

CZU: 37.016.1:37.021.1:159.9(111)

DOI: 10.36120/2587-3636.v38i4.75-85

IMPLEMENTATION OF THE TECHNOLOGY OF MOTIVATION FORMATION WHEN ACQUIRING LITERARY LANGUAGE BY PRIMARY CYCLE STUDENTS

Lidia STRAH, conf. univ. dr. în pedagogie

<https://orcid.org/0000-0002-1035-9725>

Universitatea Pedagogică de Stat „Ion Creangă” din Chișinău

Mariana BUZEA, drd. anul IV

<https://orcid.org/0000-0002-6112-9073>

Universitatea Pedagogică de Stat „Ion Creangă” din Chișinău

Abstract. The era in which we live is seized by the powerful expansion of science and technology in all areas of activity and the continuous acceleration of people's rhythm of life. Under what conditions is an active attitude towards learning formed in students? What objectives must the learning process pursue in order for the active and creative learning of knowledge to become a permanent, lasting characteristic feature? There are already numerous studies in psychological and pedagogical literature, whose authors try to answer this problem. The recommended ways to solve it are multiple and varied. All studies state that motivation is one of the essential conditions, but also the most complex, which ensures the acquisition of new knowledge. To this end, the experimental research on the analysis of the evolution of the concept of literary language, was carried out, determination and systematization of the technology of motivating the literary language to the Romanian literature in relation to the competence of literary communication, valorisation of literary language through exercises to overcome teaching difficulties – literary language learning. This allowed us to evaluate the use of the formative attributions of the literary language in studying Romanian literature by primary school students and to develop a technological model assisted by adequate resources.

Keywords: motivation, literary language, technological model, evolution.

IMPLEMENTAREA TEHNOLOGIEI DE FORMARE A MOTIVAȚIEI LA ÎNSUȘIREA LIMBAJULUI LITERAR DE CĂTRE ELEVII DIN CICLUL PRIMAR

Rezumat. Era în care trăim este acaparată de puternica expansiune a științei și tehnologiei în toate domeniile de activitate și de accelerarea continuă a ritmului de viață al oamenilor. În ce condiții se formează la elevi atitudinea activă față de învățare? Ce obiective trebuie să urmărească procesul de învățare pentru ca însușirea activă și creatoare a cunoștințelor să devină o trăsătură caracteristică permanentă, de durată? Se află deja numeroase studii în literatura psihologică și pedagogică, ai căror autori încearcă să răspundă acestei probleme. Modalitățile recomandate pentru rezolvarea ei sunt multiple și variate. Toate studiile precizează că motivația este una din condițiile esențiale, dar și cea mai complexă, care asigură dobândirea de noi cunoștințe. În acest scop, s-a realizat cercetarea experimentală referitoare la analiza evoluției conceptului de limbaj literar, determinarea și sistematizarea tehnologiei de motivare a limbajului literar la literatura română în raport cu competența de comunicare literară, valorificarea limbajului literar prin intermediul exercițiilor de depășire a dificultăților de predare – învățare a limbajului literar. Acest lucru ne-a permis să evaluăm valorificarea atribuțiilor formative ale limbajului

literar în studierea literaturii române de către elevii claselor primare și a elabora un model tehnologic asistat de resurse adecvate.

Cuvinte cheie: motivație, limbaj literar, model tehnologic, evoluție.

1. Introduction

In this millennium, generations are living a time of change, in which students of the primary classes also search interrogatively for new meanings of its existence in communication. The becoming of the competent citizen in communication, in various plans-cognitive, social, etc., culture, civilizer, globalization is shaping up within school education as values of first importance.

The Romanian language in educational practice is acquired by the pupils of the primary classes and the communicative value of the language is attested by the training of the verbal reference points specific to the communication in Romanian.

The role of the Romanian language is designated by assessing the communication skills of students & in the socialization process of school children, it marks the relational context of communication as a collaboration contract based on the functional ensemble of verbal interaction.

