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**DISCURSIVE APPROACH TO THE LITERARY TEXT IN THE  
DEVELOPMENT OF THE ENGLISH COMMUNICATION  
COMPETENCE OF PHILOLOGY STUDENTS**

**SPECIALITY 532.02. SCHOOL DIDACTICS ON EDUCATION LEVELS AND  
DISCIPLINES (*Didactics of the English Language*)**

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## CONCEPTUAL BENCHMARKS OF THE RESEARCH

**Topicality and importance of the problem addressed.** According to the Common European Framework of Reference for Languages [4], **communication** is a key competence, essential for the successful performance of professional activity. In this context, the National Framework of Qualifications [5] stipulates that the general purpose of higher education is to train competent specialists, who can communicate, interact not only in the native language, but also in a foreign language, in a vast environment of professional and socio-cultural situations, to be able to adequately valorize the linguistic resources specific to the communication situation.

The approach to language as a communication tool is mentioned in the current national curriculum documents, centered on the valorization of the "*functional-communicative model*", which emphasizes the communication competence identified as a condition that would favor integration into the speaker's socio-cultural environment. This pragmatic approach supports the idea that the utterance expresses the feelings and thoughts of the receiver as well as of the sender [18, pp. 124-137].

In this logic, learning English must be focused, in particular, on the development of communicative-functional competence, that is, on the pragmatics of communication. In this case, the emphasis is placed on social communication, which is based on discursive, actional competence. Based on the ideas presented, the functional approach in teaching-learning-assessment of the English language is directed towards the development of pragmatic communication competence [10].

Thus, the development of pragmatic skills in English, i.e. communication and comprehension abilities in an internationalized environment, remains a desirable part of Philology students' training. They include knowledge and skills that are used in the interpretation of an illocutionary act in the discursive sequence and in certain linguistic contexts. Pragmatic knowledge refers not only to sociocultural, cultural references, dialects, idiomatics, but also to functional, manipulation, expression, argumentation, presentation, heuristic and imaginative knowledge [11, p.19].

Therefore, the performance of English communication is not limited only to the linguistic competence of the discursive actors, it depends on the general communication competence, which involves a *situational* dimension (of discursive types and interpersonal norms), *textual* (macrostructural and microstructural) and *referential* (of domain).

For the effective study of languages, the Common European Framework of Reference for Languages, especially the Supplement from 2018, emphasizes the importance and role of the literary text, which reflects accessible cultural and social values [4]. In the study of the literary text, the European Chart of Plurilingualism recommends the renewal of foreign language programs by including the sociocultural dimension, by involving the complex units of interpretation, the production of new meanings, decoding and reception, by making students understand the semantic amplitudes of the language units with reference to social context and communicative behaviors [20].

Although the balanced study of the constituent elements of communication competence is necessary for the development of the English communication competence of Philology students, however, this balance is affected in the didactic process by the primacy of the linguistic component, namely the emphasis on the lexical dimension to the detriment of the discursive and socio-cultural ones. This fact constitutes an impediment in the treatment and analysis of communication competence. Under these conditions, the development of communication skills in English classes through the discursive approach to the literary text becomes desirable in the Philology students' training process.

The arguments that would reflect the importance of this problem are put forward by the current requirements of glottodidactics (diversified learning, functional, pragmatic, socio-linguistic character), but, first of all, they are directly motivated by the requests put forward to young specialists (high-level communication competences, as well as professional competences of a strategic, exploratory, empathic and

integrative nature) and, last but not least, the outcomes pursued in the process of Philology students' initial training.

**Description of the situation in the field of research.** The complexity of the invoked problem calls for the use of a complex theoretical and methodological support. Thus, the research focused on theoretical-praxiological approaches that investigate:

- *conceptualization of communication competence*: N. Chomsky, D. Hymes, H.G. Widdowson, M. Canale și M. Swain, W. Littlewood, T. Slama-Cazacu, S. Cristea, L. Șoitu, L. Iacob, I. Pânișoară, M. Rusu, Vl. Guțu, M. Hadîrcă, N. Silistraru, T. Callo, Vl. Pâslaru, V. Goraș- Postică, A. Budnic, A. Barbăneagră, L. Sadovei, A. Afanas etc.;

- *aspects of glottodidactics*: G. Lazar, L. McNeil, L. Son, I. Guțu, I. Tioșa, A. Solcan, D. Eșanu-Dumnezev, U. Culea, L. Petriciuc, L. Usafii, I. Gîncu, L. Frunze, M. Grigoroviță etc.;

