communication—demonstrated that pupils achieved higher scores on Items 1 and 2. This finding indicates greater ease in acquiring, understanding, and reproducing oral messages.

Of the 68 pupils in the experimental sample, 41.2% were classified at the basic level, 36.7% at the intermediate level, and 26.5% at the advanced level. Similar results were recorded for the control sample: of the 60 participants assessed through the evaluation tasks, 40% were classified at the basic level, 33.3% at the intermediate level, and 26.7% at the advanced level in the first assessment task. Both the identification and decoding of oral messages in a literary text, being considered relatively simple operations within the process of competence development, yielded comparatively higher results than the contextual use and linguistic integration of oral messages. These latter operations depend on pupils' individual capacity to interact within a group through the use of the linguistic and literary values of oral messages. Accordingly, for these values, a greater proportion of participants were classified at the basic level: 48.6% of the pupils in the experimental sample and 48.3% of those in the control sample were assessed at the basic level,

compared with only 8.8% and 15%, respectively, who attained the advanced level, as illustrated in **Figure 3.3**.

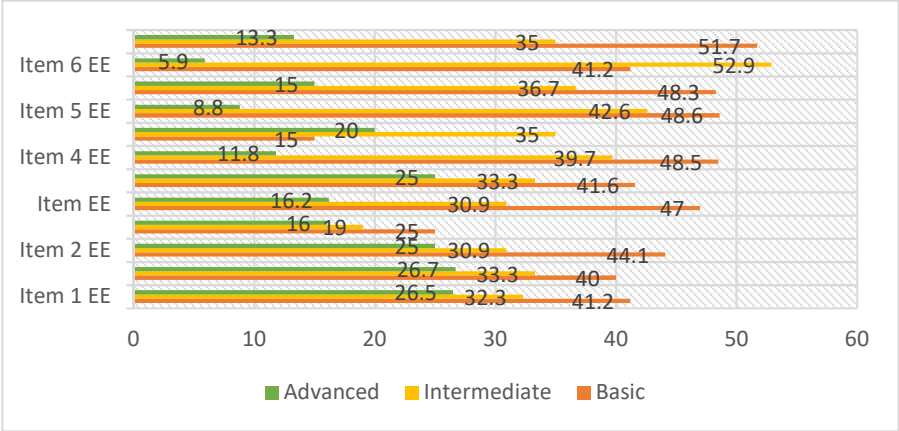


Figure 3.3. Level of Development of the Linguistic and Literary Values of Oral Messages among Pupils in Romanian Literature Lessons (Diagnostic Stage)

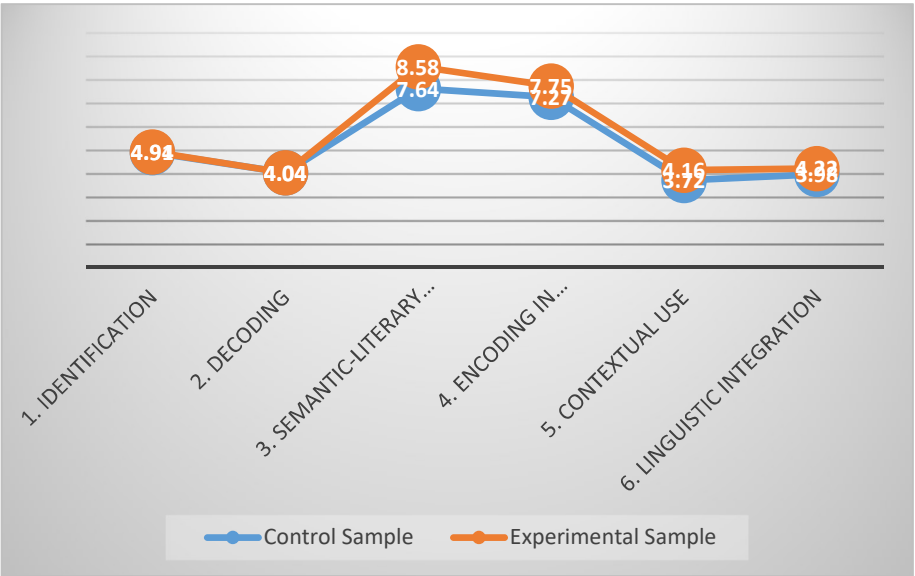


Figure 3.4. Level of Development of Pupils’ Oral Message Language in Romanian Literature Lessons (Diagnostic Stage)

