

TIRASPOL STATE UNIVERSITY

(located in Chisinau)

As a manuscript

UDC: 373.3.015:821.09(043.2)

OBOROCEANU VIORICA

**FORMATION OF INTERPRETATIVE ATTITUDES
OF PRIMARY SCHOOL STUDENTS
THROUGH LITERARY TEXTS**

Speciality 531.01 – General theory of education

SUMMARY

Of the doctoral thesis in sciences of education

CHIȘINĂU, 2021

The sentence was developed in the **PhD School “SCIENCE EDUCATION” with Partnership of higher education institutions *Tiraspol State University, State University "Bogdan Petriceicu Hasdeu" Cahul and Sciences Education Institute***

Scientific leader:

Golubițchi Silvia, PhD in pedagogical sciences, associate professor, Tiraspol State University

Official references:

1. **Șchiopu Constantin**, PhD Qualified Doctor, University Professor, Academy of music, Theater and fine Arts
2. **Garștea Nina**, PhD in pedagogical sciences, associate professor, State pedagogical University "Ion Creangă"

Membership of the Commission for public support of the doctoral thesis:

1. **Borozan Maia**, PhD Qualified Doctor, University Professor, Tiraspol State University–*the chairman of the commission*
2. **Pavel Maria**, PhD in pedagogical sciences, associate professor, Tiraspol State University - *scientific secretary*
3. **Silistraru Nicolae**, PhD Qualified in pedagogical sciences, University Professor, Tiraspol State University
4. **Darii Ludmila**, PhD in pedagogical sciences, associate professor, State University of Moldova
5. **Marin Mariana**, PhD in pedagogical sciences, associate professor, State pedagogical University "Ion Creangă"

Doctoral thesis defense will take place on May 12, 2021, at 13:00, in the **session of the Public Defence Council** with in Tiraspol State University, Republic of Moldova (Ghenadie Iablocikin street, 5, Chișinău, MD-2069).

The abstract and doctoral thesis can be found in the library of Tiraspol State University (www.ust.md) (Ghenadie Iablocikin street, 5, Chișinău, MD-2069) and web page of NAQAER (www.cnaa.md).

The summary was sent to 10 April, 2021.

Scientific basis for the public support of the thesis:

Pavel Maria, PhD in pedagogical sciences, associate professor, State University of Tiraspol

Scientific leader:

Golubițchi Silvia, PhD in pedagogical sciences, associate professor, State University of Tiraspol

Author:

Oboroceanu Viorica

CONTENTS

LIST OF ABBREVIATIONS	4
CONCEPTUAL LANDMARKS OF RESEARCH	5
THESIS CONTENT	11
GENERAL CONCLUSIONS AND RECOMMENDATIONS	24
BIBLIOGRAPHY	27
LIST OF THE AUTHOR'S PUBLICATIONS ON THE THESIS	30
ANNOTATION.....	32
АННОТАЦИЯ	33
ANNOTATION.....	34

LIST OF ABBREVIATIONS

IA	Interpretive attitudes
LAE	- Literary-artistic education
FIA	- Formation of interpretive attitudes
FES	- Formative evaluation in stages
SE	- Summative evaluation
VG	- Very good (rating)
G	- Good (qualifying)
S	- Sufficient (qualifying)
<i>i</i>	- independent (performance level descriptor)
<i>g</i>	- guided by the teacher (performance level descriptor)
<i>s</i>	- with more support (performance level descriptor)

CONCEPTUAL LANDMARKS OF RESEARCH

The importance of the topic. The current education is determined by new social and economic premises, in the context of promoting and ensuring quality education. In this connection, art. 11 of the Education Code stipulates that “education has as main purpose the formation of an integrity and the development of a system of competences, which includes knowledge, skills, attitudes and values, which allow the active participation of the individual in social and economic life, endowed with initiative, capable of self-development in the context of the formation of interpretative attitudes” [5]. Thus, the profile of the primary school graduate projects the educational ideal and is structured according to the following generic attributes of future citizens: people with self-confidence, receptive to lifelong learning, active, proactive, productive, creative and innovative people, civic and responsible employees.

Romanian language and literature as a school subject guide the student's choice to form a linguistic and reading autonomy. As for primary school graduates, they, through the interpretation of literary values, acquire/are going to acquire an appropriate tool, related to literary-artistic activity, aesthetic-literary and literary experiences, thus developing a system of skills consisting of knowledge, skills, attitudes and values.

The paradigm of literary-artistic education assigns the transition from teaching literature to training the reader, able to discern the value of non-value, to express argumentatively their opinions on the artwork, to comprehend its hidden meanings. Considered as an activity of forming the personality of the literature reader, literary-artistic education, also, gives the student the status of active subject, self-reflexive, capitalizing on new meanings - values projected by the very nature of literary work and reception principles.

According to the disciplinary curriculum for primary education, interpretative attitudes result from specific skills competences aimed at: receiving the oral message in communication situations, in the process of which the student shows a positive attitude, attention and concentration; receiving literary and non-literary texts through appropriate reading techniques, the trained one showing correct, conscious, cursive and expressive reading; managing the reading experiences in educational, social, cultural contexts, demonstrating interest and preferences for reading [11, p.18].

The coordinates of literary-artistic education represent the organizational core of the pedagogical approach, oriented towards the formation of the reader. This paradigm involves the achievement of a number of objectives: the conscious preparation of the student for the act of reading; the actual reading (fluent, expressive, comprehensive, etc.); development -formation of perception, creative thinking; the theoretical-literary acquisition of instruments related to the reading activity; the appropriate interpretation of the literary texts values, by decoding the poetic language; producing a variety of interpretive texts (literary works), imaginative (literary-artistic)

and reflective (about one's own cultural-spiritual experiences); critical evaluation of literary phenomena works, in a broad cultural context (national-regional-universal) and of one's own literary-literary acquisitions [35, p.103].

Currently, the demands of society and technology claim the improvement of opportunities to capitalize on information and determine the appearance of new approaches to literary work, and the basic participants of the educational process - students, could study the literary text both to discover the theme, the main idea, the literary tropes copy, of the requested fragments, the classifying and characterization of the characters or the research of the actions through the main moments, as well as from the perspective of the formation of the interpretive attitudes. The literary text generates values, reflected through communication, admits several interpretations, respecting the essential aspects, highlighting the interpretive attitudes which we ensure the success of the educational process and training the cult reader and interpreter of the literary text, because the basis of any socio-human activity are the basis attitudes.

In this context, the researcher T. Callo elucidates that "attitude means the sum of all our actions and reactions, of the creative solutions that we identify and put into practice. It is the inner "fuel" that propels us towards our goals and objectives, especially when it reflects with the general will ", and the researcher V. Panico emphasizes that" personality attitudes are achieved through language, through acts of social conduct, through value of judgments, opinions, beliefs, ideals and stereotypes - in all possible behaviors: moral, professional, cultural, legal, political, etc. Attitudes are formed and developed within the educational process, of the socialization of the personality. So the education and training strategies also represent training actions for forming attitudes, cognitive, affective and conative dimensions" [32, p.61]. We can emphasize that the system of attitudes represents the individual as a social subject, as a personality, but through these attitudes, are manifested motives, interests, goals, ideals and needs of the personality.

Regarding the formation of the interpretive attitudes of the students in the process of studying the literary work for the scientific approach, M. Cojocaru-Borozean's researches concerning to the pedagogy of emotional culture are relevant. Thus, the researcher delimits a system of attitudes integrated in social skills, recognized by the scientific community as pedagogical skills, the latter certifying the role of emotional culture in ensuring professional success. In this order of ideas, the author, addressing the issue of pedagogical communication, mentions that "any communication is not only the transmission of information, but also of attitudes" [6].

In the specialized literature can be delimited attitudes towards close, known, public people and attitudes towards ideas, mentalities, lifestyles, literary works, etc. Literary work is the most complete assurance of human intelligence, totalizing knowledge, sensitivity, facts in its structure that keeps intact indefinitely, so it is recommended to be understood as a living mechanism in literary-artistic education, through which attitudes are capitalized. In this sense, Professor C.

Șchiopu notes a series of subjective conditions of interpretation (interest, hedonistic, communicative, cognitive, axiological orientations, the reader's desire), which can be considered as theoretical landmarks of the formation of interpretive attitudes of primary school students [37], M. Marin elucidates that the interpretive attitudes are characterized by intentional changes of some situations, in which the character appears, of the lexical units, of the discourse of the literary work [21].

Description situation and identification of the research problem

Problems related to the study of the concept of attitude have been addressed in the scientific works of US researchers - G. Allport [1], M. W. Calcins [65], E. S. Bogardus [39]; H. Spenser and A. Bain [51], from Great Britain - W. Huber [17], from Belgium - J. Stoetzel [41], from Russia - В. М. Бехтерев [64], А. Ф. Лазурский [52], В. Н. Мясищев [58], М.Я. Басов [44], В. С. Мерлин [57], Б. Г. Ананьев [42], from Romania - A. Chircev [4], P. Iuț [19], from R. Moldova - T. Callo [4], V. Panico [33], V. Andrițchi [2], M. Cojocaru-Borozan [6], M. Marin [22] etc.

The concept of interpretive attitude was approached from the perspective of literary-artistic education by researchers Vl. Pâslaru [35], C. Șchiopu [37], A. Ghicov [13], M. Marin [21], O. Costea [8], E. P. Ядровская [63], В. Г. Маранцман [56], М. М. Бахтин [45] etc.

The researches that illuminate the problem of interpreting the literary text, especially from the perspective of literary-artistic education are materialized in studies of psychology and the reception of art / literature: R. G. Barthes [43], В. И. Лейбсон [53], М. Г. Качурин [50], Ю.М. Лотман [54], В. Г. Маранцман [56], М. Р. Львов [55], О. И. Никифорова [59], Е. Р. Ядровская [63], Г. И. Богин [46], Ю. М. Лотман [54], О. Costea [8], Em. Illie [18], A. Pamfil [31], P. Cornea [7], S. Cristea [9], Vl. Pâslaru [35], C. Șchiopu [37], A. Ghicov [13], M. Marin [21], M. Hadârcă [16], T. Cristei [10], A. Radu-Șchiopu [36], etc.

The theoretical landmarks of the research aim at: theories regarding the structure, characteristics, classification of attitudes - G. Allport [1], M. W. Calkins [65], E. S. Bogardus [39], H. Spenser and A. Bain [51], W. Huber [17], J. Stoetzel [41], В. М. Бехтерев [64], А. Ф. Лазурский [52], В. Н. Мясищев [58], М. Я. Басов [44], В. С. Мерлин [57], Б. Г. Ананьев [42]; A. Chircev [4], P. Iuț [19], T. Callo [4], V. Panico [33], M. Cojocaru-Borozan [6], V. Andrițchi [2], M. Marin [22] etc., the methodological configurations in the interpretation of the literary text, from the perspective of literary-artistic education – R.G. Barthes [43], В.И. Лейбсон [53], М. Г. Качурин [50], Ю. М. Лотман [54], В. Г. Маранцман [56], М. Р. Львов [55], О. И. Никифорова [59], Е. Р. Ядровская [63], [56], Г. И. Богин [46], Vl. Pâslaru [35], C. Șchiopu [37], A. Ghicov [13], P. Cornea [7], Em. Illie [18], A. Pamfil [31], S. Cristea [9], O. Costea [8], M. Marin [21], M. Hadârcă [16], A. Radu-Șchiopu [36], T. Cristei [10], the conceptions regarding the formation of interpretive attitudes А. С. Бушмин [47], М. М. Бахтин [45], В. Г. Маранцман [56], Е. Р.