In the context of the achievements in the educational field promoted by the primary education reform, the literary education of the pupils of the primary classes is also included, and therefore, there is a need to implement a system in teaching Romanian language and literature at primary school. Thus, the formation of motivation to acquire literary language in Romanian literature by primary school pupils obtains a priority status in the literary formation of pupils. Promoting the appropriate technology for the assimilation of literary language in the training of students of primary classes, having as a subject the promotion of the notion of teaching-learning of literary language in the practice of training the competence of literary communication, it can become a problem when we talk about the peculiarities of primary school education, and the efficiency of this primary school process depends, to a certain extent, on the promotion of the specifics of literary language, determined by the challenges of literary education of society in general. Harnessing the potential of new educational technologies in ensuring the quality of primary school education is aimed at acquiring the necessary tools for literary communication and a set of techniques and methods used to develop literary performance.

Assimilation of literary language, focusing on the specificity of its appropriation, in a real literary situation, according to P. Miclău, favouring and developing literary communication skills in a real context of communication to Romanian literature, highlighting the practical functionality of literary language [4].

In Romania, applied research has been carried out on teaching Romanian literature in general and literary language in particular (V. Stratan, 2020, etc.) [7].

Although some didactic efforts have been made in this field, however, the reference spheres of literary language remain less studied, which include the main areas of literary education of pupils and conceptualization of the technology of training of pupils of primary classes, at the lessons of Romanian literature.

The aspects of didactic technologies reflected in the didacticist's studies D. Patrascu, the classification of educational technologies and their effectiveness in V's research [8], Stratan, V's. Pascari and I. Nicola and others [6, 5]. By highlighting strategies for the formation of literary communication competence, by discovering possibilities to optimize teaching techniques centred on formative influences in primary education. These actions of modernizing the didactics for primary classes in general and the didactics of motivational training to the appropriation of literary language in particular proved to be insufficient, generating the research problem. For now, we do not have answers to some theoretical and methodological challenges, such as: What do we mean by the untapped character of the formative potential of literary language in the teaching-learning-evaluation process of Romanian literature for primary school students? Why can literary language become one of the basic sources of developing literary communication competence? What are the stages of assimilation of literary language in the process of training primary school students? What are the indicators of the efficiency of teaching-learning literary language? What values of literary language motivation are the criteria at the level of knowledge, application and integration of the development of communication competence with orientation in the literary education of primary school pupils? Under these conditions, a solution to the highlighted problems is to direct the process of motivation formation to the acquisition of literary language to Romanian literature by integrating training techniques included in the curriculum for primary education, which is, taking into account the position of the student in order to develop the competence of literary communication.

2. Didactic methods

In the process of capitalizing on the literary language, the pragmatic competence of the student, based on motivation, which includes the functional use of linguistic and literary resources starting from a number of action schemes, is very important. This competence is essential in the achievement of various activities, involving reception, production, mediation, interpretation, each of which is likely to be carried out in various forms. In this context, reception activities are of primary importance, they involve reading a literary text and capitalizing on semantic and structural support. A special place is occupied by the mediation activities, which allow through the interpretation of the abstract to produce the accessible reformulation of the source text. Mediation activities

reprocessing an existing literary text occupy a considerable place in the normal linguistic and literary functioning of the Romanian language in various literary species.

The fundamental changes in the field of studying and knowing Romanian literature by primary school students are among the most significant. In the last few decades the term “planning of literary content” has spread more and more. There are tendencies to replace the local idiom by the content that corresponds, culturally and professionally, to the material and spiritual needs of students living in different linguistic dimensions. The designated notion (the planning of literary content) refers to the conscious actions of the literary environment accepted by the respective company. The practice of assimilating Romanian literature proves that „deliberate” implants are rejected, while “available literary contents can and must be intrinsic to the literary language used by primary school students, who want to practice it in various communication situations. In this context, teachers accept the term layering literary content.

In order to select the content of learning based on the literary text, answers to the following questions are to be formulated: whether the content given is current for primary school pupils, the, if it is a model for solving communicative problems, if it is representative of the communicative sphere with literary aspect outside the instructive process, if it is appropriate “image” the speaker about the literary text, if it is appropriate, if it includes some useful data “of literary background” that exclude barriers in understanding the text, if they correspond to the general level of the students, if it plays a useful problem, that is, it is informative, cognitive, discursive, discursive, it has an ethical, aesthetic, etc.