The calculation of arithmetic mean values and standard deviations using SPSS 17 highlighted the results obtained by the participants in both the experimental and control samples during the diagnostic stage, as presented in Figure 3.4. The high value recorded for Item 3 (semantic-literary equivalence) demonstrates that pupils are able to understand fundamental oral messages expressed in standard language on literary topics, as well as the overall meaning of oral messages when these are delivered in a relatively clear and slow manner. They are capable of understanding literary texts belonging to the epic and lyric genres when presented in familiar language, describing events, and expressing feelings through oral communication. Overall, the percentage profile illustrated in Figure 3.4 confirms that the structure of pupils' initial performance is directly determined by the cognitive complexity of the tasks. Pupils are able to maintain a functional (intermediate) level of performance in tasks involving guided associative operations; however, they encounter considerable difficulties in tasks requiring independent discourse production and contextual interaction. The second stage of the research involved a formative experiment (2020–2021), which aimed to implement the Reception–Learning Model of Oral Messages through Communicative Technologies and to validate the techniques designed to support the development of pupils' literary communication competence. The intervention was conducted in two classes at the “Nicolae Titulescu” Theoretical High School (50 pupils) and one class at the “Ion Minulescu” National College (18 pupils) in Slatina, Romania, the experimental sample comprising a total of 68 participants.

The experimental program focused on the implementation of communicative technologies at three strategic levels:

- **reception–learning strategies for oral message language;**
- **production of messages with specific communicative values;**
- **authentic communicative interaction through discourse.**

Within the teaching–learning–assessment process, instructional strategy, in relation to the intended learning outcomes, may function either as a method or as a complementary instructional procedure, and vice versa. Accordingly, flexible combinations were employed between the dominant teaching method and complementary techniques drawn from various curricular categories. The articulation of the objectives of communicative activities within the theoretical framework of the research—through which pupils were encouraged to seek information, overcome inductive challenges, discuss literary characters, and assimilate the structure of literary works or literary genres—facilitated the implementation of receptive, productive, and interactive technologies. These were supported by the pre-communicative activities carried out during the first semester.

This approach enabled pupils to become familiar with specialized terminology and essential literary units, which constitute prerequisite stages in preparing them for effective communicative interaction. The methodology underlying the system of pre-communicative activities was grounded in the pedagogical value of the exercise as an

instructional method characterized by authentic operational engagement and reflective of the extent to which acquired competencies are integrated into the design of subsequent learning activities.

The implementation of the strategies designed within the Reception–Learning Model of Oral Messages through the communicative technologies employed in primary education (the oral message reception strategy, the oral message production strategy, and the authentic communicative interaction strategy) generated evident results in the development of literary communication competence.

The validation of the program was reflected in the progress recorded across all indicators of oral message language: identification, decoding, semantic-literary equivalence, literary encoding in Romanian Literature, contextual use, and linguistic integration in conversation. The administration of the literary communication competence assessment tasks during the validation stage (post-test) of the pedagogical experiment demonstrated a significant increase in the level of this competence among pupils in the experimental sample. This qualitative improvement can be directly attributed to the formative intervention implemented during the experiment. In contrast, changes observed in the control sample were minimal and limited to insignificant, purely random variations in the values of certain isolated analytical indicators. The aggregated data obtained from the post-test assessment are presented comparatively in **Table 3.18**.

Table 3.18. Generalized Experimental Data on the Development of the Linguistic and Literary Values of Oral Messages among Pupils in Romanian Literature Lessons (Validation Stage)

I T E M S	Sample	EE(68 participants)			A R I T H M E T I C M E A N		EM(60 participants)			A R I T H M E T I C M E A N	
	Levels	Basic	Intermediate	Advanced			Basic	Intermediate	Advanced		
	Scoring Scale	0-35	36-65	66-90			0-35	36-65	66-90		
Item I	Nr.of participants	14	28	26	6,89	2,55	23	21	16	4,96	2,74
	%	20,6	41,2	38,2			38,3	35,0	26,7		

Item II	Nr.of participants	13	29	26	5,95	3,69	24	20	16	4,48	3,98
	%	19,1	42,6	38,2			40,0	33,3	26,7		
Item III	Nr.of participants	15	30	23	10,50	3,71	23	21	16	9,08	4,99
	%	22,1	44,1	33,8			38,3	35,3	26,7		
Item IV	Nr.of participants	14	29	25	10,0	3,70	26	21	13	8,00	5,14
	%	20,6	42,6	36,8			43,3	35,0	21,7		
Item V	Nr.of participants	17	32	19	5,98	2,40	29	22	9	4,16	3,00
	%	25,0	47,0	28,0			48,3	36,7	15		
Item VI	Nr.of participants	16	38	14	6,32	2,48	28	23	9	3,98	2,77
	%	23,5	55,9	20,6			46,7	38,3	15,0		

The application of descriptive statistical procedures (relative frequency, arithmetic mean, and standard deviation) rigorously confirmed the validity of the experimental program, demonstrating the effectiveness of communicative technologies for the reception–learning of oral messages in Romanian Literature lessons.