Ядровская [63], Vl. Pâslaru [35], C. Şchiopu [37], A. Ghicov [13], M. Marin [21], O. Costea [8] etc.

The analysis of the mentioned analysis highlighted the **contradiction** regarding the formation of the interpretive attitudes of the primary school students in the context of literary-artistic education: between the exigencies of the contemporary society and the educational activity weakly oriented towards the formation of the students' interpretive attitudes; between the necessity of the formation of the interpretive attitudes of the students and the lack of highlighting some efficient pedagogical conditions, which would ensure the success of the educational process.

The contradictions generate **the research problem**: *What are the theoretical-applied foundations of the formation of the interpretive attitudes of primary school students through literary texts?*

The aim of the research is to develop a vision for forming the interpretive attitudes of primary school students through the literary text, based on strategies to form students' self-consistency through reading.

The purpose of the research was reflected in solving the following **objectives**:

1. Determining the theoretical landmarks of the formation of the interpretive attitudes of the students from the primary classes through literary works in the context of the literary-artistic education;
2. Revealing the specifics of the concept of interpretive attitude and highlighting its characteristics;
3. Identifying the principles, factors, criteria and pedagogical conditions of the formation in students of the attitudes of interpretation of the literary work;
4. Pre-experimental diagnosis of the level of literary development of students from the perspective of their interpretive attitudes;
5. Elaboration and experimental validation of the Pedagogical Model for the formation of the interpretive attitudes of the students from the primary classes through literary texts; interpretation of research results.

The methodology of scientific research results from the purpose and objectives of the finding and the formative approach and consists of theoretical methods (analysis and synthesis of literature, hypothetical-deductive method for interpretation and explanation of results, comparative method), empirical methods (observation, conversation, test, questionnaire, finding reports and control experiments), mathematical and statistical methods (test χ^2).

The novelty and scientific originality of the research lies in:

- Determining the theoretical landmarks regarding the formation of interpretive attitudes of primary school students in the process of capitalizing on literary texts and recording the characters of interpretive attitudes;

- Modeling the Strategy for forming interpretive attitudes, based on the personalized profile of reading and interpreting the text and on the student's need for self-consistency through reading;
- Elaboration of the Pedagogical Model for the formation of the interpretive attitudes of the students from the primary classes through literary texts and the demonstration of its functional validity.

The obtained results that contributed to solving the important scientific problem lie in the conceptualization of the pedagogical model of forming the interpretive attitudes of primary school students through literary texts, which contributed to the formation of interpretive attitudes of students to meet students' need for self-consistency reading.

The theoretical significance of the research is supported by the specification of the principles and determinants of the formation of interpretive attitudes of primary school students through literary texts; scientific argumentation of the relevance and necessity of forming the interpretive attitudes of primary school students from the perspective of literary-artistic education; the meaning of the notion of students' self-consistency through reading, of the personalized profile of reading and interpreting the text.

The applicative value of the research is represented by the elucidation of the praxiological experiences of the formation of attitudes, in general, and of the interpretive attitudes, in particular, of primary school students through literary texts. (nonliterary). The experimental results and research conclusions can be used in reconsidering the existing ideas and conceptions regarding the formation of students' interpretive attitudes in the process of literary-artistic education.

The approval of the research results was made during the meetings of the Department of Pedagogy and Methodology of Primary Education of the State University of Tiraspol and of the methodological seminars. The basic ideas and results of the investigation were promoted and discussed through communications at the national and international scientific conferences: International scientific and practical conference “Personality. Education. Society. Modern educational technologies: Theory and practice of use”, 04-05 November, 2020, GROIRO, Grodno (Belarus); XIII International Scientific and Practical Conference: "Higher School: Experience, Problems, Prospects", 02-0, N, 0-3, XII International Scientific and Practical Conference: "Higher School: Experience, Problems, Prospects", 28-29, DU, M, XI International Scientific and Practical Conference: "Higher School: Experience, Problems, Prospects", March 29-30, 2018, RUDN, Moscow, (Russia), the scientific-international conference “Creative orientations in Romanian education and research 30 years after the revolution. An intra-plural and transdisciplinary view”, December, 2019, Bacău (Romania); international symposium: “Public responsibility in education”, 10th edition, November 24-25, 2018, Constanța (Romania); international symposium:

“Public responsibility in education”, 9th edition, December 9-10, 2017, Constanța (Romania); international scientific symposium "Tradition and innovation in education", October 18-19, 2019, TSU (Chisinau); the national scientific-practical conference with international participation, "Axiological orientations of constructivism in modern education", 3rd edition. January 31 - February 1, 2020, UST (Chisinau); national scientific-practical conference with international participation, October 27-28, 2017, UST (Chisinau); national scientific-practical conference with international participation, Chisinau, April 22-23, 2016, UST (Chisinau); scientific-national conference with international participation: “Higher education: traditions, values, perspectives”, September 29-30, 2020, UST (Chisinau); scientific-national conference with international participation: "Higher education: traditions, values, perspectives", September 28-29, 2018, UST (Chisinau); Republican Teachers' Conference, February 27-28, 2021, UST (Chisinau); Republican Teachers' Conference, February 28-29, 2020, UST (Chisinau), Republican Teachers' Conference, March 1-2, 2019, UST (Chisinau); Republican Teachers' Conference, Chisinau, March 10-11, 2018, UST (Chisinau); scientific-methodical conference: “The prerogatives of pre-university and university education in the context of the knowledge-based society”, Chisinau, November 7-8, 2014, UST (Chisinau).

Implementation of scientific results. The applied research took place in the Theoretical Lyceum "Miguel de Cervantes Saavedra", Chisinau, in the school year 2018 - 2019, consisting of 18 subjects - teachers and 106 subjects - students (4 classes), highlighting the characteristics of interpretive attitudes of primary school students.

Publications on thesis topic: scientific-methodical work (1); scientific article in Moldovan journals, category B (1); scientific article in Moldovan magazines, category C (1), article in the Journal of International Science Center “Society 2035”, Moscow (1), article in “International Journal of Innovative Technologies in Social Science”, Warsaw (1), articles in collections: of international conferences abroad (7), of international conferences in the republic (1); of national conferences with international participation (5); of national conferences (4); of the scientific-methodical conference (1); didactic support (1).

Volume and structure of the thesis: introduction, three chapters, general conclusions and recommendations, bibliography of 250 titles, 42 annexes. It contains a total of 136 basic text pages, 19 figures and 42 tables. The results are published in 22 scientific works.

Keywords: interpretation, interpretive and types of attitudes, types of attitudes, literary-artistic education, self-consistency student, literary text, training strategies, interpretive reading, pri-unity process, personalized profile of interpretation.

THESIS CONTENT

The Introduction is argued the importance of the research topic, is specified the problem and outlined the directions for solving it, are formulated the purpose, objectives and hypothesis, is explained and substantiated the theoretical conceptual and methodological support of research.

In Chapter 1, „**THEORETICAL HIGHLIGHTS OF INTERPRETATIVE ATTITUDES AS A DIMENSION OF LITERARY-ARTISTIC EDUCATION**“, are determined the theoretical highlights on the formation of attitudes and interpretive attitudes of primary school students in the process of capitalizing literary texts and recording the basis of propensity; representations are revealed regarding the evolution and values of literature, the cultivation of a positive attitude, of the aesthetic taste in the field of literature, the development of the interest towards intercultural communication; terminological differences of attitudes and interpretive attitudes are identified through the prism of several perspectives, the conditions and factors for the formation of interpretive attitudes are elucidated based on the criteria established by researchers in the literature.

The concept of „*literary-artistic education*“ designates the paradigm shift, the transition from the study of literature in education through literature, says Vl. Pâslaru. It is a much broader concept, which affirms the forwardness of the Romanian language and literature discipline from a strictly didactic field to the educational one; on the other hand, the joining to the generic education of the two terms (literary-artistic), joined with a hyphen, reveals not just the extension of literary aesthetics education, but also the internal unity of these two adjoining fields of knowledge in design and carrying out the activity of training the lofted reader [35]. In the same context, the researcher M. Marin states that, „literary-artistic education as a leading component of education, projects the training of the reading student as a valorizing subject of the reading act, this occurring in the active role of contributor to his own artistic training, appealing to his life and aesthetic experience” [22, p.11]. The main idea, we can note that literature should be a space reading and culture initiation, a space that respects successively or simultaneously reading the text, and the choice of texts is made in accordance with the waiting horizon of students, also it is recommended the presence of the teacher's enthusiasm at the time of reading, the transposition of literary texts in another language as mime, gesture, role play, pantomime, dramatization, the use of educational strategies at the same time with digital resources.

The formation of informed readers of literature is possible in the context of manifesting a positive attitude towards the literary work, interpreting attitude, by involving cognitive processes such as: understanding, evaluation, attention, memory, decision or even language production, from the simplest action to the most complex one. On that note, А.С. Бушмин mentions that “the interpretative attitude resumes to the feelings provoked by the opera, and the perception results from its actual interpretation. Scientific ideas are expressed through precise concepts, and literary-

artistic education is taken out literary characters, which are not attributed to abstract categories, but are the result of interpretation "[47].

Researchers В. Н. Мясищев [58], А. Chircev [5], Т. Callo [4], V. Panico [33] consider attitude as a value element in the structure and personality dynamics, in the orientation, direction of activity and human existence. To my mind, individual's subjective the formation of attitudes goes from indetermination to elucidation, and the development of attitudes is accompanied by the three significant areas of personality, specified by researcher V. Andriçhi [2] in Figure 1.

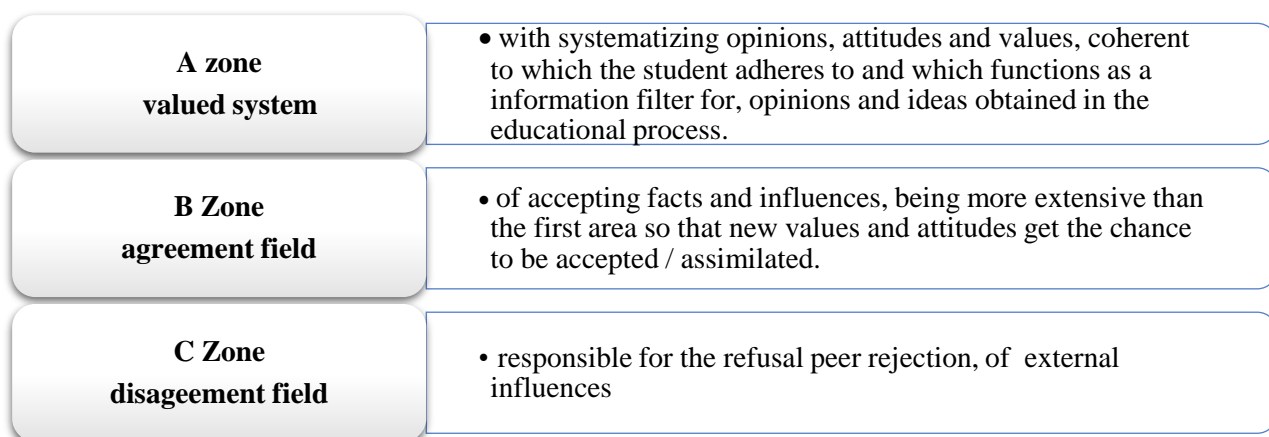


Fig. 1. Significant areas in the formation of attitudes

The text represents the author's attitudes, which are manifested in their own feelings towards the world, towards human values and which highlight certain concepts of life, beliefs, ideals and convictions. Various values interact within the literary texts, , the formation of the students' attitude towards them being possible by including them in various interpretive activities.