More recently, the provisions of the Common European Framework of Reference for Languages signal that the user of a language (in our case: the user of a literary system) is considered, first of all, to be, as a social actor, who has to perform certain tasks in an environment, within a field of activity (in our case: within the artistic-literary field)[3]. He is focused on the strategic use of communicative skills in the field of literature to achieve meaningful results. This is the pragmatic approach, that is, focused on the actions of the student on a literary text that takes into account several types of resources: cognitive, affective, volitional, volitional, as well as the totality of the capacities that the student who continues to assimilate the literary program has already formed. He uses these competences in contexts, literary texts in various circumstances, complying with certain constraints for communicative action, which allows the reception and interpretation of literary texts with various subjects, including, applying the most appropriate strategies to accomplish the expected tasks. The general competences are not specific to the literary language, but are required by the communicative activities of the student through “blocks of assimilated literary texts”. From this perspective, the literary text is defined as any discursive sequence, written in a specific field of activity, which, as

a product and as a process, is defined, it is the occasion for carrying out a communicative activity during the performance of a task in the learning of literary texts.

The competence of linguistic and literary communication may allow the student to act in certain circumstances, using, in particular, both linguistic and literary means. Analysing the linguistic and literary peculiarities of the student, the, as well as language and literary communication skills, the primary school students must demonstrate is the premise for which teachers aim to establish an innovative program with innovative transpositions of the knowledge of literary works.

The Common European Framework of Reference for Languages [9], the competence of linguistic communication an integral part of the literary communication competence is defined by the relation of three specific parts: the linguistic composition, the sociolinguistic composition and the pragmatic composition, the, which presents, in their fundamental elements, a synthesis of knowledge, skills and skills. The linguistic composition aims to form the lexical phonetic, syntactic skills useful to the literary text, while the sociolinguistic composition values the sociocultural parameters of the student, and the pragmatic composition is materialized in the functional use of linguistic and literary resources, based on schemes or descriptors of interaction exchanges.

The linguistic and literary knowledge necessary for the formation of linguistic-literary competence will include:

- practical knowledge in the field of literature;
- knowledge related to language theory;
- knowledge of the relationship between the lexical system, stylistics and literary work;
- the process of applying the vocabulary of the literary work;
- metalinguistic knowledge, which is based on linguistic reflection on the literary work and ensures the formation of awareness skills of the process of appropriation of the literary work.

Cognitive composition refers to the preparation of students for communicative-mental activity directed towards the mastery of linguistic-literary terminology, the skills and skills to use knowledge in the field of literature and to operate with linguistic-literary means of communication.

The pragmatic competence of linguistic-literary competence is aimed at skills to convey literary messages in a situation of communication and includes skills and skills that allow a correct reproduction of literary work and an understanding of verbal messages in accordance with the norms of expression of the Romanian language. In this component are included the language skills of reception (correlation of the composition of a literary work with the significance of lexical, semantic, stylistic, stylistic blocks, differentiation of lexical units and close phrases for understanding the text, establishing

similarities and differences in presenting information, etc.); linguistic-literary skills in producing literary messages (differentiation of literary contexts and their transposition into the linguistic environment); linguistic-literary strategies for the reception of literary texts (the ability of the student to understand the literary work with questions and requests, highlight linguistic and semantic errors, etc.); linguistic-literary strategies of production (the ability of the student to correctly observe the lexical system and the flow of correct expression, the ability to use literary means at the level of capacity of the student in accordance with the school program, the, etc).

The key value in the formation of the linguistic-literary competence of the pupils from primary classes is the attitudinal-value composition that makes up the essence of motivation, of the socio-value aspect of the targeted competence.

This competence is aimed at skills, self-control and self-assimilation skills; it educates an emotional attitude towards literary works, teaching and research strategies.

We consider that the landmark of linguistic-literary competence is the attitudinal-value composition. Motivational guidelines are the main source of the student's activity, they influence the development of attention, thinking, and, last but not least, it influences on the success of mastering the structure of literary work and the conviction of the viability of acquired knowledge.