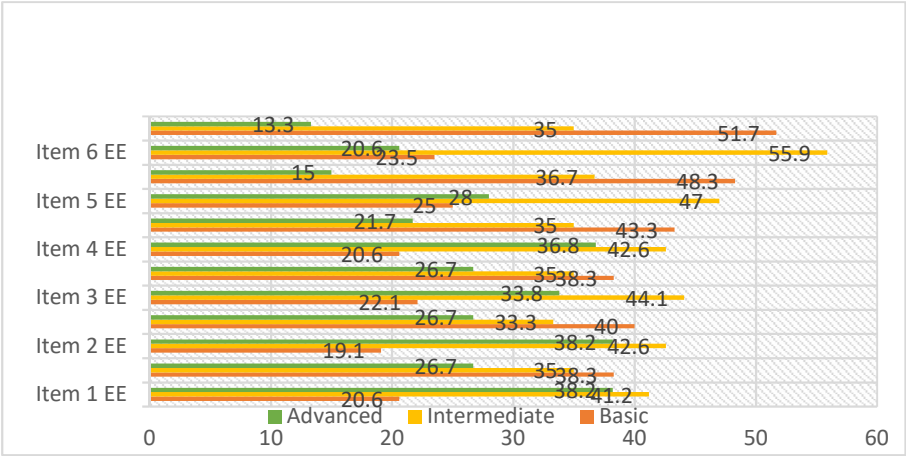


Figure 3.5. Levels of Formation of the Linguistic and Literary Values of Oral Messages among Pupils in Romanian Literature Lessons (Validation Stage)

Figure 3.5 presents a comparative distribution of the percentage proportions of participants across the three levels of development—basic, intermediate, and advanced—during the validation stage (post-test) of the pedagogical experiment. The figure provides

a direct visual comparison between the performance of the experimental sample (ES) and the control sample (CS) for each of the six items investigated.

In conclusion, the graphical representation in **Figure 3.5** provides practical evidence supporting the validity of the proposed experimental model. The integration of multimedia resources alongside written learning worksheets resulted in a marked transition of pupils in the experimental sample from the basic-level risk zone to higher levels of autonomy and linguistic integration.

Following the validation of the Technological Model for the Reception–Learning of Oral Messages in Romanian Literature through Communicative Technologies in Primary Education, the control phase of the study was undertaken. Its objective was to determine the extent of participants’ knowledge and application of oral messages through a comparative analysis of the results obtained by the main experimental sample (ES) and the control sample (CS) during the post-test stage.

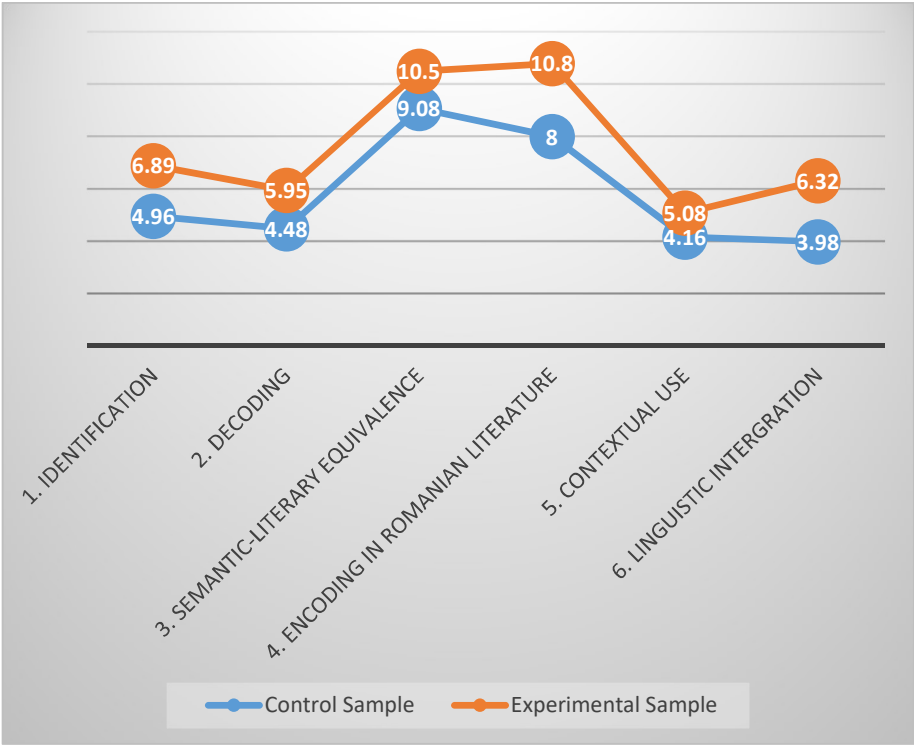


Figure 3.6. Comparative Mean Values of Pupils’ Oral Message Language Development in Oral Expression during Romanian Literature Lessons (Validation Stage)

Figure 3.6 provides an overall perspective on the depth of performance achieved during the validation stage (post-test), presenting a comparative illustration of the progression of arithmetic mean values recorded for participants in the experimental and control samples across the six dimensions of oral message language investigated.