Artwork Interpretation means taking a path from empathy and sympathy for the literary character to understanding the author's vision and, further, from a general perception of the imagined world, to understanding the impact of the work on triggering the reader's own attitudes. Researchers R. G. Barthes [43], Г. И. Богин [46], А. Б. Есин [49], М. Г. Качурин [50], В. И. Лейбсон [53] demonstrates that, in the process of interpretation, the recipient make his own plan of the text, which he relates to his ideal image. The comparative analysis requires the axiological interpretation, which allows the reader to fully evaluate the work. In this order of ideas, Ghercuț L. mentions several types of tones: projective, in the meaning of integrating the reader in the author's discourse, commentary, which aims to probe the structures of the text in its main lines, this being accompanied by the interpretive attitude key moment, being a process of simbolization, to the universe imagined by the reader and to his storytelling [12]. So, the formation of cultural representations regarding the evolution and values of literature, the cultivation of a positive attitude, the pleasure of reading, the aesthetic taste in the field of literature, the development of interest in intercultural communication, etc. are prominent in the context of students' literary-artistic education.

Chapter 2, „**METHODOLOGICAL ACTION VECTORS IN THE FORMATION OF INTERPRETATIVE ATTITUDES OF PRIMARY SCHOOL STUDENTS**”, describe the curricular framework of literary-artistic education of primary school students, respecting curricular products, are capitalized methodological configurations of students. and the theoretical foundations of the Pedagogical Model for the formation of interpretive attitudes of primary school students through literary texts in order to meet the need for self-consistency of students through reading in the context of implementation.

The realization of the competence systems defined by the curriculum will be manifested in cult communicative behaviors, in general literary-artistic and aesthetic activities and attitudes, these also representing the final goal of LE / LAE. The national curriculum for primary education proposes a change of vision in relation to the study of literature, highlights, through the module "The secrets of the book", those three didactic aspects of the literary text - reading support, literary work and cultural object, focusing on literary education -artistic training of the cult reader, valorizing possessor of the lectoral instruments [14, p.22]. This allows us to summarize the synoptic outline of the competence of receiving literary and non-literary texts structured from: specific competences, competence units, content units, learning activities and recommended school products.

The problem of understanding a literary text is closely related to that of interpretation / reinterpretation / explanation. F. Schleiermacher highlights the psychological interpretation, which knows two independent, indispensable methods like: divinatory art - an intuitive search for understanding and the comparative method, based on the analogy between understanding (interpreter) and meaning (author) [66]. In this context, O. Costea insists on “spontaneous mental images, on acts of retrospection, introspection or anticipation of reality; on dialogue, related to the aspects of the text (questions, exclamations)” [8], the researcher Vl. Pâslaru mentions that “attitude and interpretation, as generating acts by the artistic text, are highlighted by most researchers of artistic creation as defining features of the work of art. These characteristics show that the educational subject (= the object of knowledge) has the capacity to impose on the reading student (= the subject) a self-training activity” [35, p.21]. Thus we determine that literacy provides a complex of thinking, involves the knowledge and skills that students must access, understand, analyze and evaluate information, express thoughts and emotions, present ideas and opinions, interact with others and to involve in school activities and in their life beyond school, the multidisciplinary ones.

The attitude of interpretation, after J.-C. Abric, is the attitude that consists in formulating, in verbalizing for the other the hidden reasons that are at the origin of his words or deeds [1], and the contemporary researchers G. Bărbulescu, O. Costea, T. Cristei, I. Gheorghişor, A. Ghicov use various ways to „provoke” the reader to interpretive reflection (such as, for example, a surprising

ending, which suddenly puts in a different light the text traveled so far), and M. Marin, addressing the issue respectively, it mentions that the attitudinal manifestations are determined by the conative dimension, which projects specific attitudes and actions: evaluative, interpretative, affective-emotional, resolute, comprehensive, investigative attitudes [21, p.19].

Forming cultural representations on the evolution and values of literature, cultivating a positive attitude towards the mother tongue and recognizing its role in developing and enriching the cultural horizon, flexible / tolerant approach to the opinions and arguments of others, cultivating the pleasure of reading, aesthetic taste in the field literature, the development of interest in intercultural communication, etc., are some of the values and attitudes that can be formed in the process of literary-artistic education of students. In this context, we emphasize that the formation of interpretive attitudes implies the direct contact of the receiver with the literary work by fulfilling the comprehension, the change of horizons, which allows the constitution of the integral meaning of the text. The application of didactic strategies aims at the relationship between the reader and the literary work, completed by modalities, reading conditions and requirements of the formation of the interpretive attitude of the students from the primary classes, synthesized in figure 2.

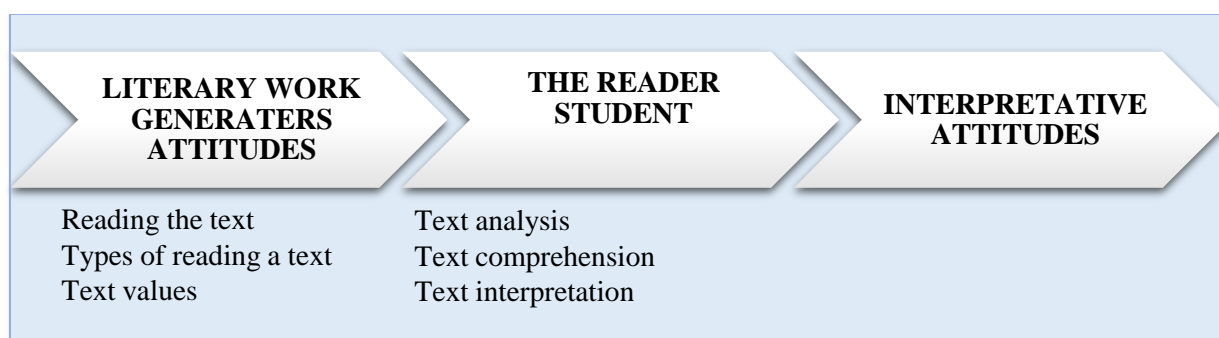


Fig. 2. Itinerary for forming students' interpretive attitudes

P. Cornea considers that any activity must be carried out through multiple readings of comprehension / reception / analysis / decoding / interpretation of the written text. The reading process must go through five stages: perception / reception of the text; rereading to decode the meanings of the text; unit reading of the text and detailed understanding for decoding the meaning; interpretive reading of text sequences; aesthetic interpretation of the text [7, p.65]. S. Golubițchi states that the preparation for reading is done through: adequate conversation, reporting reading impressions to the reality detached from the text, reading, free expositions, watching a show, film, reading the image / picture or a series of comics, nonverbal communication / paraverbal ones [15]

It was elaborated the Pedagogical Model for the formation of interpretive attitudes through literary texts in primary school students, Based on the established theoretical foundations, **presented in Figure 3.**

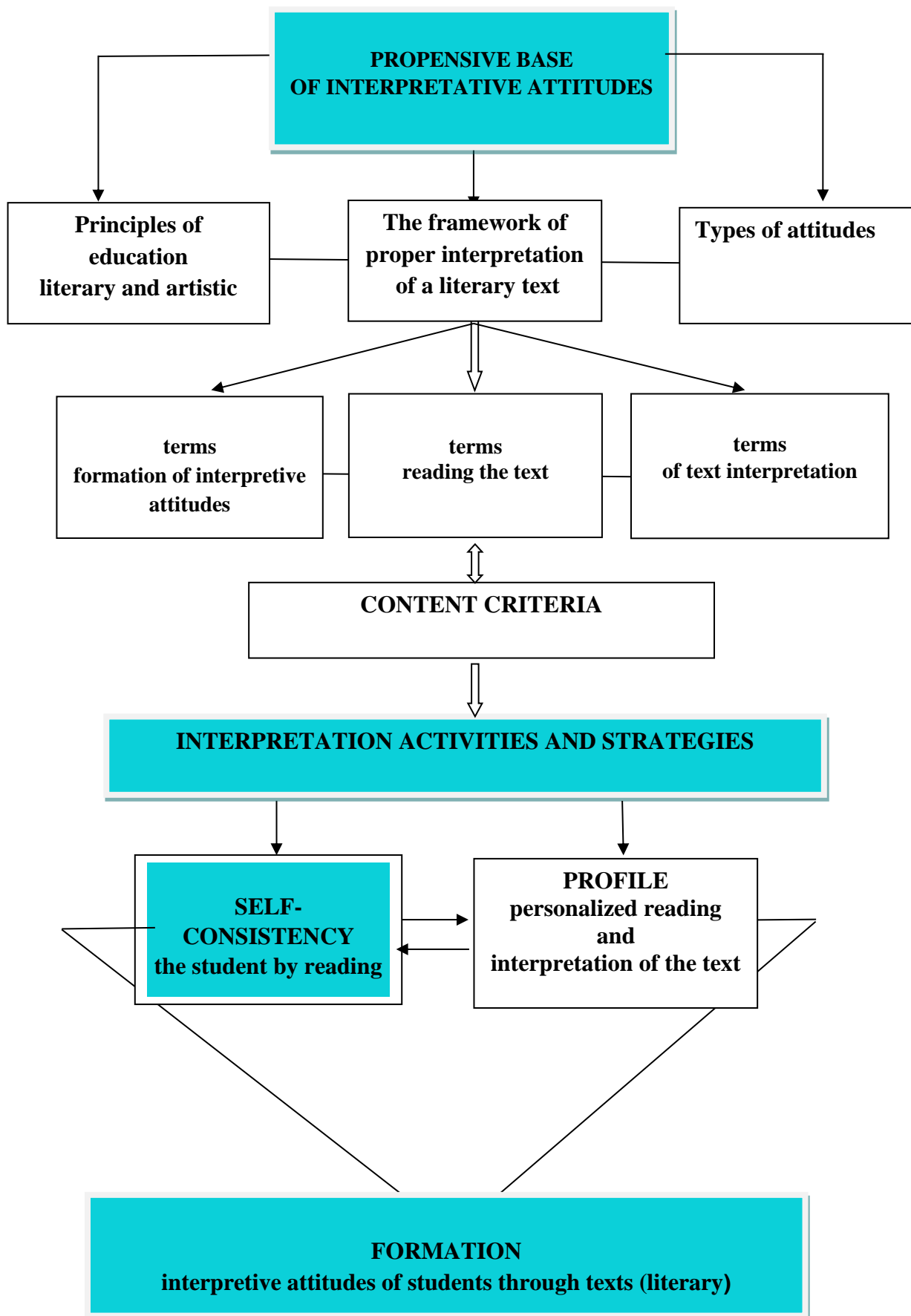


Fig. 3. The pedagogical model for forming the interpretive attitudes of primary school students through literary texts

As previously mentioned, the formation of the student's attitude towards the literary text is possible from the perspective of reception, oral message in communication situations, manifesting a positive attitude, attention and concentration; by receiving literary and non-literary texts through appropriate reading techniques, proving correct, conscious, cursive and expressive reading; by cultivating the abilities of the principles of literary-artistic education, which launches a system of values, which outlined the investigation of the scientific problem, ensuring its functionality through the necessary resources and tools.

Undoubtedly, an interpretation is successful if it is used for something: it clarifies, edifies, justifies, modifies certain epistemic inertias or indicates new lines of action. The performance of the interpretation depends on the performer; skills. Thus, we can note that understanding and interpreting texts arouse interest and positive attitude towards communication, confidence in their own speaking and listening skills, contribute to personal development, stimulate autonomous, reflective and critical thinking of students. These considerations allow the personalization of the didactic strategies, of the reading activities, the own educational approach for the formation of the interpretative attitudes.