- *text linguistics and hermeneutics*: E. Coșeriu, R. de Beaugrande, W. U. Dressler, J.-M. Adam, E. Benveniste, J. Lyons, C. Schiopu, A. Ghicov, O. Ghidirmic, P. Cornea, U. Eco, V. Pâslaru, T. Slama-Cazacu, A. Coșciug, O. Gherlovan, O. Cosovan, S. Guțu, T. Cartaleanu, A. Pamfil, M. Marin etc.;

- *aspects in defining the concepts of discourse and text*: N. Fairclough, D. Maingueneau, J. Grize, C. Kerbrat-Orecchioni, M. Foucault, E. Ungureanu, Dijk Teun A. Van, A. Cosmescu, C. Tileaga, C. Vlad, D. Roventă-Frumușani, E. Dragan, L. Veste, A. Ohrimenco, A. Cosmescu, E. Dragan, A. Coșciug, J. Gumperz, H. Widdowson, D. Schiffrin, O. Gherlovan, K. Stierle, T. Jacov, V. Tiupa etc.;

- *pragmatic-discursive dimension of the text*: C. Kerbrat-Orecchioni, D. Maingueneau, C. Radu, G. Brown and G. Yule, N. Fairclough, L. Mey etc.;

- *(inter)cultural perspective of the literary text study*: J. Kristeva, M. Bahtin, A. Grati, O. Popa, E. Suff, L. Samovar, H. Widdowson, R. Wodak etc.

- *discursive approach to the literary text*: M. Bahtin, V.-M. Grigorică, T.D Demba, D. Shiffrin, R. Wodak and M. Meyer etc.

Appreciating the substantial contribution of the researches carried out in the reference field, we state, however, that the specifics of the discursive approach to the English literary text are only partially studied; there is no didactic concept that would promote a holistic and multifaceted approach to the whole set of the elements that make up the language and a pragmatic perspective in the process of developing English communication competence by valorizing on the discursive approach to the literary text. This situation generated a series of **contradictions**:

- between the professional training standards of Philology students, which claim the need to train quality specialists (relevant communication competences in English, pluri/intercultural competences, discursive competences, professional competences) and the Philology students' incomplete training in higher education institutions on the communication dimension;

- between the innovative nature of the researches focused on the formation/development of discursive communication competence in glottodidactics, both theoretical and practical, and the insufficient degree of technological transfer in the process of learning English as a foreign language;

- between the need for a balanced study of the constituent elements of communication competence and the educational reality, which gives primacy to the linguistic component, emphasizes the lexical dimension to the detriment of the discursive and socio-cultural ones;

- between the requirements of the international linguistic and educational policy documents to reveal the importance of the literary text in the development of English communication competence, to rehabilitate the literary text in the English language curricula and the partial valorization of the sociocultural aspects and formative valences of the literary text in the production of a coherent speech in a certain communication situation from everyday reality, a fact that is ensured by the *discursive approach*.

These contradictions confirm the complexity of the topic, the need to research the issue of the discursive approach to the literary text in the process of developing the English communication competence

of Philology students and argue the **research problem**: *What are the theoretical-applicative foundations of the development of the English communication competence of Philology students by approaching the literary text?*

**The purpose of the research**: the determination of theoretical-applicative benchmarks, the development and experimental validation of the Model for the development of the English communication competence of Philology students through the discursive approach to the literary text.

**Research hypothesis**: The discursive approach to the literary text ensures the efficiency of the process of developing the English communication competence of Philology students, if:

- it is based on the most relevant theoretical-applicative benchmarks of the communicative-functional model of learning the English language;
- it exploits the system of psycho-pedagogical principles and conditions, specific to the process of developing English communication competence through the discursive approach to the literary text;
- it is implemented situationally, based on the *Discursive Strategy* and the *Technology for the development of discursive capacity*, valorizing communication situations and discursive tasks approached contextually.

**Research objectives:**

1. Determining the theoretical foundations of the development of English communication competence through the discursive approach to the literary text.
2. Synthesizing the mechanisms of the discursive approach to the literary text in the development of English communication competence at the university level.
3. Elaborating the *Discursive Strategy for the development of the English communication competence of Philology students*.
4. Elaborating the *Technology for the development of discursive capacity as an element of the English communication competence of Philology students through the discursive approach to the literary text* and the recording of its formative values.
5. Developing and experimentally valorizing the Model for the development of the English communication competence of Philology students through the discursive approach to the literary text in the English language learning process.