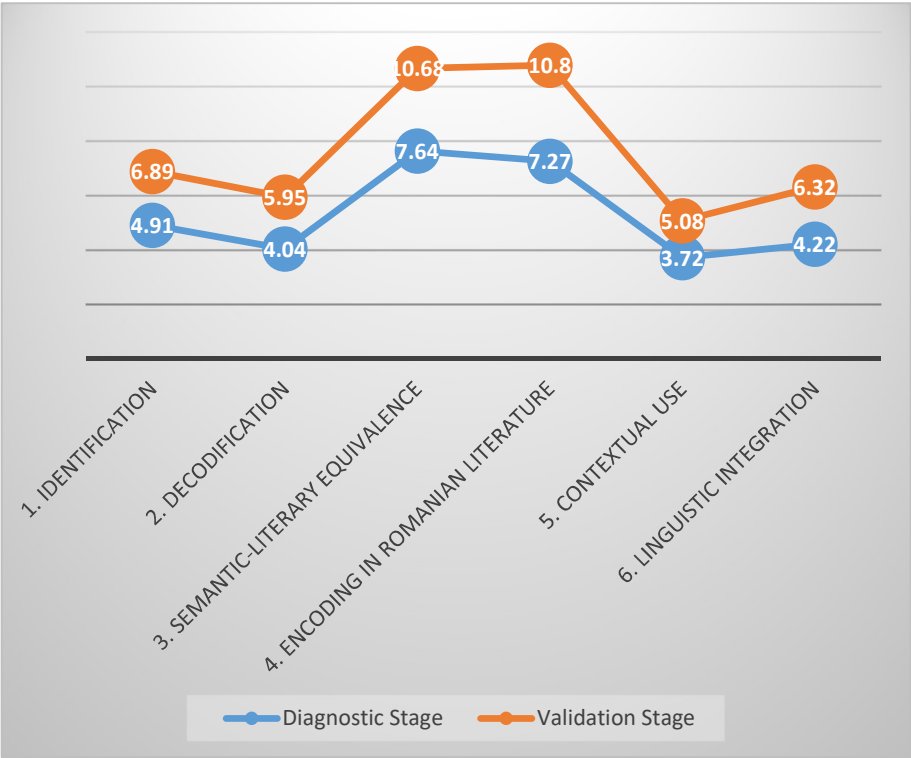


Figure 3.7. Comparative Mean Values of Oral Message Development in Romanian Literature Lessons: Experimental Sample at the Diagnostic and Validation Stages

The comparison of the results shown in **Figure 3.7** confirms the effectiveness of the proposed model and its practical applicability in classroom instruction. Within the experimental sample, a marked increase in arithmetic mean values is evident across all three strategic levels.

These findings confirm the effectiveness of the instructional intervention based on interactive technologies in primary education.

Table 3.20. Statistical Differences Between the Scores Obtained by Pupils in the Experimental Group (Diagnostic–Formative Stages)

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Total Score
T Student	7,109	6,440	7,441	8,682	9,842	9,082	20,590

Statistically significant differences were identified across all items and for the cumulative score (**Table 3.20**), confirming the effectiveness of the formative intervention. The values presented in Table 3.20 are substantially below the critical significance level of $p < 0.05$, statistically validating both the relevance of the findings and the progress demonstrated by the pupils.

The results achieved by pupils in the control group are of more limited significance, since these participants were not actively involved in the intervention designed to develop literary communication competence through the use of oral messages. They were not exposed to the communicative technologies for the reception–learning of oral messages integrated into the experimental model. Their performance across the two stages of the experiment (diagnostic and validation) is illustrated in **Figure 3.8**.

At the end of the formative intervention, a significant improvement in literary communication competence was observed, directly attributable to the implementation of the technology-enhanced model. The effectiveness of the intervention was consistently validated across all three strategic dimensions: the oral message reception strategy, the message production strategy, and the authentic communicative interaction strategy.

The implementation of graphic organizers (Text Map and Venn Diagram) and active instructional methods (Values Line, the 6–3–1 Technique, the Cube, the Quadrant, the “Know–Want to Know–Learned” strategy, and RAI) contributed to the reduction of emotional barriers, thereby encouraging free and fluent oral expression.