Thus, in the activity of forming interpretive attitudes through literary texts in primary school students it is necessary to value all areas: the teleological field, which includes: the ideal / purpose, the system of objectives, the profile of the primary school graduate; the content sphere, which provides the criteria for selecting literary and non-literary texts specific to primary education; the methodological sphere, which directs and trains the methods, procedures / techniques, forms and means of teaching-learning-teaching and the operational block (learning activities and opportunities) in the context of interpreting literary texts.

Chapter 3, **„THE EXPERIMENTAL DIMENSION OF FORMING THE INTERPRETATIVE ATTITUDES OF PRIMARY SCHOOL STUDENTS THROUGH LITERARY TEXTS”**, includes: presentation of the purpose, objectives, hypotheses and sample research, as well as detailed description of the tests and inventories of the IV classes. and teachers, the formation of interpretive attitudes in order to meet the need for self-consistency of students through reading in the context of implementing the pedagogical model for the formation of interpretive attitudes of primary school students through literary texts.

The logic of the research, in order to illustrate the methodological framework for forming students' interpretive attitudes through literary texts, led us to design the verification-type pedagogical experiment by implementing "challenging" activities at the level of experimental subjects.

The purpose of the pedagogical experiment is to form interpretive attitudes in primary school students and reveal the role of capitalizing Strategies for forming interpretive attitudes in primary school students, as a component of the pedagogical model for forming interpretive attitudes of primary school students through literary texts.

Consistent with the purpose of the research, the following *objectives of the experiment* were outlined:

- initial diagnosis of the level of formation of interpretive attitudes in students from primary classes through literary texts in experimental and control classes;
- carrying out the training experiment by applying the Training Strategies
- observing, testing, comparing the development level of interpretive attitudes in the experimental and control classes;
- studying school products related to the educational process during the pedagogical experiment;
- post-experimental confirmation of the interpretive attitudes formation of the students from the experimental and control classes;
- synthesizing the opinions of the teachers from the classes involved in the experiment.

The research was carried out in three stages: *finding; deformation; control*.

The experimental sample consisted of **18 subjects-teachers, 106 subjects-students** (4 classes), from the Theoretical Lyceum "Miguel de Cervantes Saavedra", divided into 2 groups: the experimental group, grades IV "A" (25 students) and grades IV "C" (27 students), a total of 52 subject students; the control group, consisting of grades IV "B" (26 students) and IV "D" (28 students) in relation with which the effects of the experiment were compared, a total of 54 subject students.

The statement of findings was carried out in September 2018. At the first stage of the experiment, two questionnaires were developed and applied (one with primary school teachers, another with fourth grade students), connected to the National Curriculum, MECD (list of products recommended in school subjects) and national policies in force.

The purpose of the finding statement: Diagnosis of the initial level of formation of interpretive attitudes in the fourth-grade students.

Expected objectives: determining the level of expression of literary preferences; expressing one's attitude towards literary work; exposing reading impressions.

The evaluation indicators of the Questionnaire for primary school students on the formation of interpretive attitudes of primary school students show that, according to teachers, working with literary text involves capitalizing on the stages of explanatory reading, discovering and appreciating the multiple valences of the text, appreciating the values of literary work, its critical and objective approach, the analysis of the language of the literary work for the purpose of a value evaluation. Attitudinal actions are built on a flexible support, acceptable to the student, taking into account the particularities of age, the levels of reception of the literary work, the reading experience, life, motivation compared to the examined product.

Assessment indicators based on the Questionnaire to identify the interest in reading proposed to fourth grade students show that many students try to develop the ability to read a text

fluently for years, a considerable number of students remaining unable to enjoy their own readings. As a rule, the story from the opera is known by them from its reproduction made by the teacher. In other cases, the story is mechanically memorized by students. Thus, the analysis of the results allowed us to deduce that students are not stimulated by teachers to analyze, to interpret, to express opinions but personal impressions about the work read and its message.

The finding stage of the experiment continued with the application of a test for the formative assessment in stages for the four classes. Formative evaluation in stages (FES): refers to some of the units of competence stipulated for the respective learning path, depending on the concrete context; it is instrumental, the students being aware of the taken evaluative steps; involves the use of selected products in accordance with the units of competence concerned.

Obtained Data from the application of the Formative Evaluation Test, based on the criteria initially established (emotional-affective reporting to the message of the text read, revealing the author's attitude, reasoned expression of their own post-electoral states, capitalization of language elements, attitudinal manifestation signed by logical thinking operations and focused on the reading experience) presents that the 106 participants demonstrated a high level, a medium level, and a low level. Some of the students cannot express their opinion on the issues of the work, are not able to give some original ideas and reading impressions, creative ideas, to argue their post-reading impressions, to reveal the author's attitude towards the issues addressed by the writer, to the characters of the work, to capitalize on the artistic language and in the end to express his attitude towards the respective literary work argumetiventy. Most often, students use the phrases like „I was impressed", „I like", usually reproduce his point of view about the literary text, not being able to understand the deep meanings of the text. Literary activity, although it also includes actions of reflection / accumulation, is predominantly attitudinal. The dominant attitudes in the subject of ELA try to dominate with their own position towards the literary-artistic dimensions. The need to identify the types of attitudes is established in the context of their development trends. Attitudinal reporting indices are illustrated in table no. 1.

Table 1. Experimental values of attitudinal reporting to the literary text

ASCERTAINMENT STAGE, FES								
Ratings	EXPERIMENTAL GROUP				EXAMINATION GROUP			
	THE IV- „A” 25 students		THE IV- „C” 27 students		THE IV- „B” 26 students		THE IV- „D” 28 students	
	nr. Of students	%	nr. students	%	nr. Of students	%	nr. Of students	%
<i>High level/ i</i>	15	60%	15	55,56%	14	53,85%	14	50%
<i>Medium level / g</i>	6	24%	8	29,63%	8	30,77%	8	28,57%
<i>Low level /s</i>	4	16%	4	14,81%	4	15,38%	6	21,43%

The respective conclusions lead to the need of capitalizing on the strategic component of the pedagogical model for forming the interpretive attitudes of primary school students through

literary texts, which is focused on overcoming the idea that reading the text is a simple process to capitalize on the educational text. The limits thought between of design and implementation, Strategies of forming students' interpretive attitudes can lead to a logical reorientation of the training process by establishing on a training basis the attitude fields from which there is reading and text interpretation by students.

Within the **Training Experiment**, carried out between October 2018 and March 2019, I practiced a set of activities to form the students' attitude towards the literary text.

The purpose of the training experiment: Strategy implementation of the for the formation of interpretive attitudes in the 4th grade in the Romanian language and literature discipline.

The didactic strategies applied in the formation of interpretive attitudes to the students from the primary classes through literary texts are represented in Table no. 2:

Table 2. Strategies for forming interpretive attitudes

FORMATION OF INTERPRETATIVE ATTITUDES IN PRIMARY SCHOOL STUDENTS THROUGH LITERARY TEXTS			
FORM IV			
Content units	Methodologies	Implemented Teaching strategies	Literary texts, support
<p>Reading</p> <ul style="list-style-type: none"> • Reading qualities: correct, conscious, cursive, expressive. • Understanding and interpreting what is read in the mind. • Literary text . • Textual literar narativ. • Narrative literary text. • Text components: title, author, content. • Literary characters. Physical traits / traits, moral traits (according to the facts described). • The reader's attitude towards the the mind, the activities, the preoccupations of the characters. • The expressive means of oral communication. • Literary species: the story, the story, anecdote. <p>Specific terminology: correct reading, conscious, cursive, expressive;</p>	<p>recommended by the Curriculum</p> <p>Interpretive reading; The analyzed text (within the standards); The story of the literary text; The plan of ideas (elaboration in collective, in group, individual attempts, in guided way); Characterized literary character; The argumentative message; Reading notes; Literary games; Dramatization games; Educational games; Exercises using different formulas request suitable for everyday situations;</p> <p>validated by C. Şchiopu Methods:</p> <ul style="list-style-type: none"> • Blind hand, • Pyramid, • Individual work, • The debate, • Instructive role play, • Literary commentary, 	Query Taxonomy	<i>La scăldat</i> , after Ion Creangă;
		Method Case Study	<i>Aminiri din copilărie</i> , after Ion Creangă
		Stimulating students' interest	<i>Copiii în crâng</i> , after C. Ușinschi
		The theory of multiple intelligences	<i>Vizită</i> , after I.L.Caragiale
		Access roads by F. Sâmihăian	<i>Habarnam devine pictor</i> , after N. Nosov
		Journals of reflections	<i>Charlie și fabrica de ciocolată</i> , after Roald Dahl
		Expectation algorythm	<i>Charlie și fabrica de ciocolată</i> , after Roald Dahl
		Cause-method-effect	<i>Cei trei prieteni</i> (famous story)
		Forms of organizing the activity	<i>Mâța desenează-un ghem</i> , by M. Sorescu
		working with the text	<i>Degețica</i> , after H.C.Andersen
		Application of interactive methods	<i>Legenda lui Moș Crăciun</i>
		The circle of ideas	<i>Cioc! Cioc! Cioc!</i> , after Emil Gârleanu
		Application of interactive methods	<i>O furnică</i> , byT. Argezei

literary character, physical traits, moral traits	<ul style="list-style-type: none"> • Simulation of the meeting with the characters of the opera, • Report, Interview, etc .; Procedures: <ul style="list-style-type: none"> • Author's story, • The point of view of the character, • Biographical file of the character, • Screening of the work (by students) etc. 	Application of educational platforms	<i>Piatra pițigoiiului</i> , after T. Arghezi <i>Povestea unei familii fericite</i> , after L. Magdan
		Common expressions , by M. Marin	Aplicat în textele suport

The experiment aimed at forming the interpretive attitudes of primary school students through literary texts, being focused on the principles: like capitalizing on the freedom of imagination and students' opinion, stimulating the interest in knowledge, updating the reading experience; quantifying the formative potential of literary texts - edifying in order to analyze a fact / case, to argue decisions, to predict their consequences. Feedbacks, reviewing the solution, the ability to perform a group task, using different learning strategies, activating the activity of interpreting the literary work, comparing one's own solution in relation to the values, ideals, visions of others - all these led strengthening students' own knowledge, reading and life experiences.

The pedagogical model for forming the interpretive attitudes of primary school students developed was authenticated in the experiment of forming the interpretive attitudes of students in grades IV "A" and IV "C" and grades IV " B" and the IV "D" of the Theoretical Lyceum "Miguel de Cervantes Saavedra" from Chisinau, between March and April 2019.

In conclusion, the quality of interpretation is determined by the accuracy of comprehension, the strategies implemented and their importance. The created image provoked discussions that generated value reflections determined by the characters' features. We highlight a plea for: communication, creativity, attitude towards the message, characters, values.

The confirmation of the formation of interpretive attitudes of primary school students is confirmed by assessing the level of formation of interpretive attitudes through literary texts in the fourth-grade students, between March and April 2019. The experimental sample was the same subjects 106 students (4 classes), from the Theoretical Lyceum "Miguel de Cervantes Saavedra".

The purpose of the pedagogical experiment at the control stage: validation of the level of formation of interpretive attitudes in the fourth grade.

The objectives of the validation experiment: to evaluate the level of formation of interpretive attitudes through literary texts in primary school students; validation, comparison and generalization of the results obtained by experiment.