**Research methodology and justification of research methods**: *theoretical methods* – scientific documentation, analytical-synthetic method, systematization, classification, generalization, abstraction, deduction, reasoning, modeling; *experimental methods* – pedagogical experiment, questioning, conversation, interviewing, observation, testing; *methods of presentation and processing of experimental data and research results* (arithmetic mean, percentage).

**The novelty and originality of the research** reside in: the concept of the discursive approach to the literary text from the perspective of educational values; the mechanisms of the discursive approach to the literary text in the development of English communication competence at the university level; the *Discursive Strategy for the development of the English communication competence of Philology students*; the *Technology for the development of discursive capacity as an element of the English communication competence of Philology students through the discursive approach to the literary text*; the Model for the development of the English communication competence of Philology students through the discursive approach to the literary text; the design and tools for the valorization and experimental argumentation of the effectiveness of the Model for the development of the English communication competence of Philology students through the discursive approach to the literary text.

**The results obtained that contributed to the solution of the scientific problem**: the theoretical-methodological substantiation of the functionality of the *Model for the development of the English communication competence of Philology students through the discursive approach to the literary text* in order to strengthen the scientific expertise in the field of learning the English language and adapting the training process of communication competences in foreign languages to the new theoretical and praxiological approaches.

**The theoretical significance of the research** is motivated by the analysis, specification, delimitation and interpretation of the aspects of the conceptual framework of *the discursive approach to the literary text in the process of studying the English language*; establishing the principles, conditions, factors for interpreting the literary text from the discursive perspective; the exploration and analysis of the scientific guidelines regarding the discursive exploitation of the literary text in the development of English communication competence through complex learning situations and tasks; designing the mechanisms of the discursive approach to the literary text in the development of English communication competence at the university level; defining the concepts of *English communication competence, discursive competence, discursive capacity, literary discourse, discursive approach to the literary text, discursive analysis, discursive strategy, technology for the development of discursive capacity as an element of the English communication competence of Philology students through the discursive approach to the literary text, learning situation, discursive tasks*; the substantiation of the *Model for the development of the English communication competence of Philology students through the discursive approach to the literary text*.

**The applicative value of the work** resides in: the *Discursive Strategy for the development of the English communication competence of Philology students*; the *Technology for the development of discursive capacity as an element of the English communication competence of Philology students through the discursive approach to the literary text*; the university curriculum *Interpretation of the literary text* from the discursive perspective; the system of optimal discursive tasks for the development of communication competence; the matrix of discursive strategies in the English language learning process; the design and tools for the valorization and experimental argumentation of the effectiveness of the *Model*.

**Approval of research results.** The scientific results of the research were discussed and approved at the meeting of the Guidance Commission, in the annual reports presented at the meeting of the Doctoral School Council, through communications at congresses, symposia, national and international conferences, scientific publications, round tables and workshops, within the continuous training courses for the teaching staff. The basic ideas and results of the investigation were promoted through communications presented in 6 international scientific conferences, held in England, Italy, Sweden, Poland, Romania, as well as in 6 national scientific conferences with international participation.

At the same time, the investigative results were in the sights of the international and national scientific community through publications in international journals (Hungary, Italy, Romania) and national journals of profile, accredited by the National Agency for Quality Assurance in Education and Research (category B, C).

**The implementation of the scientific results** was achieved through the didactic activity within Tiraspol State University, through communications at congresses, symposia, national and international conferences, scientific publications, round tables and workshops within the continuous training courses. The experimental research was carried out within Tiraspol State University, State University of Cahul, Ion Creangă State Pedagogical University, Chisinau city, in the academic years 2019-2020 and 2020-2021, the experimental sample being made up of 106 students.

**Publications on the topic of the thesis:** the investigative results were published in 20 scientific works, including 3 scientific works published in foreign journals; 5 articles published in journals from the National Register of professional journals (category B, C); 12 articles in the proceedings of conferences and other international and national scientific events.

**The structure of the thesis** includes annotations in Romanian, Russian and English, list of abbreviations, introduction, three chapters, general conclusions and recommendations, bibliography from 251 sources, 8 appendices, 151 pages of basic text, 22 tables, 33 figures.

**Key words:** competence, communication competence, English communication competence, discursive capacity, discourse, discursive approach, discursive analysis, discursive strategy, technology for the development of discursive capacity, literary text, learning situation, discursive tasks, discursive practice.