In this way, the researcher ЛЕОНТЬЕВ A.N. understands the assimilation of useful information, the formation of thought, sphere, affective sphere, will, so the formation of the personality system. All depend on individual motivation and motivating factors [1].

Due to motivation and motivating factors, processes and psychic activities and interdependence relations are involved in the development of literary work: on the one hand, psychic processes and functions are trained in the learning of literary work, and on the other hand, they are themselves constituted and structured by the act of learning the linguistic-literary block. Thus, the motivation to learn a literary work involves the psyche entirely, having a generative, formative and constructive role towards it. The fundamental reasons for the educational process are attachment and motivating factors.

School motivation is the set of reasons that cause the student to learn. In the context of learning, motivation is extrinsic (the desire to assert, normative trends, fear of consequences, ambition) and intrinsic (curiosity, the desire to find out more).

Intrinsic motivation is the foundation of skills formation and logical thinking. However, the motivational process is reversed in the learning activity of the literary work. Analysing the relationship between performance and extrinsic motivation, we found an increase in performance proportional to the intensification of motivation only up to a certain segment, after which there is a stagnation or even a regression (which is explained in fig.1.1., fig.1.2., fig.1.3. of chapter II:GE-experimental groups).

The experiment was carried out at the Theoretical Lyceum „Nicolae Titulescu”, Slatina, Olt County, Romania, on a sample of 90 students of the fourth class in the period 2020-2023.

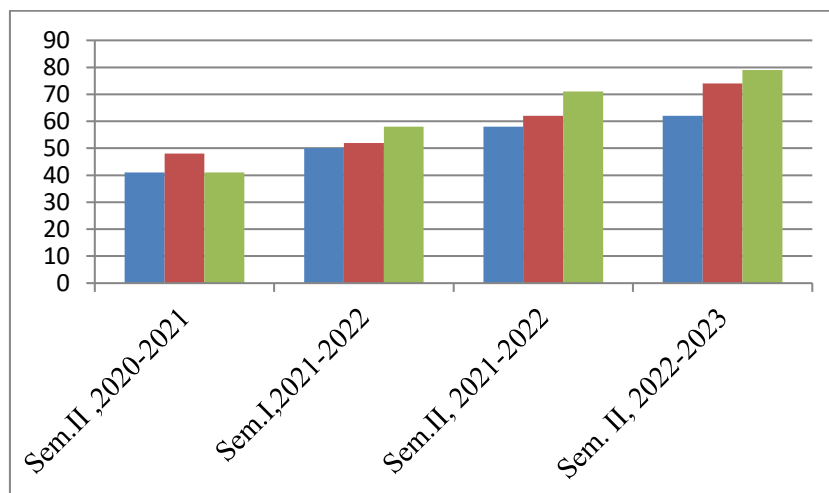


Figure 1.1. Statistical data in experimental samples (2020-2023)

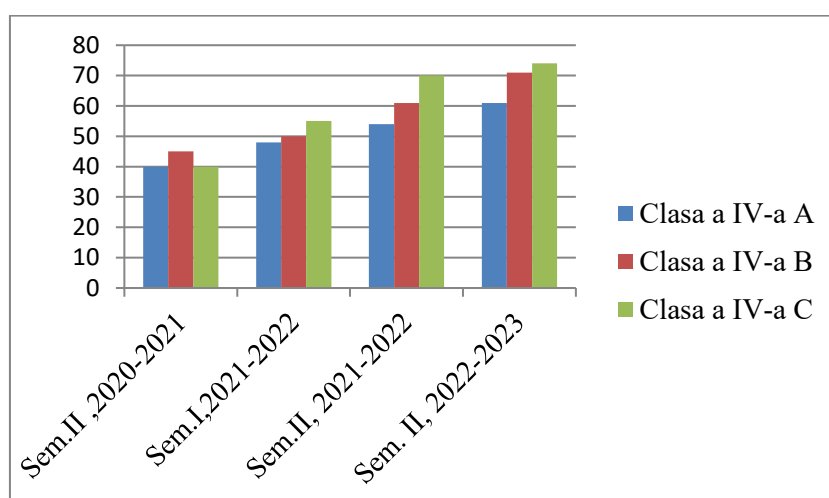


Figure 1.2. Experimental data in 2022-2023 (GC-group control+2GE)