The experiment aimed at certifying the level of formation of interpretive attitudes through literary texts in primary school students and was focused on:

- series of principles, which can capitalize on the freedom of imagination and opinion of students, stimulating the interest of knowledge, updating the reading experience;
- the quantification of the formative potential of the literary texts, which is edifying if the students are provided with the possibility to analyze a fact / case, to take and argue decisions, to foresee their consequences. Colleagues exchanging feedback, reviewing a solution, the ability to complete a group task, using different learning strategies that contribute to the formation of the interpretive attitude;

According to the Methodology on Criteria Assessment by Descriptors Grades I-IV, developed under the Education Code of the Republic of Moldova¹ and the Curriculum for primary education, which comes with a recommendation on the use of skills in school subjects accordance with the curricula of primary education and following the continuity between classes, were determined the evaluation descriptors that describe the manifestation of the student's competencies and allow the determination of their degree (minimum, average, maximum), constituting directly observable operational indicators: - in the students' performance behavior - and at the level of results and products of their concrete activity.

The results of the summative evaluation test, based on the criteria initially established, proposed to the 106 participants involved in the experiment, showed that the level of attitudinal manifestations of students in the experimental group increased considerably compared to that of students in the control group. The recorded dynamics, in terms of creative and productive responses of students in experimental classes, is quite significant. This fact validates the research hypothesis and the efficiency of the Theoretical Model for forming the interpretive attitudes of primary school students through literary texts. The numerical results show essential changes (table no.3).

Table 3. Experimental values of attitudinal reporting to the literary text

CONTROL STAGE, SE								
Ratings	EXPERIMENTAL GROUP				EXAMINATION GROUP			
	THE IV- „A” 25 students		THE IV- „C” 27 students		THE IV- „B” 26 students		THE IV- „D” 28 students	
	nr. Of student s	%	nr. studen ts	%	nr. Of students	%	nr. Of students	%
<i>High level/ VG</i>	19	76%	19	70,37%	14	53,85%	16	54,14%
<i>Medium level / G</i>	5	20%	7	25,93%	8	30,77%	7	25%
<i>Low level /S</i>	1	4%	1	3,70%	4	15,38%	5	17,86%

Finally, by capitalizing on the Strategies for forming the interpretive attitudes of primary school students through literary texts, we find that we have competent students to explore a literary

text, in the context of capitalizing on the attitude towards the message sent. Following the training experiment, a number of students demonstrated a high level of competence in exploring literary work from the perspective of an argumentative attitude. They were able to relate their emotions, emotional feelings to the message of the read text, to identify information and essential details from this point of view, to characterize the characters, to understand and formulate the writer's attitude. At the same time, they expressed their personal opinions, towards the problem approached by the author, they were able to represent their feelings, to give the meanings of connotative language, which confirms their competence to evaluate / appreciate literary work, implicitly, skills and literary preferences.

Regarding the category of students with average level of reception of the literary work, they demonstrated the ability to partially formulate their opinion on the issue of the work. The representatives of this group could not write and formulate creative, original ideas, to argue their own post-reading states, to capitalize on the artistic language and, as a result, to express their attitude towards the literary text. They often used the phrases "impressed me", "I like it", capturing and reproducing only the story itself, but without capitalizing on it.

Students with a low level of reception are characterized by the total lack of opinion on the issues of the work, on the emotional and moral qualities of the characters, by the inability to argue their post-reading states, to capitalize on artistic language and capture its meanings.

The formation of interpretive attitudes was substantially completed, becoming an effective means from the perspective of implementing educational platforms. The result of scientific research demonstrates a "recreation" of the artistic phenomenon. The educational platform Padlet allowed the manifestation and visibility of the student's attitude towards the literary text, by sharing his opinions regarding a given text, the character's deeds, the message transmitted by the read text, by associating with a drawing, a song he is thinking about listening to Opera House one.

In order to confirm the results and obtain of the critical significance of the statistical criterion, the Test was applied to the category of students (table no. 4).

Table 4. Statistical indices determined by applying the test test χ^2

Category	high	medium	low
$n_1 = 52$	$0_{11} = 38$	$0_{12} = 12$	$0_{13} = 2$
$n_2 = 54$	$0_{21} = 30$	$0_{22} = 15$	$0_{23} = 9$

where:

0_{1i} – represents the number of students in the first sample, who demonstrated i ($i = 1, 2, 3$); high, medium, low results;

0_{2i} – represents the number of students in the second sample who have the results i ($i = 1, 2, 3$);

Based on the data included in table no. 3, we can check the nil hypothesis: $H_0 : P_{1i} = P_{2i}$ for all $C = 3$ categories (meaning $P_{11} = P_{21}, P_{12} = P_{22}, P_{13} = P_{23}$) and the alternative $H_1 : P_{1i} \neq P_{2i}$ barem for one of $C = 3$ categories.

In order to verify the given hypothesis, statistical calculation of the criterion $X^2 - C = 3$:

$$T = \frac{1}{n_1 \cdot n_2} \cdot \sum_{i=1}^c \frac{(n_1 \cdot 0_{2i} - n_2 \cdot 0_{1i})^2}{0_{1i} + 0_{2i}} \quad (*)$$

In the case $C = 3$, relation (*in unfolded form it will take shape):

$$T = \frac{1}{n_1 \cdot n_2} \cdot \left(\frac{(n_1 \cdot 0_{21} - n_2 \cdot 0_{11})^2}{0_{11} + 0_{21}} + \frac{(n_1 \cdot 0_{22} - n_2 \cdot 0_{12})^2}{0_{12} + 0_{22}} + \frac{(n_1 \cdot 0_{23} - n_2 \cdot 0_{13})^2}{0_{13} + 0_{23}} \right) \quad (**)$$

The value T , for the clues from Table 1, according to the formula (** will be:

$$T = \frac{1}{52 \cdot 54} \cdot \left[\frac{(52 \cdot 30 - 54 \cdot 38)^2}{38 + 30} + \frac{(52 \cdot 15 - 54 \cdot 12)^2}{12 + 15} + \frac{(52 \cdot 9 - 54 \cdot 2)^2}{2 + 9} \right] = 5,69335.$$

According to his table of values χ^2 and degrees of freedom $V = C - 1 = 3 - 1 = 2$, we obtain the critical significance of the statistical criterion $T : X_{1-\alpha} = 4,61$ for $P = 0,9$ end 5,99 from $P = 0,95$. In pedagogy it is appropriate $P = 0,9$ which is a convenient safety.

It is observed that the calculated value is between these two values. Thus, the hypothesis is not accidental, and the increase in the results of the formation of interpretive attitudes in students occurs in some cases from 90 of 100 cases

The level of formation of interpretive attitudes in students in experimental classes is obviously higher than that of students in the control class, so we can say that the experimental approach had beneficial effects on the former. The obtained results in the intervention phase demonstrate the efficiency of the process of forming interpretive attitudes based on reading literary texts by accumulating the skills to produce correct and coherent messages, objectively interpreting the texts. The pogress after the experimental activities, about 74% very good in the subjects in the experimental group, compared to Good about 54% in the subjects in the control group and about 4% sufficient in the subjects in the experimental group, compared to 16% in the subjects from the control group, demonstrates a significant difference and an increase in the quantitative and qualitative weight of the experimental values obtained by the subjects in the experimental sample at the control stage, compared to the results obtained at the finding stage and with the answers by performing summative evaluation tests.

The realization of the pedagogical experiment demonstrated the functionality of the Pedagogical Model for forming the interpretive attitudes of primary school students through literary texts, theoretically confirmed and applied by the values acquired by educational subjects in taking interpretive attitude in relation to literary texts.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The pedagogical synthesis of the research on the formation of interpretive attitudes of primary school students has generated a series of conclusions regarding the importance of valuing, so, the principles of literary-artistic education, which launches a system of values that ensures the functionality of resources needed for this purpose: freedom imagination and opinion, stimulating the interest of knowledge, updating the reading and living experience. Educational strategies that stimulate students 'interest in knowing motivate their activity of reading and interpreting literary texts, amplify the process of forming students' interpretive attitudes in relation to literary work. This correlation facilitates the formation of interpretive attitudes through literary texts in primary school students. The identification of the theoretical landmarks of the researched topic, the capitalization of the Pedagogical Model for forming the interpretive attitudes of the primary school students through literary texts within the pedagogical experiment, the obtained results, their analysis, quantitative and qualitative processing, allowed the conceptualization of the following general conclusions:

1. Through a concentric approach to the ideas of researchers in the field, I am totally sure to that receiving / studying the literary text in primary school is a complex process, which engages students in reading, understanding, analyzing and appreciating what they read, in the transfer of literary-artistic acquisitions in new situations. The investigative approach was based on the idea of moving from the study of literature to education through literature, which aims to train consistent readers-interpreters, who can maintain a reasoned discussion based on the literary text [28].
2. The examination of the stimulating factors of the formation of attitudes for interpreting the literary text allowed us to deduce that personality, by its nature, is conceived as possessing a system of attitudes, organized hierarchically and determining the subject's relation to objects of reality, its selective orientation -preferential to them. In the inner, subjective forum of the individual, the formation of interpretive attitudes travels the path from indeterminacy to awareness. Cognitively, ideas and knowledge acquire fillers of certainty, emotionally, emotions turn into axiological feelings and preferences; At the commercial level, the subject's intentions pass from indecision to decision, regardless of whether the object of the attitude is a concrete reality or an abstract one. This fact requires, in the process of forming the interpretive attitudes of the student, his recognition as the second creative subject of the literary work, in the hypostasis of co-producer of the interpretive act.
3. The formation of the interpretive attitude is the result of educational influences through literary texts. In addition to this as, we established that it is important that learning should

be approached as an activity in which students are encouraged, stimulated to penetrate the hidden meanings of the literary work, to analyze its constituent elements, meaningful, to notice the connection between ideas and concepts, to compare the world shaped by the author with the real one, to express critical thinking. Thus, their critical opinions / attitudes, resulting from the formulated tasks, from relevant and stimulating questions, become an acquired value, which allow them to find solutions in different life situations [62].

4. It has been scientifically argued that interpretive attitudes are essentially subjective. They can be built on a flexible support, accepted by students, depending on their particular age, the levels of reception of the epic text, their reading life experience, their interest towards the examined product. The process of forming the interpretive attitudes consists of activities of: intentional modification of some situations in which the character is forced to manifest a certain behavior; identification in the literary work and analysis of the arguments necessary to affirm or combat some ideas, others opinions, including the author, valorization of situations to solve the problem facing the character; revealing the way in which the author builds and presents the fictional reality, etc. Put in the situation of debating, of creating new circumstances, situations, the student overcomes shyness and insecurity, thus accumulating reading experiences [24; 60].
5. The theoretical approach, of the concept of attitude allowed the definition of the concept of interpretive attitudes, by which we understand the verbal exteriorization, by mime or gesture of the the individual's opinion, generated by his virtual teleportation / movement in the literary work, by his understanding of the message of the text, by the ability to decipher comprehend the figurative meaning of the means of literary expression, the metaphorical character of the language, to reinterpret the text through added values. As a result of the educational influences of literary works, the assumption was confirmed that understanding and interpreting texts provoke positive attitudes towards communication and confidence in one's own speaking and listening skills, develop interest, cultivate positive attitudes for personal development, stimulate autonomous, reflective thinking. and criticism [60].
6. Within the pedagogical experiment were implemented, capitalized, graphically illustrated, analyzed and commented the opinions of the subjects included in various activities of interpretation of the literary work, problematic activities, debate, finding solutions to the problem, etc., which contributed significantly to the formation of the competent student, able to perceive what he read, to analyze, to formulate a clear opinion about the book, to interact, to express his thoughts, moods, feelings and opinions. The pedagogical experiment demonstrated the functionality and efficiency of the pedagogical model for

forming the interpretive attitudes of primary school students through literary texts and its role in creating the pedagogical conditions necessary to form the interpretive attitudes of primary school students through literary texts. Based on the theoretical and praxiological values produced as a result of the investigation, we bring relevant scientific arguments regarding the solution of the scientific problem, which resides in the numerical values of increasing the percentage of resultativity in the experimental group compared to the control in the following report: 74% very good) and 54% very good (control group) or 4% sufficient (experimental group) and 16% sufficient (control group).