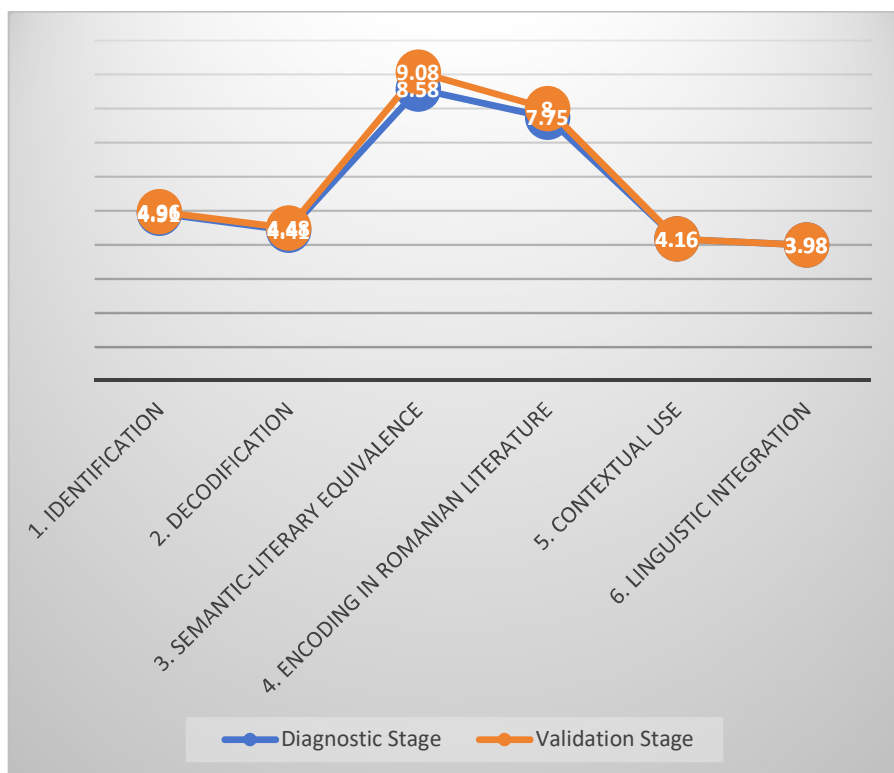


Figure 3.8. Comparative Mean Values of Oral Message Development in Romanian Literature Lessons (Control Sample: Diagnostic–Validation Stages)

The repeated administration of the competence assessment test, based on the supporting text *The First Day of School* by Cezar Petrescu, demonstrated substantially higher results at the validation stage than those obtained during the initial diagnostic stage of the experiment.

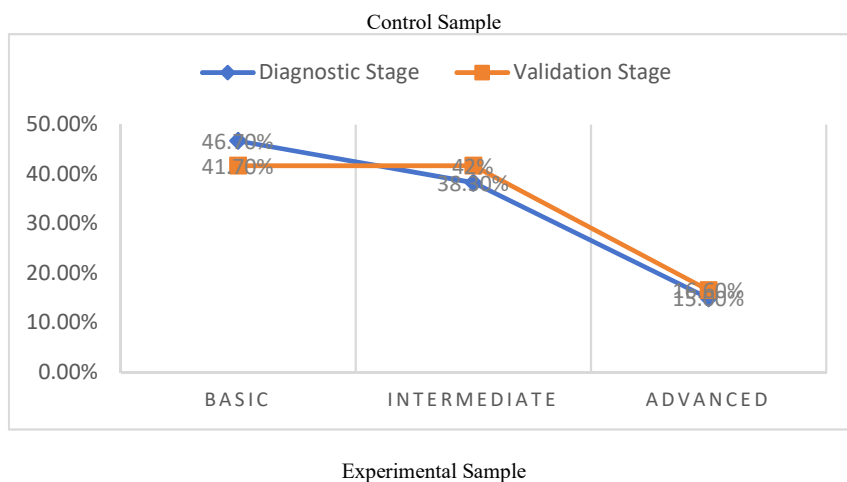
Table 3.21. Level of Development of Pupils' Literary Communication Competence from the Perspective of the Use of Oral Messages (Validation Stage)

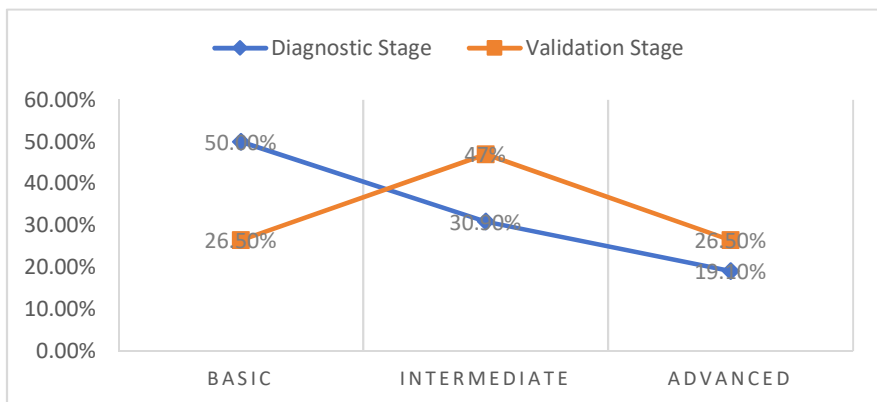
Experimental Sample				Control Sample			
Points	Frequency	%	Levels	Points	Frequency	%	Levels
10,00	0	0		10,00	3	5,0	
15,00	0	00		15,00	9	15,0	