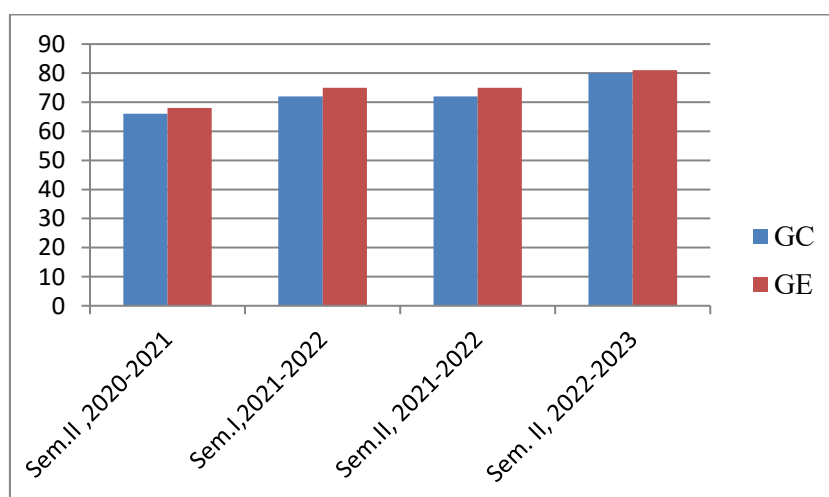


Figure 1.3. Results of the 2020-2023 experiment

3. Results and discussion

If we make a comparative analysis of all the indices obtained from the beginning and until the end of the experiment (school years 2020-2023), then, we note that the process of knowledge of literary works (of literature) and literary language in the groups of primary classes has improved considerably both quantitatively and qualitatively.

The stages of training the motivation of the literary language in Romanian represent a complex set of methods and techniques with which they elaborate a concrete strategy of activity with the pupils of the primary classes in order to streamline the process of training.

Due to the effectiveness of these steps in order to promote specific literary communication, the student can develop his or her capacity for oral and written expression. Another advantage is that the interaction between the teacher and the student is more dynamic and their motivation to further develop the competence of literary communication is growing.

The stages of training the motivation of literary language have become an effective way in organizing literary matter as well as a means of literary communication related to the culture of the primary school student.

According to the researchers Bodeau I. and Olteanu R. The organization and systematization of the literary language require a double reasoning: the student becomes an active locator in assimilation and knowledge of literary language and the teacher cooperates through various teaching-learning methods [2]. In order to meet the current requirements of primary cycle education, we will develop the specific literary skills related to the three levels: knowledge, application, integration.

The level of knowledge involves the accumulation of theoretical knowledge and the formation of the conceptual basis in the correct practice of literary communication competence.

The level of application involves the formation of literary skills specific to the field of activity and which develops literary communication capabilities.

The level of integration involves the formation of the transfer capacity of theoretical knowledge and practical skills in situations unforeseen by literary communication, thus solving some problems of productive communication based on literary language.

By synthesizing theoretical ideas, the essentialization of their role in the educational process was elaborated the Technological model of the motivation formation to the acquisition of literary language by the pupils of the primary classes in Romanian language and literature and the following were considered factors:

1. Application of literary language development techniques in primary classes focused on specific literary skills to promote literary communication;

2. Re-orientation of the methodology of development of literary language to Romanian literature to primary school students from the perspective of integration of training techniques in primary education institutions;
3. The ability of the three reference levels: understanding, speaking, writing to reflect the communicative area of literary language to Romanian literature in primary school students;
4. Compatibility and accessibility of literary language development methods;
5. The receptivity of primary school students as users who do not understand the motivation of literary language (level I); users who want to know the motivation of literary language in communication (level II); users who fully understand the motivation of literary language, elementary practice it;
6. The usefulness of qualitative aspects of literary units: volume, correctness, fluency, interaction in the development of literary language;
7. Familiarizing the student with the principles of developing literary language in Romanian literature, for the purpose of a productive achievement related to the literary communication field of the student.