## THESIS CONTENT

In the **Introduction**, it is argued the importance and topicality of the research theme, it is described the situation in the field, there are elucidated the contradictions and it is formulated the research problem. Also, there are presented the purpose, hypothesis and research objectives, there are exposed the epistemological benchmarks of the investigation, it is described the research methodology, there are presented the ways of approving the scientific results and their implementation; it is argued the theoretical and practical value of the investigation.

In **Chapter 1. Theoretical foundations of the development of communication competence through the discursive approach to the literary text**, it is argued *the dichotomy communication competence vs discourse*, based on the conceptualizations of communication competence, discourse and discursive analysis, drawing a detailed theoretical exposition of the didactic approach, focused on the development of English communication competence through the discursive approach to the literary text. It is highlighted that through its entire structure, the competence of communication in a foreign language has a significant impact in building the axiological professional profile of the today's student. It has been established that *the communication competence in a foreign language* is a macro-competence, consisting of *linguistic, sociolinguistic, pragmatic and intercultural* components, tested, argued and strengthened continuously through a range of: *knowledge* of a grammatical, lexical, semantic, phonological, orthographic nature; sociolinguistic and psycholinguistic competences, *skills and attitudes*.

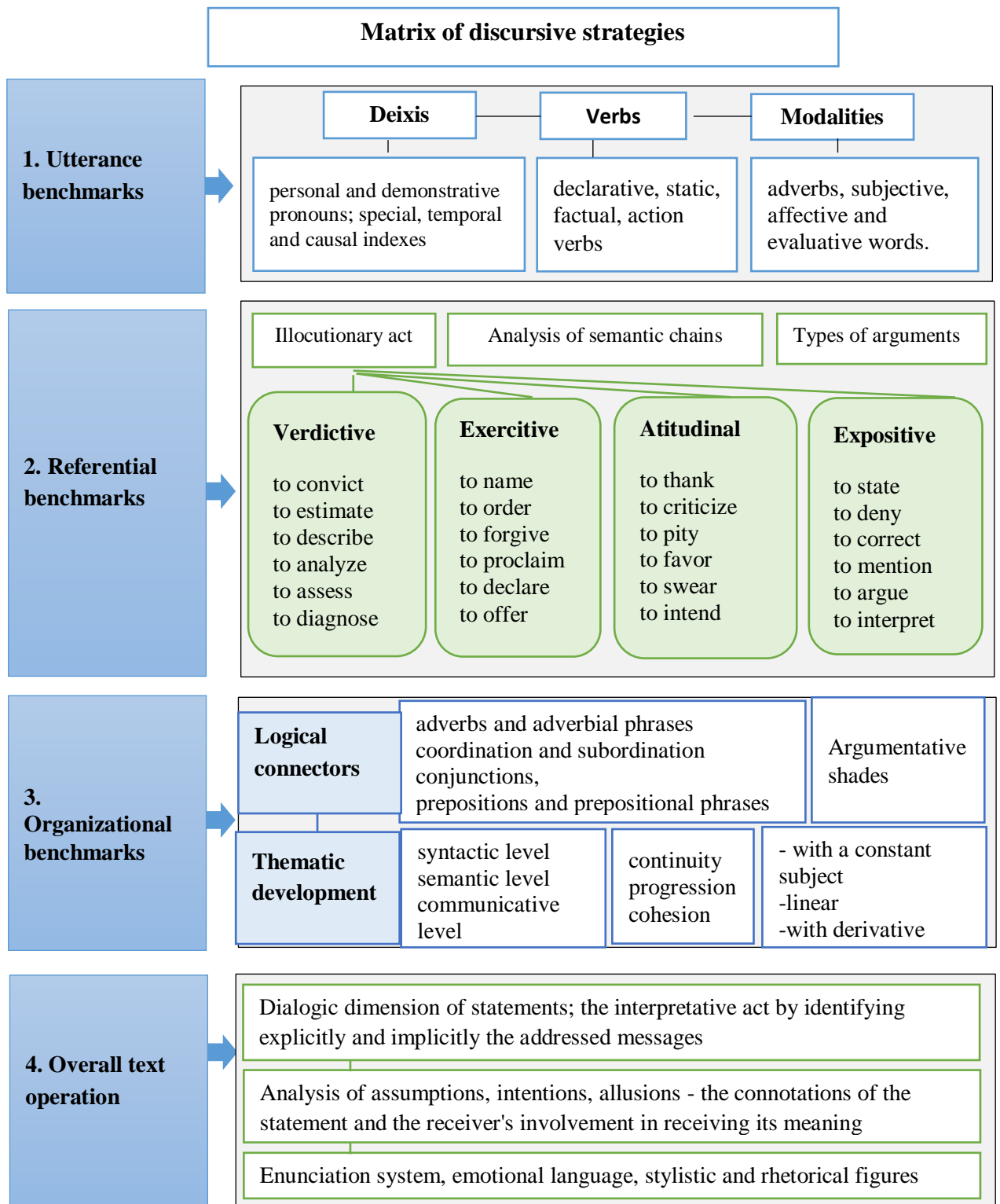
Based on contemporary curricular guidelines, it is concluded that the problem of communication and language is complemented by a mutual approach, highlighting the pragmatic aspect of foreign language learning, the formation of a thorough literary and communication culture constituting the central objective of *pragmatic learning* [18].