20,00	0	0	Basic 25%	20,00	5	8,3	Basic 41,7%
25,00	2	3,0		25,00	2	3,3	
30,00	6	8,8		30,00	2	3,3	
35,00	10	14,7		35,00	4	6,8	
40,00	1	1,5	Intermediate 47%	40,00	3	5,0	Intermediate 41,6%
45,00	2	3,0		45,00	5	8,3	
50,00	4	5,9		50,00	10	16,7	
55,00	6	8,8		55,00	4	6,8	
60,00	10	14,7		60,00	1	1,6	
65,00	9	13,3		65,00	2	3,3	
80,00	4	5,9	Advanced 26,5%	70,00	5	8,4	Advanced 16,7%
85,00	6	8,8		80,00	3	5,0	
90,00	8	11,8		85,00	2	3,3	
Standard Deviation (68 participants)			20,79138	Standard Deviation (60 participants)			22,04515
Arithmetic Mean			58,4559	Arithmetic Mean			42,3333

Figure 3.10 presents a comparative illustration of the within-group changes recorded between the diagnostic stage (pre-test) and the validation stage (post-test) for both samples investigated, providing visual confirmation of the observed progress.

Figure 3.10. Comparative Mean Values of the Level of Development of Pupils' Literary Communication Competence from the Perspective of the Use of Oral Messages in Romanian Literature Lessons





In conclusion, the comparative analysis of the mean values indicates that pupils in the experimental sample achieved a higher level of development of literary communication competence from the perspective of the use of oral messages than pupils in the control sample. These results confirm the effectiveness of the pedagogical intervention implemented and the positive impact of the strategies employed on the development of literary communication competence.

GENERAL CONCLUSIONS

The research findings demonstrated the relevance and timeliness of the study and validated its scientific innovation, substantiating the epistemological and praxiological value of the investigation. The theoretical synthesis and the interpretation of the experimental data led to the following conclusions:

1. From the perspective of optimizing the teaching–learning–assessment process in Romanian literature education at primary level, there is a need for the systematic valorization of oral messages, taking into account psycholinguistic factors, such as the tendency toward “semantic narrowing” and syntactic rigidification of oral discourse, as well as psychopedagogical factors, including pupils’ age-specific characteristics, teachers’ professional culture, and pedagogical expertise. The effective integration of **communicative technologies, cultural-literary resources, interactive methodology, and appropriate forms of instructional organization** contributes to achieving the objectives of literary communication development and expanding the didactic resources required for productive learning of literary content.

2. There is currently no universally accepted definition of “communicative technologies”; therefore, the present research proposes a redefinition of the concept. In this study, communicative technologies for the reception and learning of oral messages are understood as a set of didactic actions designed to optimize the teaching of oral messages, capitalize on authentic sources, and mobilize the pedagogical competences required to create interactive situations aimed at developing communicative competence in Romanian literature education.

3. The practice of teaching–learning–assessment of Romanian literature at primary level demonstrates that there are no strategies recommended exclusively for the reception and learning of oral messages. Research in Romanian literature didactics suggests the use of a broad range of communicative technologies through pre-communicative and communicative activities. The implementation of oral-message teaching strategies through communicative activities involved the integration of the following fundamental categories of methods: communication methods, including oral techniques (expository and conversational), methods based on written support (work with texts and textbooks), and oral-visual approaches (multimedia instruction and audiovisual techniques); exploration and action methods, including direct and indirect forms of exploration, as well as real or simulated action methods (exercises, creative activities, educational games, and role-play); and intrapersonal communication methods focused on reflection and internal processing.

4. Following the analysis of how oral messages are processed during Romanian literature lessons, pupils were differentiated into three qualitative levels:

- **Pupils with a basic level of communicative competence** recognize and use oral messages only in predictable and very simple situations, understand utterances only when the interlocutor speaks clearly, and experience major difficulties in identifying, decoding, and encoding oral messages, indicating a low level of autonomous use of such messages;
- **Pupils with an intermediate level** understand oral messages expressed in standard language, use common literary expressions, can recount events they have heard, and can formulate simple opinions and arguments, demonstrating functional competence that is still developing;
- **Pupils with an advanced level** understand a broad range of complex oral messages, including implicit meanings, express themselves fluently and spontaneously, and demonstrate advanced techniques of structuring and maintaining the cohesion of oral discourse, reflecting mature, reflective, and fully autonomous competence.