RECOMMENDATION:

For curriculum designers, authors of textbooks and other curriculum products:

- Reflecting conceptual landmarks in the context of forming attitudes and, in particular, interpretive attitudes in educational policy documents;
- Valorization of the pedagogical model for the formation of the interpretive attitudes of the students from the primary classes through literary texts at the level of the gymnasium classes;

For teachers:

- The use in the practice of teaching / receiving the literary work of the research results in order to ensure quality ELA, of training students in interpretive attitudes
- Capitalizing on the strategies for forming attitudes and stimulating interest in reading literary texts and training an informed reader and interpreter of literary texts;
- For continuing vocational training centers;

For continuing vocational training centers:

- Extending the theoretical, methodological and practical results in the professional training of teachers in the context of ensuring quality education from the perspective of forming interpretive attitudes.

BIBLIOGRAPHY

1. ALLPORT, G.-W. *Structura și dezvoltarea personalității*. București: Editura Didactică și Pedagogică.1981
2. ANDRIȚCHI, V. Taxonomia acțiunilor pedagogice pentru formarea atitudinilor – element central al competenței școlare. În: *Materialele conferinței republicane a cadrelor didactice, 28-29 Februaie 2020*. Vol.I Chișinău: UST. 2020. pp. 9-18 CZU: 37.016
3. CALLO, T. *Pedagogia practică a atitudinilor*. Chișinău: Litera Internațional, 2014. 240 p. ISBN 978-9975-74-340-2.
4. CHIRCEV, A. *Psihologia atitudinilor sociale*. Cluj: Editura Institutului de psihologie.1941. 212 p.
5. CODUL EDUCAȚIEI AL REPUBLICII MOLDOVA. Codul nr.152 din 17 iulie 2014 (Publicat 24.10.2014 în Monitorul Oficial Nr. 319-324, art Nr: 634. Data intrării in vigoare: 23.11.20142014, nr.319-324, art.634)
6. COJOCARU-BOROZAN, M. Tehnologia dezvoltării culturii emoționale. Chișinău: UPS”Ion Creangă”, 2012. 239 p. ISBN 978-9975-46-126-9.
7. CORNEA, P. *Introducere în teoria lecturii*. Iași: Polirom. Ediția a II-a. 1998. 240 p. ISBN 973-683-035-7.
8. COSTEA, O. *Didactica lecturii. O abordare funcțională*. Iași: Institutul European. 2006. 182 p. CZU 371.3:82.09 CZU 371.3:821.135.1.09 ISBN (10)973-611-403-1
9. CRISTEA, S. *Dictionar enciclopedic de pedagogie – Volumul I*. București: Editura DIDACTICA PUBLISHING HOUSE. 2015. 832 p. ISBN 5948489353789
10. CRISTEI, T. Imperativul implementării unor modele postmoderne ale educației literar artistice în paradigma instructivă din Republica Moldova. În *Materialele Conferinței Republicane a Cadrelor Didactice*,1-2 martie. Chișinău: ,1-2 martie 2010. Problemele Energeticii Regionale Nr. 3(14) / 2010 / ISSN 1857-0070
11. CURRICULUM NAȚIONAL Învățământul primar. *Aprobat la Consiliul Național pentru Curriculum (Ordinul Ministerului Educației, Culturii și Cercetării nr. 1124 din 20 iulie 2018)* Chișinău. 2018.
12. GHERGUȚ, L. *Atitudine și personalitate*. În: *Revista de psihologie*, 1973. p.415. ISBN -
13. GHICOV, A. *Lectura atitudinală și creațiile verbale ale elevilor. Ghid pentru profesori*. Chișinău: IȘE. 2019. 66 p. ISBN 978-9975-48-166-3.
14. GHID DE IMPLEMENTARE A CURRICULUMULUI PENTRU ÎNVĂȚĂMÂNTUL PRIMAR. *Aprobat la Consiliul Național pentru Curriculum (Ordinul Ministerului Educației, Culturii și Cercetării nr. 1124 din 20 iulie 2018)* Chișinău. 2018.
15. GOLUBIȚCHI, S. Specificul lecturii în clasele primare. *Simpozion științific internațional dedicat aniversării a 40 ani de activitate a Facultății Pedagogie.Tradiție și Inovație în Educație. 18-19 octombrie 2019*. Chișinău: UST. p.82-86. ISBN 978-9975-76-289-2.
16. HADÎRCĂ, M. *Metode și tehnici de evaluare autentică a competenței de lectură*. În: *Revista Limba Română*, nr. 3, XXIV 2014, p. 20-31. ISSN 0235-9111
17. HUBER, W. *Psihoterapiile*. Traducere: Dafinoiu,I. București: Editura Știință și Tehnică, 1997. 304 p. CZU 159.9.018:612.8
18. ILIE, Em. *Didactica limbii și literaturii române*. Iași: Polirom. 2014. 336 p. ISBN 978-973-46-4731-6
19. ILUȚ, P. *Valori, atitudini și comportamente sociale: teme actuale de psihosociologie*.Iași: Polirom. 2004 252 p. ISBN 973-681-763-6.
20. JUDE I. *Psihologia socială și optim educațional*. București: Ed.Did.și Ped., R.A., 2002
21. MARIN, M. *Didactica lecturii*. Chișinău: Cartier. 2013.134 p. ISBN 978-9975-79-861-7.
22. MARIN, M. Tipuri de atitudini în contextul de receptare de către elevi a operei literare. În: *Probleme actuale ale științelor umaniste. Analele Științifice ale doctoranzilor și competitorilor U.P.S. „Ion Creangă”*. vol. VII, p. I. Chișinău: U.P.S. „Ion Creangă” 2008, p. 261-273. ISBN 978-9975-921-82-4
23. **OBOROCEANU, V.** Aspecte teoretice ale atitudinilor interpretative în clasele primare. În: *Materialele conferinței științifice naționale cu participare internațională: Învățământ superior: tradiții, valori, perspective, 28-29 septembrie 2018*. Chișinău:UST ,Vol.2, Didactica Învățământului Primar și Preșcolar. 2018. 164 p. ISBN 978 – 9975-76-249-6.
24. **OBOROCEANU, V.** *Textul literar – factor reper în formarea atitudinilor interpretative*. În : *Revista Studia Universitatis (Seria Științe ale Educației)*, Nr. 9 (129) / 2019 pp. 178-182. ISSN 1857-2103 / ISSN 2345-1025 CZU: 37.036:801.73.
25. **OBOROCEANU V.** *Atitudini interpretative în opera literară*, Acta et Commentationes, Sciences of Education, nr.1(15)2019 ISSN 1857-0623 p.143-148 E-ISSN 2587-3636. CZU:37.016:81/82.135.1

26. **OBOROCEANU, V.** Valorificarea atitudinilor interpretative prin implementarea TIC în interpretarea textelor literare în clasele primare. În: *Materialele conferinței republicane a cadrelor didactice, 27-28 Februarie 2021*. Chișinău: UST. Vol.IV: Pedagogie în învățământul preșcolar și primar – 383 p. pp.302-309 CZU: 372.8821.135.1[004+373.3] ISBN 978-9975-76-318-9
27. **OBOROCEANU, V.** Constante și variabile istorice ale conceptului de atitudine. În: *Materialele conferinței republicane a cadrelor didactice, 28-29 Februarie 2020*. Vol.IV Educație preșcolară și primară. Chișinău: UST. 2020. 311p. pp.238-243 ISBN 978- 9975-76-301-1
28. **OBOROCEANU, V.** Abordarea textului literar în clasele primare. În: *Lucrările Conferinței științifico-practică națională cu participare internațională, Ediția a III-a, „Orientări axiologice ale constructivismului în educația modernă”, 31 ianuarie-01 februarie 2020*. Chișinău: UST. 2020. 383 p. pp.123-126. ISBN 978-9975-76-299-1
29. **OBOROCEANU, V.** Aspecte teoretice ale lecturii în clasele primare. În: *Lucrările Conferinței științifice-internaționale „Orientări creative în învățământul și cercetarea românească la 30 de ani de la Revoluție. O privire intra- pluri- și transdis-ciplinară”, Decembrie 2019*. România, Bacău: vol. I, 248 pag., pp. 50-53. ISBN 978-973-0-30978-2
30. **OBOROCEANU, V.** Formarea atitudinilor la elevii claselor primare față de opera literară. În: *Materialele Simpozionului Științific Internațional „Tradiție și inovație în educație”, 18-19 octombrie*. Chișinău: UST. vol.I, Învățământul general: tradiție și inovație. 2019. 299 p. ISBN 978-9975-76-289-2
31. **PAMFIL, A.** *Didactica literaturii. Reorientari*. Editura: Art.2016. 320 p. ISBN 978-606-710-335-9
32. **PANICO, V., GUBIN, S., PANICO, D., MUNTEANU, T.** *Conceptul și modelul educației pentru schimbare și dezvoltare*. Chișinău: UST. 2011. 100 p. ISBN 978-9975-76-072-0
33. **PANICO, V., MUNTEANU, T.** Structura și legitățile formării atitudinilor la personalitate. În: *Studia universitatis.*, nr. 9 (29), p. 59- 6, Chișinău: USM. 2009 ISSN 1857–2103.
34. **PÂNIȘOARĂ, I.-O., MANOLESCU, M.** *Pedagogia învățământului primar și preșcolar*. Iași: Polirom. Vol. I, 2019. 688p. ISBN 978-973-46-7877-8
35. **PÂSLARU, V.** *Introducere în teoria educației literar-artistice*. ediția a II-a, revăzută. București: Sigma. 2013. 311 p. ISBN 978-973-649-875-6
36. **RADU-ȘCHIOPU A.** *Dezvoltarea competențelor lectorale ale elevilor la orele de limbă și literatură română*. Teză de doctor în științe pedagogice. Chișinău. 2013. 189 p. CZU: 37.016.046: [811.135.+821.135.1.09] (043.2)
37. **ȘCHIOPU, C.** *Metodologia educației literar-artistice a elevilor*. Teză de dr. hab. în științe pedagogice. Chișinău. 2016. 264 p. CZU: 37.016.046: [811.135.1+821.135.1.09] (043.2)
38. **ȘERDEAN, I.** *Didactica limbii și literaturii române în învățământul primar*. București: Corint. 2008. 320 p. ISBN 978-973-135-233-6.
- În limba engleză:**
39. **BOGARDUS, E.S.** *Fundamentals of Social Psychology*. 1924, 479 p. ISBN Lipsă
40. **SCHLEIERMACHER, Fr.** *Hermeneutics and criticism: and other writings*. New York: Cambridge University Press. 1998. 328 p. ISBN 9780521598484
- În limba italiană:**
41. **STOETZEL, J.** *Psicologia sociale*. Roma: Editura Armando. 2000. 334 p. p167. ISBN 8871443187
- În limba rusă:**
42. **АНАНЬЕВ, Б., Г.** Психология и проблемы человекознания. Москва, Изд-во: МПСИ, 2008 г, 432 с., ISBN: 978-5-9770-0363-6
43. **БАРТ, Р.** *Введение в структурный анализ повествовательных текстов*. пер.Г.К. Косикова Зарубежная эстетика и теория литературы XIX-XX вв.: трактаты, статьи, эссе. Москва: МГУ, 1987.
44. **БАСОВ, М.** „Я. Избранные психологические произведения, Москва : Педагогика, 1975. – 432 с.
45. **БАХТИН М. М.** Эстетика словесного творчества. М.: Искусство, 1979. 424 с. с. 361
46. **БОГИН Г.И.** Субстанциальная сторона понимания текста: Учебное пособие. Тверь: ТГУ, 1993
47. **БУШМИН, А.С.** Преемственность в развитии литературы. Ленинград: Наука. Ленинградское отделение, 1975. 157 с.
48. **ГОЛУБИЦКИ, С., ОБОРОЧАНУ, В.** Формирование у учащихся начальных классов критического мышления. *Материалы XIII Международной научно- практической конференции: Высшая школа: опыт, проблемы, перспективы*, 02–03 апреля 2020. г. Россия. Москва: РУДН. 634 стр., с.567-571. ISBN 978-5-209-10315-8