Based on the logic of the *communicative-functional model* of learning the English language, there are highlighted the discursive typologies, the literary discourse being not only a source of information, but also a wide spectrum of assumptions, beliefs, expressed intentions of the text author. Therefore, in the process of analyzing the literary text from the discursive perspective, the students aim not only at acquiring the English language and its culture through the content of the literary text, but also to expand the linguistic horizon to receive, explain, mediate and express communicative intentions in order to produce a discourse/speech. Based on the properties of the discourse analysis, it is deduced that the *discursive approach to the literary text* represents the process of interaction between two actors, the teacher and the student, in which the mechanisms of the *discursive analysis* are carried out through the *discursive strategy*, with the aim of developing the student's *discursive capacity*.

In **chapter 2. The methodology of the discursive approach to the literary text in the development of the English communication competence of Philology students** it is argued the quintessence of the discursive approach to the literary text in the development of English communication competence at the university level. Starting from the idea that we relate to the world that surrounds us indirectly through versions of reality or *discursive constructions*, for the construction of a specific variant of reality it is necessary to select an alternative *discourse*, which is placed in actions (events) of communication, according to certain material organizations that reveal human thoughts (values and ideas) about the world.

For the efficiency of the literary text interpretation from the discursive perspective, we propose the *Matrix of discursive strategies*, through which we demonstrate the essential elements of *the discursive analysis of the literary text* (Figure 1.1.). Respectively, in order to understand a literary text, there should be taken into account the *discursive practice*, which is a *discursive strategy*, denoting the speaker's choice or option, a practice of producing discourse. While analyzing the literary text the discursive strategies highlight what the protagonists of the text do in the act of communication or writing, and the discursive resources, in turn, represent the mechanisms used by the protagonists in the realization of these strategies (various places common to a certain society, systems of narratives, markers, categories and metaphors).