5. The model for teaching–learning oral messages through communicative technologies in primary education represents a systemic methodological construct based on a communicative-functional approach to the development of authentic literary communicative competence. Structurally, the model is grounded in the fundamental curricular components of **epistemology, teleology, content, and strategies**. The communicative technologies for the reception and learning of oral messages are rigorously oriented toward the internalization and development of the aesthetic and linguistic values conveyed through oral literary language.

6. The didactic model for designing instruction around oral messages through communicative technologies constitutes a valuable praxiological instrument because it:

- integrates both the cultural-aesthetic and communicative functions of the literary text; develops communicative competence in Romanian literature through knowledge of literary language, the ability to construct grammatically correct utterances using literary units, and attitudes that value communicative style; and serves as an effective means of consolidating, reinforcing, and assessing literary communication in general and the reception of literary language in particular;
- conceptualizes and develops sociocultural values among young learners;

- generates and supports the authenticity of didactic interaction during Romanian literature lessons.

7. The criteria for selecting and organizing oral messages aim to optimize the learning of Romanian literature by stimulating pupils' cognitive interest in using acquired linguistic structures in authentic acts of interaction. The thematic focus and aesthetic value constitute the guiding principles in selecting literary language for the reception and learning of oral messages.

8. The indicators for enhancing the reception and learning of oral messages in primary education, organized along the dimensions of **identification–decoding–discovery of literary equivalents, encoding and production through transformation, contextual use of oral messages, and linguistic integration in conversation**, support the competent design of didactic strategies and are directly oriented toward developing communicative competence based on the expressive values of oral literary language.

9. The results of the pedagogical experiment validated the research conception regarding the need for communicative teaching aimed at developing pupils' communicative competence in Romanian literature through the values conveyed by oral messages. The validity of the findings was supported by the research methodology, which was aligned with the purpose and objectives of the investigation, as well as by the continuous nature of the training process and the repeated practice of the experimental activities, which enabled the qualitative analysis of the experimental data.

10. The set of activities implemented through communicative technologies for the reception and learning of oral messages in primary education capitalized on functional communicative activities (receptive and productive) and interactional activities (dialogue and mediation), thereby contributing to the development of literary communicative competence. These activities fostered productive thinking, cognitive flexibility, fluent expression, cultural integration, and conversational adaptability. The use of digital resources, such as digital textbooks, interactive applications, and audio-video materials, further strengthened the formative process by facilitating the repeated listening, visualization, and analysis of oral messages in various contexts, without diminishing the fundamentally verbal and interpersonal nature of didactic communication.

11. The statistical data obtained in the research demonstrated the appropriateness of applying communicative technologies for the reception and learning of oral messages in primary education and confirmed the validity of the principles underlying their contextual use, provided that the psychopedagogical stages of developing literary communicative competence are observed. The proposed model confirmed its praxiological value through

the significant increase in pupils' level of communicative competence in Romanian literature, while the effectiveness of learning was enhanced by stimulating pupils' intrinsic motivation for self-directed learning.

12. From the perspective of the valorization of oral messages, we define **literary communicative competence** as an integrated set of attitudes, knowledge, and abilities related to the reception, understanding, interpretation, and contextual use of oral messages with literary value. It encompasses the ability to identify and decode information, establish linguistic and semantic equivalences, integrate the received content linguistically and semantically, and use it appropriately in situations of literary communication.

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ADNOTARE

Florea Veronica Alina

„Tehnologii comunicative de receptare a mesajelor orale la literatura română în învățământul primar”, Chișinău, 2026

Structura tezei: introducere, trei capitole, concluzii generale și recomandări, bibliografie din 194 de titluri, 18 anexe, 165 de pagini text de bază, 23 de figuri, 28 de tabele;

Publicații la tema tezei: 18 lucrări științifice (articole în revista de profil și comunicări la conferințe naționale și internaționale);

Cuvinte-cheie: mesaj oral, tehnologii comunicative, receptare-învățare, competență de comunicare, strategii educaționale, activități didactice în învățământul primar;

Scopul lucrării constă în fundamentarea teoretică, proiectarea și validarea experimentală a Modelului tehnologic de receptare-învățare a mesajului oral literatura română prin tehnologii comunicative în învățământul primar.