- 49.ЕСИН А.Б. Принципы и приемы анализа литературного произведения: Учебное пособие. М.: Флинта, Наука,1998., с. 166
- 50.КАЧУРИН, М. Г. Влияние анализа на восприятие художественных произведений учащимися 4 класса. Ленинград, 1972 г. 134 стр.
- 51.СПЕНСЕР, Г. *Воспитание умственное, нравственное и физическое*. Санкт-Петербург: Типография Б. Г. Янпольского, 1877. 366 стр. ISBN: 978-5-4475-0815-9
- 52.ЛАЗУРСКИЙ, А. Ф., Избранные труды по общей психологии. Российские психологи: Петербургская научная школа. С.-Петерб. гос. ун-т. Фак. Психологии. Издательство: Алетейя, 445стр. 2001г. ISBN 5-89329-346-0
- 53.ЛЕЙБСОН, В.И. Чему учат стихи? [Текст]: Дет. поэзия и эстетич. воспитание. Под ред. [и с предисл.] Т. Д. Полозовой; Акад. пед. наук РСФСР. Ин-т худож. Воспитания. Москва : Просвещение, 1964,104 с.
- 54.ЛОТМАН, Ю.М., Анализ поэтического текста: Структура стиха. Изд-во: Просвещение. 1972
- 55.ЛЬВОВ, М. Р., ГОРЕЦКИЙ, В. Г., СОСНОВСКАЯ, О. В. Методика преподавания русского языка в начальных классах: учеб. Пособие для студ. высш. пед. учеб. заведений. Москва: Издательский центр «Академия», 2012.– 464 с. ISBN 978-5-7695-9169-3
- 56.МАРАНЦМАН, В. Г. Читательское восприятие и художественная мысль автора в школьном анализе литературного произведения. Из-во: Ленинград. 1974. 57 стр.
- 57.МЕРЛИН, В., С. Структура личности: характер, способности,самосознание. Пермь: Пермский государственный педагогический институт, 1990.110 с. ISBN-Iipsă
- 58.МЯСИЦЕВ, В.Н. *Психология отношений: избранные психологические труды*. Институт практической психологии. НПО 'МОДЭК'. 1998 г. ISBN 5-89112-046-1.
- 59.НИКИФОРОВА, О.И. Психология восприятия художественной литературы. Издательство: Москва: Книга, 1972. — 152 с. ISBN: [не указан]
- 60.ОБОРОЧАНУ, В., ГОЛУБИЦКИ С. *Интерпретационные отношения –усилитель критического мышления*. Вестник Международного научного центра ”СОЦИУМ 2035” 2020. Т. 1. № 1. С. 98–105. ISSN 2687-0762
- 61.ОБОРОЧАНУ, В., ГОЛУБИЦКИ, С. Методологический подход к эпическому тексту в начальных классах. *Высшая школа: опыт, проблемы, перспективы. Материал XII Международной научно-практической конференции Москва, РУДН, 28–29 марта 2019 г. Часть 2* - 429 с. (стр.168-176) ISBN 978-5-209-09216-5.
- 62.ОБОРОЧАНУ, В. *Эстетическое переживание как условие художественного восприятия литературного текста на уроках литературного чтения в начальной школе*, Poland. Warsaw: International Journal of Innovative Technologies in Social Science, 7(28) 2020. – 153 с. с.125-130 ISSN 2544-9338 https://doi.org/10.31435/rsglobal_ijitss/30122020/7300
- 63.ЯДРОВСКАЯ, Е. Р. Развитие интерпретационной деятельности читателя-школьника в процессе литературного образования (5-11 классы): монография. СПб:ООО «Книжный Дом», 184 стр., 2012. ISBN 978-5-94777-268-5

WEBOGRAFIE:

- 64.БЕХТЕРЕВ В. М. Избранные работы по социальной психологии. 1994 [citat 14.10.2020]. Disponibil: http://elib.gnpbu.ru/text/behterev_izbrannye-sotsyalnoy-psihologii_1994/go,0;fs,1/
- 65.CALKINS, MARY WHITON, A first book in psychology (1863-1930). Publisher New York:MacMillan. 419p. 1910. [citat 22.03.2019] Disponibil: <https://archive.org/details/firstbookinpsych00calkuoft/page/x/mode/2up>
- 66.SCHLEIERMACHER,Fr., Hermeneutics and criticism: and other writings. New York : Cambridge University Press. 1998. 328 p. [citat 10.10.2020]. Disponibil: https://www.academia.edu/5109233/The_Cambridge_Companion_to_Friedrich_Schleiermacher_edited_by_Jacqueline_Mariña

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

➤ Articles in international magazines recognized

1. ОБОРОЧАНУ, В. *Эстетическое переживание как условие художественного восприятия литературного текста на уроках литературного чтения в начальной школе*. Poland. Warsaw: International Journal of Innovative Technologies in Social Science, 7(28) 2020. 152 с. (стр.125-130) ISSN 2544-9338 https://doi.org/10.31435/rsglobal_ijitss/30122020/7300
2. ГОЛУБИЦКИ, С., ОБОРОЧАНУ, В. *Интерпретационные отношения – усилитель критического мышления*. Россия. Москва: Вестник Международного научного центра "СОЦИУМ 2035" 2020. Т. 1. № 1. 132с., стр. 120 –128. УДК 37.01:82. ISSN 2687-0762

➤ Articles in magazines from the National Register of profile journals, Category B

1. OBOROCEANU, V. *Textul literar – factor reper în formarea atitudinilor interpretative*. În: Revista Studia Universitatis (Seria Științe ale Educației), Nr. 9 (129) / 2019. pp.178-182. ISSN 1857-2103 / ISSNe 2345-1025 CZU: 37.036:801.73.
2. OBOROCEANU, V. *Atitudini interpretative în opera literară*. În: Acta et Commentationes, Sciences of Education, Revista științifică, nr.1(15)2019. Chișinău: UST. p.143-148. ISSN 1857-0623.E-ISSN 2587-3636. CZU:37.016:81/82.135.1.

➤ Articles in scientific compositions collections of works from international conferences

1. ОБОРОЧАНУ, В. Воздействие современных технологии на формирование интерпретативных отношений, *Материалы международной научно-практической конференции ЛИЧНОСТЬ. ОБРАЗОВАНИЕ. ОБЩЕСТВО „Современные образовательные технологии: Теория и практика использования (в дистанционном режиме), 04-05 ноября 2020*, в 3 ч. Гродно: ГРОИРО, Беларусь Ч. 2. – 196 с., стр. 140-145, ISBN 978-985-6702-53-5
2. ГОЛУБИЦКИ, С., ОБОРОЧАНУ, В. Формирование у учащихся начальных классов критического мышления. *Материалы XIII Международной научно- практической конференции: Высшая школа: опыт, проблемы, перспективы, 02–03 апреля 2020 г.* Россия. Москва: РУДН. 634 стр., с.567-571. ISBN 978-5-209-10315-8.
3. ГОЛУБИЦКИ, С., ОБОРОЧАНУ, В. Методологический подход к эпическому тексту в начальных классах. *Материалы XII Международной научно-практической конференции Высшая школа: опыт, проблемы, перспективы, 28–29 марта 2019 г.* Москва: РУДН, ч. 2 - 429 с. стр.168-176. ISBN 978-5-209-09216-5.
4. OBOROCEANU, V. Aspecte teoretice ale lecturii în clasele primare. În: *Lucrările Conferinței științifice-internaționale "Orientări creative în învățământul și cercetarea românească la 30 de ani de la Revoluție. O privire intra- pluri- și transdisciplinară", Decembrie 2019*. România, Bacău: vol. I, 248 pag., pp. 50-53. ISBN 978-973-0-30978-2.
5. OBOROCEANU, V. Formarea atitudinilor la elevii claselor primare față de opera literară. În: *Materialele Simpozionului Științific Internațional "Tradiție și inovație în educație ",18-19 Octombrie 2019*. Chișinău:UST. vol.I, Învățământul general:tradiție și inovație. 2019. 299 p. ISBN 978-9975-76-289-2.
6. OBOROCEANU, V. Lectura interpretativă a textului narativ în clasele primare. În: *Materialele Simpozionului Internațional: RESPONSABILITATE PUBLICĂ ÎN EDUCAȚIE, Ediția a X, 24-25 noiembrie 2018*. România, Constanța: Editura CRIZON. 355p. pp.153-156. ISSN 2066-3358.
7. ГОЛУБИЦКИ, С., ОБОРОЧАНУ, В. Отношения к обучению в начальных классах: теоретические аспекты. *Материалы XI Международной научно- практической конференции Высшая школа: опыт, проблемы, перспективы, 29–30 марта 2018 г.*, Москва: РУДН ч. 2. – 452 с. стр. 101-109. ISBN 978-5-209-08644-4.

8. GOLUBIȚCHI, S., OBOROCEANU, V. Particularitățile textului literar în clasele primare. În: *Materialele Simpozionului Internațional: Responsabilitate publică în educație, Ediția a IX, 9-10 decembrie 2017*. România, Constanța: Editura CRIZON. 176p. pp.139-142. ISSN 2066-3358.

➤ **collections of papers of national conferences with international participation**

1. OBOROCEANU, V., Strategii didactice interactive valorificate în formarea atitudinilor interpretative ale elevilor din clasele primare. În: *Materialele conferinței științifice naționale cu participare internațională: Învățământ superior: tradiții, valori, perspective, 29-30 septembrie 2020*. Chișinău: UST, Vol.2, Pedagogia Școlii Superioare și Psihopedagogie și Pedagogie în Învățământul Preșcolar și Primar.2020. 291p., pp.222-230. CZU: 372.881.13:373.3 ISBN 978-9975-76-313-4.
2. OBOROCEANU, V. Abordarea textului literar în clasele primare. În: *Lucrările Conferinței științifico-practică națională cu participare internațională, Ediția a III-a, "Orientări axiologice ale constructivismului în educația modernă", 31 ianuarie-01 februarie 2020*. Chișinău: UST. 2020. 383 p. pp.123-126. ISBN 978-9975-76-299-1. CZU:373.3:821
3. OBOROCEANU, V. Aspecte teoretice ale atitudinilor interpretative în clasele primare. În: *Materialele conferinței științifice naționale cu participare internațională: Învățământ superior: tradiții, valori, perspective, 28-29 septembrie 2018*. Chișinău: UST, Vol.2, Didactica Învățământului Primar și Preșcolar. 2018. ISBN 978 – 9975-76-249-6.
4. OBOROCEANU, V. Modalități de evaluare a lecturii în clasele primare. În: *Materialele Conferinței științifico-practice naționale cu participare internațională: Reconceptualizarea formării inițiale și continue a cadrelor didactice din perspectiva interconexiunii învățământului modern general și preuniversitar, 27-28 octombrie 2017*. Chișinău: UST, Vol. II. 2017. 378p. pp.143-147. ISBN 978-9975-76-215-1.
5. OBOROCEANU, V. Formarea competenței de comunicare scrisă în clasele primare. În: *Materialele Conferinței științifico-practice naționale cu participare internațională, 22-23 aprilie, 2016*. Chișinău: UST. 2016 369 p. pp.153-158. ISBN 978-9975-76-168-0.