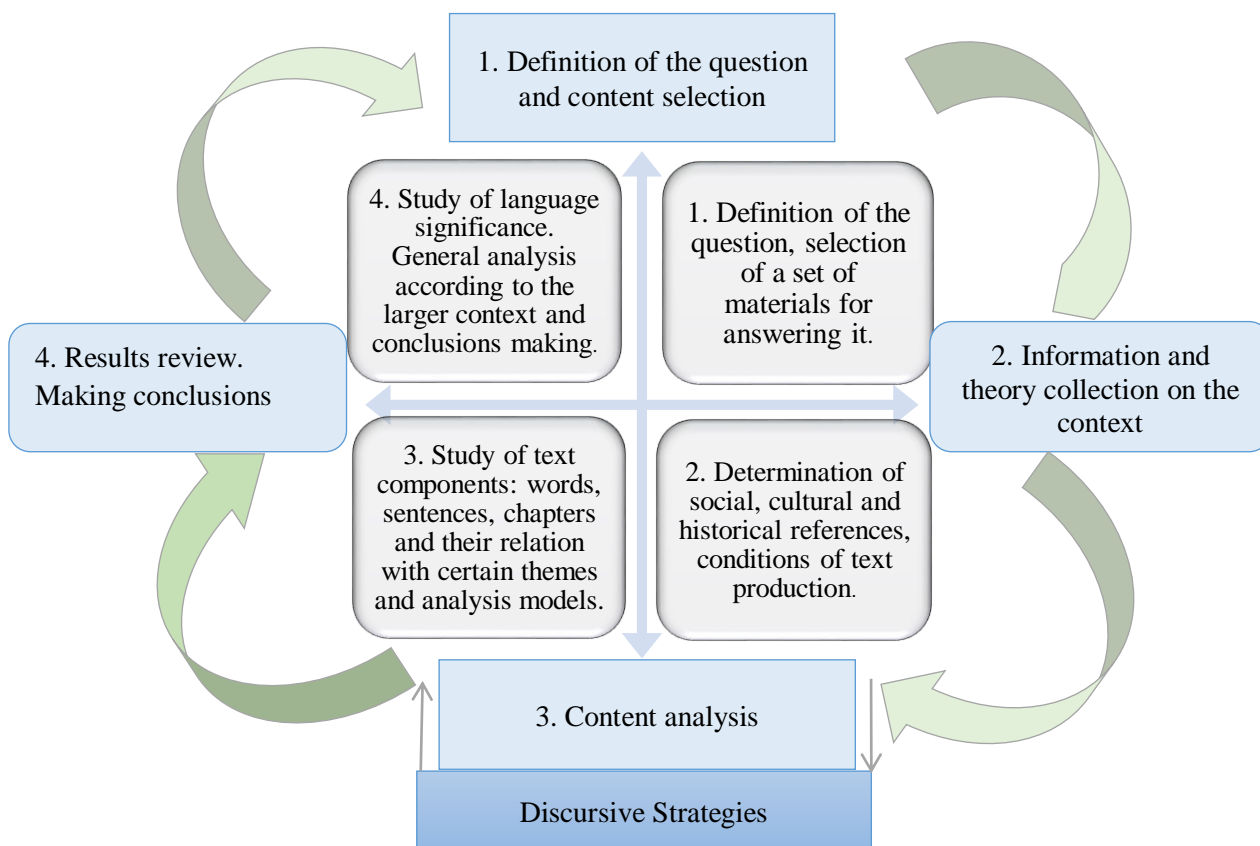


**Figure 1.1. Matrix of discursive strategies in the analysis of the literary text**

It is precisely the discursive approach that integrates this analysis into a broad framework, relating the text to its conditions of production, studying socio-discursive interactions and valuing the relationship *between text, intertext, context, sub-text, co-text, pre-text and para-text*.

In discursive analysis, the literary text is not only perceived as a descriptive tool of reality, but also a constructive one [9]. Therefore, the *discursive approach to the literary text* aims at [14]: the objectives and effects of different language types; cultural norms and conventions in communication; relating language to its social, historical and cultural context; ways of communicating beliefs, assumptions and

values; discursive strategies in the construction of textual reality. Based on these statements, we deduce the *mechanisms of the discursive approach to the literary text in the process of studying the English language*, with specific interconnected processes (Figure 1.2.).



**Figure 1.2. Mechanisms of the discursive approach to the literary text in the development of students' English communication competence**

In the realization of this process, we took into account the following stages:

- Determining historical, cultural and social references.
- Identifying rhetorical and linguistic mechanisms.
- Examining the meaning and function of the language used.

At the center of the discursive approach to the literary text is the concept that reflects several procedures (didactic, rhetorical, linguistic, logical), as well as their effective manifestation in order to create a picture that reflects the theme of the discussion, i.e. the *discursive strategies*. Thus, the **discursive approach** represents a *mechanism* for carrying out *discursive analysis* through explanation, cohesive and coherent exposition, description, argumentation, ordering, interpretation of the text structure, thematic development (*discursive strategies*) within which there are built relationships between linguistic expressions, on the one hand, and communicative intentions, themes, participants, schemes - on the other hand.

Summarizing, *the mechanisms of the discursive approach to the literary text in the development of English communication competence* at the university level aim at: *the purposes and effects of different language types; cultural rules and conventions in communication; relating language to its social, historical and cultural context; ways of communicating values, beliefs and assumptions; discursive strategies in the construction of textual reality.*

Resulting from the theoretical benchmarks but also from the practical contributions existing in the specialized literature related to the study of the literary text, there was developed the Model for the development of the English communication competence of Philology students through the discursive

approach to the literary text (2CEAD Model) (Figure 1.3.). The Model for the development of the English communication competence of Philology students through the discursive approach to the literary text was developed from the perspective of the role of the discursive approach in the communicative paradigm in the English language, student-centered learning, English literary text studies, major concepts of glottodidactics and socio-constructivist learning theories. It is made up of elements that represent systems that ensure its integrity, that distinguish action, cognitive, attitudinal-value and procedural structures. The 2CEAD Model represents a methodological construct that underpins the didactic approach to developing the respective competence, taking into account the standards of English professional communication competence, the purpose, the objectives of the didactic approach to develop communication competence, the pedagogical principles and conditions (linguistic, psycholinguistic and methodological) of the development process of communication competence.

The evaluation criteria of the 2CEAD Model (Table 1.1) are established on the basis of the *Standards of Philology students' professional training* [5].