Obiectivele cercetării au vizat: analiza multidimensională și conceptualizarea reperelor epistemologice privind evoluția și fundamentele teoretice ale tehnologiilor comunicative de receptare-învățare a mesajului oral; identificarea și argumentarea factorilor de natură psiholingvistică, psihopedagogică și axiologică ai procesului didactic; clasificarea și configurarea structural-funcțională a acestor tehnologii; determinarea și cartografierea caracteristicilor, a descriptorilor de performanță și a nivelurilor de dezvoltare a limbajului oral la elevii din clasele primare; elaborarea, implementarea și validarea experimentală a Modelului tehnologic de receptare-învățare în învățământul primar; evaluarea statistică și interpretarea praxiologică a datelor experimentale obținute.

Noutatea și originalitatea științifică a cercetării rezidă în actualizarea și clarificarea conceptelor de mesaj oral, limbaj literar și unitate literară; în redefinirea tehnologiilor comunicative de receptare-învățare și a competenței de comunicare la literatura română; în stabilirea indicatorilor de eficiență ai acestor tehnologii; precum și în modelarea didacticii literaturii române prin integrarea modelului de receptare-învățare a mesajului oral în învățământul primar. Problema științifică soluționată vizează fundamentarea noilor criterii de evaluare a competenței de comunicare la literatura română din perspectiva utilizării mesajului oral.

Semnificația teoretică a cercetării constă în fundamentarea importanței predării comunicative a mesajului oral în învățământul primar, în analiza evoluției conceptului de model de receptare-învățare prin tehnologii comunicative, în sistematizarea acestor tehnologii în raport cu indicatorii eficienței lor și în stabilirea criteriilor de evaluare a competenței de comunicare la literatura română din perspectiva utilizării mesajelor orale.

Valoarea aplicativă a lucrării constă în elaborarea și validarea modelului de receptare-învățare a mesajelor orale prin intermediul tehnologiilor comunicative pentru învățământul primar, model transferabil și în activitatea cadrelor didactice, oferind deschideri pentru modernizarea curriculumului la disciplina Limba și literatura română.

Implementarea rezultatelor științifice s-a realizat prin valorificarea concepției formulate în cercetare în cadrul materialelor științifico-metodice, aplicate și validate în două instituții de învățământ din România.

ANNOTATION

Florea Veronica Alina

"Communicative technologies for the reception of oral messages in Romanian literature in primary education " Chişinău, 2026

Thesis structure: introduction, three chapters, general conclusions and recommendations, bibliography of 194 titles, 18 annexes, 165 pages of basic text, 23 figures, 28 tables;

Publications on the thesis topic: 18 scientific papers (articles in the journal and communications at national and international conferences);

Key words: oral message, communicative technologies, reception-learning, communication competence, educational strategies, teaching activities in primary education;

The purpose of the paper is to determine the communicative technologies of reception-learning of oral messages in Romanian literature in primary education.

The objectives of the research were: to analyze and conceptualize, from a multidimensional perspective, the evolution and theoretical foundations of communicative technologies for the reception and learning of oral messages; to identify and substantiate the psycholinguistic, psychopedagogical, and axiological factors underlying the communicative-functional orientation in the processing of literary oral messages; to classify and establish the structural-functional configuration of these technologies; to identify and describe the characteristics, performance descriptors, and developmental levels of oral language in primary school students; to develop, implement, and experimentally validate a technological model for the reception and learning of oral messages in primary education; and to statistically evaluate and interpret the experimental data from a praxiological perspective.

The novelty and scientific originality of the research consists in updating and clarifying the concepts of oral message, literary language, and literary unity; in redefining communicative technologies of reception-learning and communication competence in Romanian literature; in determining the efficiency indicators of these technologies; as well as in shaping the didactics of romanian literature by integrating the model of receiving and learning the oral message in primary education. The solved scientific problem aims to substantiate the new criteria for assessing the competence of communication in the Romanian literature from the perspective of using the oral message.

The theoretical significance of the research lies in the substantiation of the importance of communicative teaching of the oral message in primary education, in the analysis of the evolution of the concept of reception-learning through communicative technologies, in systematizing these technologies in relation to the indicators of their efficiency and in establishing the criteria for assessing the competence of communication in romanian literature from the perspective of the use of oral messages.

The applicative value of the paper consists in the elaboration and validation of the model of reception and learning of oral messages through communicative technologies for primary education, transferable model also in the activity of teachers, offering openings for the modernization of the curriculum to the discipline of Romanian language and literature.

Implementation of scientific results - achieved by capitalizing on the concept formulated in research within the scientific- and methodological materials, applied and validated in two education institutions in Romania.

VERONICA ALINA FLOREA

**„COMMUNICATIVE TECHNOLOGIES FOR THE RECEPTION OF
ORAL MESSAGES IN ROMANIAN LITERATURE IN PRIMARY
EDUCATION”**

532.02 – School Didactics by Educational Levels and Subject Areas

ABSTRACT

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