ADNOTARE

Oboroceanu Viorica. **Formarea atitudinilor interpretative ale elevilor din clasele primare prin texte literare. Teză de doctor în științe ale educației, UST, Chișinău, 2021**

Structura tezei: introducere, trei capitole, concluzii generale și recomandări, 136 pagini de text de bază, bibliografie din 250 de titluri, 42 anexe, 19 figuri și 42 tabele.

Publicații la tema tezei: rezultatele obținute sunt publicate în 22 de lucrări științifice.

Cuvinte-cheie: interpretare, atitudini interpretative, tipuri de atitudini, educație literar-artistică, auto-consistență a elevului, text literar, strategii de formare, lectura interpretativă, proces triunitar, profil personalizat al interpretării.

Scopul cercetării constă în elaborarea unei viziuni de formare a atitudinilor interpretative ale elevilor din clasele primare prin textul literar, în baza strategiilor de formare a auto-consistenței elevilor prin lectură.

Obiectivele cercetării: determinarea reperelor teoretice ale formării atitudinilor interpretative ale elevilor din clasele primare prin opere literare în contextul educației literar-artistice; dezvăluirea specificului conceptului de atitudine interpretativă și evidențierea caracteristicilor acestuia; identificarea principiilor, factorilor, criteriilor și condițiilor pedagogice ale formării la elevi a atitudinilor de interpretare a operei literare; diagnosticarea preexperimentală a nivelului de dezvoltare literară a elevilor din perspectiva atitudinilor interpretative ale acestora; elaborarea și validarea experimentală a Modelului pedagogic de formare a atitudinilor interpretative ale elevilor din clasele primare prin texte literare; interpretarea rezultatelor cercetării.

Noutatea și originalitatea științifică ale cercetării rezidă în: determinarea reperelor teoretice privind formarea atitudinilor și a atitudinilor interpretative ale elevilor din clasele primare în procesul valorificării textelor literare și consemnarea *Bazei propensive a atitudinilor interpretative*; modelarea *Strategiei de formare a atitudinilor interpretative*, bazată pe profilul personalizat al lecturii și interpretării textului și pe nevoia de *auto-consistență a elevului prin lectură*; elaborarea Modelului pedagogic de formare a atitudinilor interpretative ale elevilor din clasele primare prin texte literare și demonstrarea valabilității funcționale a acestuia.

Rezultatele obținute care au contribuit la soluționarea problemei științifice importante rezidă în *conceptualizarea Modelului pedagogic de formare a atitudinilor interpretative ale elevilor din clasele primare prin texte literare*, *fapt care a contribuit* la formarea atitudinilor interpretative ale elevilor *în vederea* răspunderii nevoii de auto-consistență a elevilor prin lectură.

Semnificația teoretică a cercetării este susținută de precizarea principiilor și a factorilor determinativi ai formării atitudinilor interpretative ale elevilor din clasele primare prin texte literare; argumentarea științifică a relevanței și a necesității formării atitudinilor interpretative ale elevilor din clasele primare din perspectiva educației literar-artistice; semnificarea noțiunii de auto-consistență a elevilor prin lectură, a profilului personalizat de lectură și interpretare a textului.

Valoarea aplicativă a cercetării este reprezentată de elucidarea experiențelor praxiologice ale formării atitudinilor, în general, și a atitudinilor interpretative, în special, ale elevilor din clasele primare prin textele literare, experiențe care pot fi valorificate și la nivelul claselor gimnaziale sau prin alte tipuri de texte (nonliterare). Rezultatele experimentale și concluziile cercetării pot fi utilizate în reconsiderarea ideilor și concepțiilor existente cu privire la formarea atitudinilor interpretative ale elevilor în procesul educației literar-artistice.

Implementarea rezultatelor științifice. Cercetarea aplicativă s-a desfășurat în Liceul Teoretic „Miguel de Cervantes Saavedra”, mun. Chișinău, în anul școlar 2018 – 2019, constituit din 18 subiecți – învățători și 106 subiecți - elevi (4 clase), în evidențierea caracteristicilor atitudinilor interpretative ale elevilor din clasele primare.

ANNOTATION

Oboroceanu Viorica. **Formation of interpretive attitudes of primary school students through literary text. PhD thesis in education sciences, Tiraspol State University, Chisinau, 2021**

Structure of the thesis: introduction, three chapters, general conclusions and recommendations, 136 pages of text, bibliography of 250 titles, 42 annexes, 19 figures and 42 charts.

Publications on the topic of the thesis: the results obtained are published in 22 scientific works.

Keywords: interpretation, interpretative attitudes, types of attitudes, literary-artistic education, student self-consistency, literary text, training strategies, interpretative reading, tri-unity, personalized profile of interpretation.

The aim of the research is to develop a vision for forming the interpretative attitudes of primary school students through the literary text, based on strategies to form students' self-consistency through reading.

Research objectives: determining the theoretical landmarks of the formation of interpretative attitudes of primary school students through literary works in the context of literary-artistic education; revealing the specifics of the concept of interpretative attitude and highlighting its characteristics; identifying the principles, factors, criteria and pedagogical conditions of the formation in students of the attitudes of interpretation of the literary work; pre-experimental diagnosis of the level of literary development of students from the perspective of their interpretative attitudes; elaboration and experimental validation of the pedagogical Model for the formation of the interpretative attitudes of the students from the primary classes through literary texts; interpretation of research results.

The novelty and scientific originality of the research lies in: determining the theoretical landmarks regarding the formation of attitudes and interpretative attitudes of primary school students in the process of capitalizing on literary texts and recording *the propensity of interpretative attitudes*; modeling *the Strategy for forming interpretative attitudes*, based on the personal profile of reading and interpreting the text and on the *student's need for self-consistency through reading*; elaboration of the pedagogical Model for the formation of the interpretative attitudes of the students from the primary classes through literary texts and the demonstration of its functional validity.

The results obtained that contributed to solving the important scientific problem lies in the conceptualization of the pedagogical model of forming the interpretative attitudes of primary school students through literary texts, *which contributed to* the formation of interpretive attitudes of students to meet students' need for self-consistency through reading.

The theoretical significance of the research is supported by the specification of the principles and determinants of the formation of interpretive attitudes of primary school students through literary texts; scientific argumentation of the relevance and necessity of forming the interpretive attitudes of primary school students from the perspective of literary-artistic education; the meaning of the notion of students' self-consistency through reading, of the personalized profile of reading and interpreting the text.

The applicative value of the research is represented by the elucidation of the praxiological experiences of the formation of attitudes, generally, and of the interpretive attitudes, particularly, of the primary school students through literary texts, experiences that can be capitalized at the level of gymnasium classes or other texts. (nonliterary). The experimental results and research conclusions can be used in reconsidering the existing ideas and conceptions regarding the formation of students' interpretive attitudes in the process of literary-artistic education.

The implementation of scientific results. The applied in research took place in "Miguel de Cervantes Saavedra" Lyceum, Chisinau, in the school year 2018 - 2019, consisting of 18 subject - teachers and 106 subject - students (4 classes), highlighting the characteristics of interpretive attitudes of students in classes primary.

АННОТАЦИЯ

Оборочану Виорика. **Формирование интерпретативных отношений у учащихся начальной ступени образования через призму литературных текстов**

Докторская диссертация в области педагогических наук, ТГУ, Кишинев, 2021 г.

Структура диссертации: Работа состоит из: введения, трех глав, общего заключения и рекомендаций, основной текст-136 страниц, список литературы - 250 источника, 42 приложения, 19 фигур и 42 таблицы.

Публикации по теме: полученные результаты опубликованы в 22 научных статьях.

Ключевые слова: интерпретация, интерпретативные отношения, виды интерпретативных отношений, литературно-художественное воспитание, самосогласованность ученика, литературный текст, стратегии обучения, интерпретирующее чтение, подсистемный анализ, персонализированный профиль интерпретации.

Цель исследования: состоит в определении теоретических и праксеологических основ формирования интерпретативных отношений учащихся начальной школы в процессе литературно-художественного воспитания; в разработке и внедрении Педагогической модели формирования интерпретативного отношения учащихся начальных классов посредством литературных текстов.

Задачи исследования: установление теоретических ориентиров формирования интерпретативных отношений у учащихся начальной школы посредством художественных произведений в контексте литературно-художественного воспитания; раскрытие специфики концепции интерпретативного отношения и выделение его особенностей; выявление педагогических принципов, факторов, критериев и условий способствующих формированию интерпретативных отношений художественного произведения; предэкспериментальная диагностика уровня литературного развития учащихся с точки зрения интерпретативных отношений; разработка и внедрение педагогической Модели формирования интерпретативных отношений у учащихся начальной школы через художественные тексты; Интерпретация результатов исследования.

Научная новизна и оригинальность исследования заключается в: определении теоретических ориентиров по формированию отношений и интерпретативных отношений учащихся младших классов в процессе рассмотрения литературных произведений и установлении предрасположенности к формированию интерпретативных отношений; моделировании Стратегии формирования интерпретативного отношения, основанного на персонализированном профиле чтения и интерпретации текста и потребности учащегося в *самосогласованности при чтении*; разработке педагогической Модели формирования интерпретативных отношений учащихся начальной школы через художественные тексты и подтверждение ее функциональной обоснованности.

Полученные результаты, которые способствовали решению важной научной проблемы: разработана концептуализация педагогической Модели формирования интерпретативных отношений учащихся начальной школы через художественные тексты, что способствовало формированию интерпретативных отношений у учащихся *в контексте* удовлетворения потребности в самосогласованности посредством чтения.

Теоретическая значимость исследования подтверждается конкретизацией определяющих принципов и факторов формирования интерпретативных отношений учащихся начальной школы посредством литературных текстов; научным обоснованием необходимости формирования интерпретативного отношения учащихся начальной школы с позиции литературно-художественного воспитания; значением понятий *самосогласованности* учащихся через чтение, персонализированного профиля чтения и интерпретации текста.

Практическая значимость исследования состоит в: разъяснение праксиологических исследований формирования отношений, в целом, и интерпретативных отношений, в частности, учеников начальной школы через литературные тексты, опыт который также можно использовать на уровне гимназических классов или с помощью других типов текстов. Результаты экспериментов и выводы исследования могут быть использованы при пересмотре существующих представлений и концепции о формировании интерпретативных отношений учащихся в процессе литературно-художественного образования.

Внедрение научных результатов. Практическое исследование проводилось в ТЛ „*Miguel de Cervantes Saavedra*”, муниципия Кишинэу, состоящее из 18 учителей и 106 учащихся (4 класса), в 2018-2019 учебном году с целью выявления характеристик интерпретативных отношений учащихся начальной школы.

OBOROCEANU VIORICA

**FORMATION OF INTERPRETATIVE ATTITUDES
OF PRIMARY SCHOOL STUDENTS
THROUGH LITERARY TEXTS**

SPECIALITY: 531.01. EDUCATIONAL GENERALY THEORY

SUMMARY

Of the doctoral thesis in sciences of education

Approved for printing: 26.03.2021
Offset paper. Digital printing
Printing sheets .: 2.0

Paper size A4
Numbers 50ex.
Order no 245

Printing

5 G. Iablocikin str

Do not use italics, bold in text, except for chapter and subchapter titles.