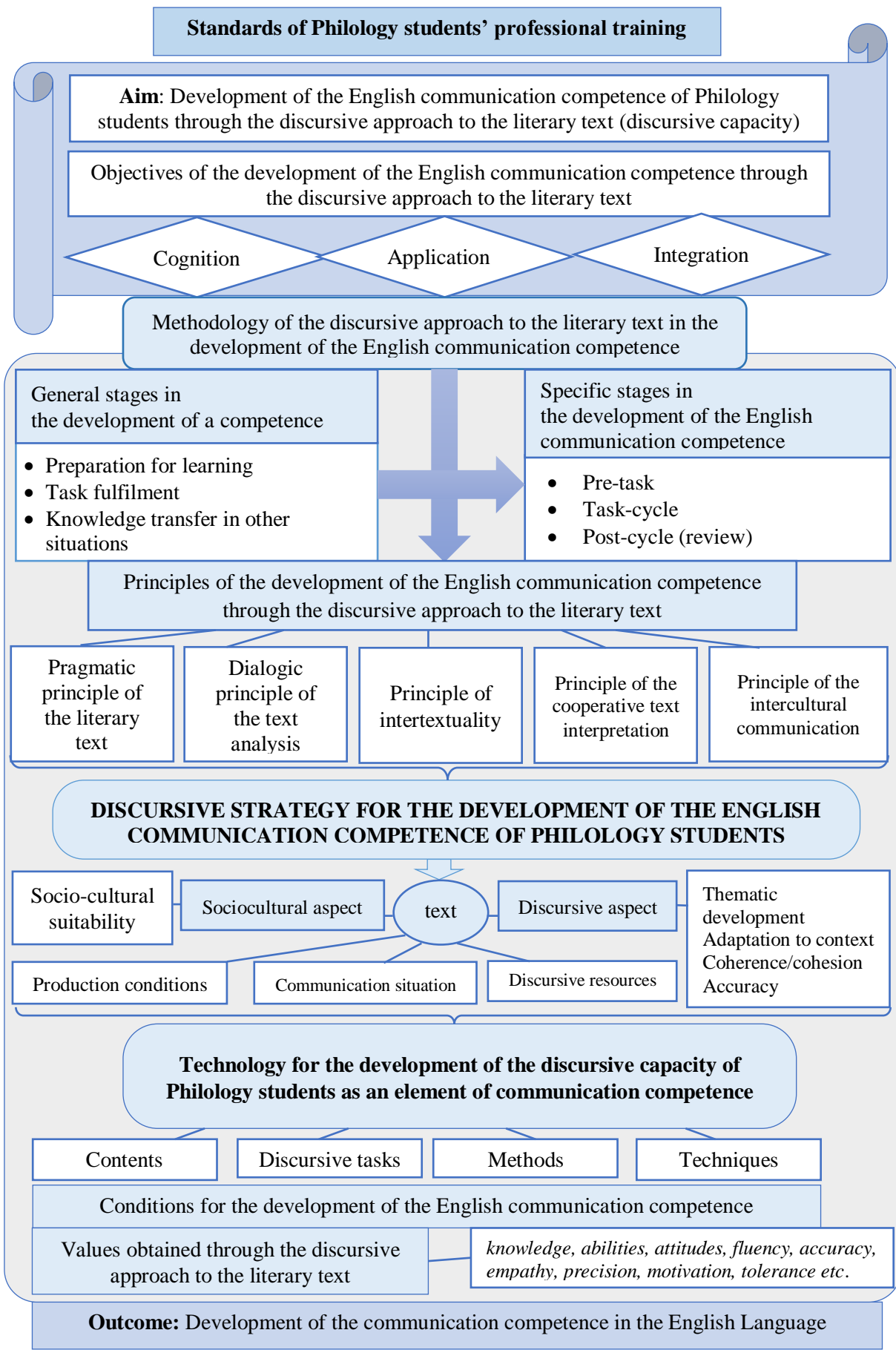
**Table 1.1. General competences for specialists in modern languages and classical languages**

(according to the National Framework of Qualifications: Higher Education)

Specific competences for specialists in modern languages and classical languages	Generalization of linguistic, literary and civilizational knowledge.
	Identifying the theoretical bases of linguistics and literary science and the existing problems in these fields.
	Identification of linguistic units, their relationship, the processes that affect them and the literary, civilizational and intercultural processes.
	Interpretation of linguistic and literary theories.
	Applying the studied linguistic and literary theories to the research of a particular phenomenon.
	Ability to select linguistic data, to constitute a corpus, to interpret and use the information from them for argumentation.
	Use of linguistic and literary analysis methods appropriate to the type of research.
	Formulation of the legalities of the functioning of the linguistic, literary and cultural mechanisms.
	Analysis of linguistic and literary phenomena from a diachronic, synchronic, social perspective.
	Identification of different types and sources of meanings according to languages.
	Use of specialized language depending on the target audience.
	Use of appropriate means in the re- and production of a text.