The research of this problem aimed at methodological valorisation of the literary language within the Romanian literature led to the elaboration of the Technological Model of motivation formation to the appropriation of the literary language that we structured on theoretical points and practical.

The development of literary language occupies a significant place in the teaching-learning-evaluation of Romanian literature in classes with different levels of knowledge of Romanian literature; through literary language, the literary communication goals towards which students tend are realized. Before using it in didactic design, however, it is necessary to take into account certain references: the application of the four dimensions of teaching Romanian literature through the assimilation of literary language: the capacity of oral expression, the ability to receive the oral literary message, the ability to receive the written literary message and the ability to express written.

4. Conclusion

The obtained results convince us that the application of the Technological Model of motivation training to the acquisition of literary language has a beneficial influence on the development of literary communication competence and contributes to the effective training of students and to productive development of literary language in Romanian literature. During the activity of training motivation to acquire literary language and develop literary communication competence, the significance of literary language was developed depending on the degree of its knowledge. This phenomenon influences the personality formation of the new student of literary education according to European

standards, thus becoming a connoisseur of the motivation of Level I, II, III by updating the obtained literary knowledge. Appears the new literary user with a new moral attitude – affective, with practical activities to observe, analyse, synthesize, research, argue, reproduce, reproduce, apply in practice the new requirements in teaching – learning – evaluation of Romanian literature and in practical experimentation of literary language.

Within the methodological valorisation of the motivation of the literary language, the emphasis was on: correct reading of literary texts, enriching the potential and thematic vocabulary of literary language, and, on the formation of grammatical correctness of literary units, on the fluent development of literary language, on the development of literary interpretation skills, on the communicative orientation – of certain literary units, on the informational saturation, on the, on the need to communicate according to the meaning of literary language.

Consequently, following the implementation of the training experiment, we can affirm that the Technological model of motivation formation to the appropriation of literary language contributes to the formation and practice:

- the ability to achieve a productive reception of the literary content itself as a whole, of the meanings of contexts, of literary texts, of the difficulty of forming motivation to acquire literary language and to receive textual information;
- oral speech correlation, focused on the specifics of literary language motivation, on the participatory specifics of students at various stages of development: selection, presentation, consolidation and testing;
- Literary expression competence, through teaching strategy – literary language learning. This method of exploring Romanian literature in general and literary language in particular contributes to the development of the behaviour of literary education of students, to the formation of skills of searching and selecting literary language;
- must listen, write, express themselves freely and fluently, having at its disposal a voluminous inventory and a correct functional grammar of literary units with all the necessary attributions for communication with literary orientation.

References

1. ЛЕОНТЬЕВ, А.Н. *Деятельность, совесть, личность*. М.: Политиздат, 1975. Pp. 165-166. 304 p.
2. BODEANU, I., OLTEANU, R. *Motivation in the educational process*. Chisinau: UST, 2011. 59 p. ISBN 978-9975-76-071-03.
3. Common European Framework of Reference for Languages learning, teaching, assessment. Chisinau: F.E.P. Central Printing House, 2003. p. 204. ISBN: 9975-78-259-0.

4. MICLĂU, P. *General Linguistics*. ed. Klincksieck, Paris, 1970.
5. NICOLA, I. *Treaty of school pedagogy*. Bucharest: Editura Didactica si Pedagogica, 1996. p. 485. ISBN: 973-30-4683-3.
6. PASCARI, V. *Functionality of integrality and continuity in the education of children*. Chisinau: Central Typography, 2021. 232 p. ISBN 978-9975-157-96-4.
7. PATRASCU. *Educational technologies*. Chisinau: Central typography, 2005, 704 ., ISBN:9975-78-379-1.
8. STRATAN, V. *Evaluating competences in primary education*. Summary of the doctoral thesis in education sciences. Chisinau, 2020. 29 p. 17-20.
9. The Common European Framework of Reference for Languages *Learning. Teaching. Asemente*. Companion Volume with New Descriptions (F-67075). Strasbourg Cedex, 2018. 227 p. ISBN:168078-7989.