The central point of the 2CEAD Model returns to the contents of the discursive approach to the literary text, which provides advantages for the development of English communication competence at the level of knowledge, application and integration. The Model guides the development path of the English communication competence of Philology students through the discursive approach to the literary text, specified both at the discursive and sociocultural level, developed in order to optimize the process of professional communication in English, which will favor the creation of the English discursive culture of Philology students.

A central role within the 2CEAD Model belongs to the general didactic principles: *the active, conscious and thorough acquisition of knowledge; intuition; accessibility and degree of difficulty; systematization and continuity; integration of theory with practice; individualization and differentiation of learning; the priority of oral expression; freedom of expression; language structure; active teaching through oral procedures; essential vocabulary development; valorization of cultural values; communicative learning; functionality, situationally and novelty.*



**Figure 1.3. Model for the development of the English communication competence of Philology students through the discursive approach to the literary text (2CEAD Model)**

In particular, the teaching process of developing English communication competence through the discursive approach to the literary text is governed by the following specific principles of the interpretation of the literary text, considered as a socio-cultural mediator:

- ***Pragma semantic principle of the text***, supposes the analysis of the discursive relationship between the addressee and the speaker, as a social practice directed by the discourse in communication situations of interaction between the sender and the receiver. The psycho-pedagogical **conditions** that ensure the realization of the principle are: the involvement of socio-cultural conditions in the text interpretation; the establishment of the statement (linguistic message) in the communication situation;
- ***Dialogic principle of literary text interpretation***, the implementation of which requires the insurance of the following **psycho-pedagogical conditions**: the interactivity between the text and its context; the interrelation between the dialogue and the discursive perspective; the interactive feature of the student-centered instruction process.
- ***Principle of intertextuality***, which emphasizes the following **psycho-pedagogical conditions**: the text mediation; the polyphony of the literary text; the right choice of the learning situation and its placement in a real context of the learning sequence.
- ***Principle of interpretative cooperation***, the achievement of which is determined by the following **psycho-pedagogical conditions**: the research of the text intercultural dimension; the cooperation of the participants in the act of interpretation; increasing the motivation factor in learning.
- ***Principle of intercultural communication***, which is achieved on the basis of certain psycho-pedagogical conditions, among which: the perception of cultural conventions and legalities in the society of the studied language; the determination of the cultural context of those participating in the communication.

The *Model for the development of the English communication competence of Philology students through the discursive approach to the literary text* was developed and placed in the communication paradigm, but with the accomplishment of authentic tasks, used and integrated separately in the process of developing the English communication competence of Philology students.

Communication competence, being a set of knowledge, abilities and attitudes, in the process of its development through the discursive approach to the literary text, goes through several phases, uncodified and relative, being in permanent evolution and cyclic relationship, respecting the basic stages (pre-task, task cycle, post-task), through educational strategies (methods, learning techniques, forms of organization and means of learning). Each stage includes a set of didactic situations achieved through cognitive, integrative and evaluative tasks.

The valorization of the 2CEAD Model involves the strategic and instrumental components reflected in the ***Discursive Strategy and Technology for the development of discursive capacity as an element of the English communication competence of Philology students through the discursive approach to the literary text*** (Figure 1.4.), which represents a procedural system, based on pedagogical principles and psycho-pedagogical conditions, didactic strategies implemented through a close correlation of them with the purposes, the contents, the didactic algorithm of the discursive approach to the literary text, the analysis matrix of the discursive strategy and the forms of instruction, but also a specific and superior form of didactic normativity, centered on the regulation and implementation of the teaching-learning-evaluation process. The role of the Technology elaborated is significant, as it presents a multitude of methods and procedures or processes and operations aimed at producing certain objectives.

Through the ***Discursive Strategy*** we understand the way in which the teacher designs the creation of an interaction process, by examining a set of logical and linguistic procedures (types of arguments, methods of description and explanation, stylistic-persuasive procedures) in order to develop the student's discursive capacity as an element of communication competence. Discursive tasks performed through various learning processes, methods and situations have gained significant value in the development of English communicative competence.

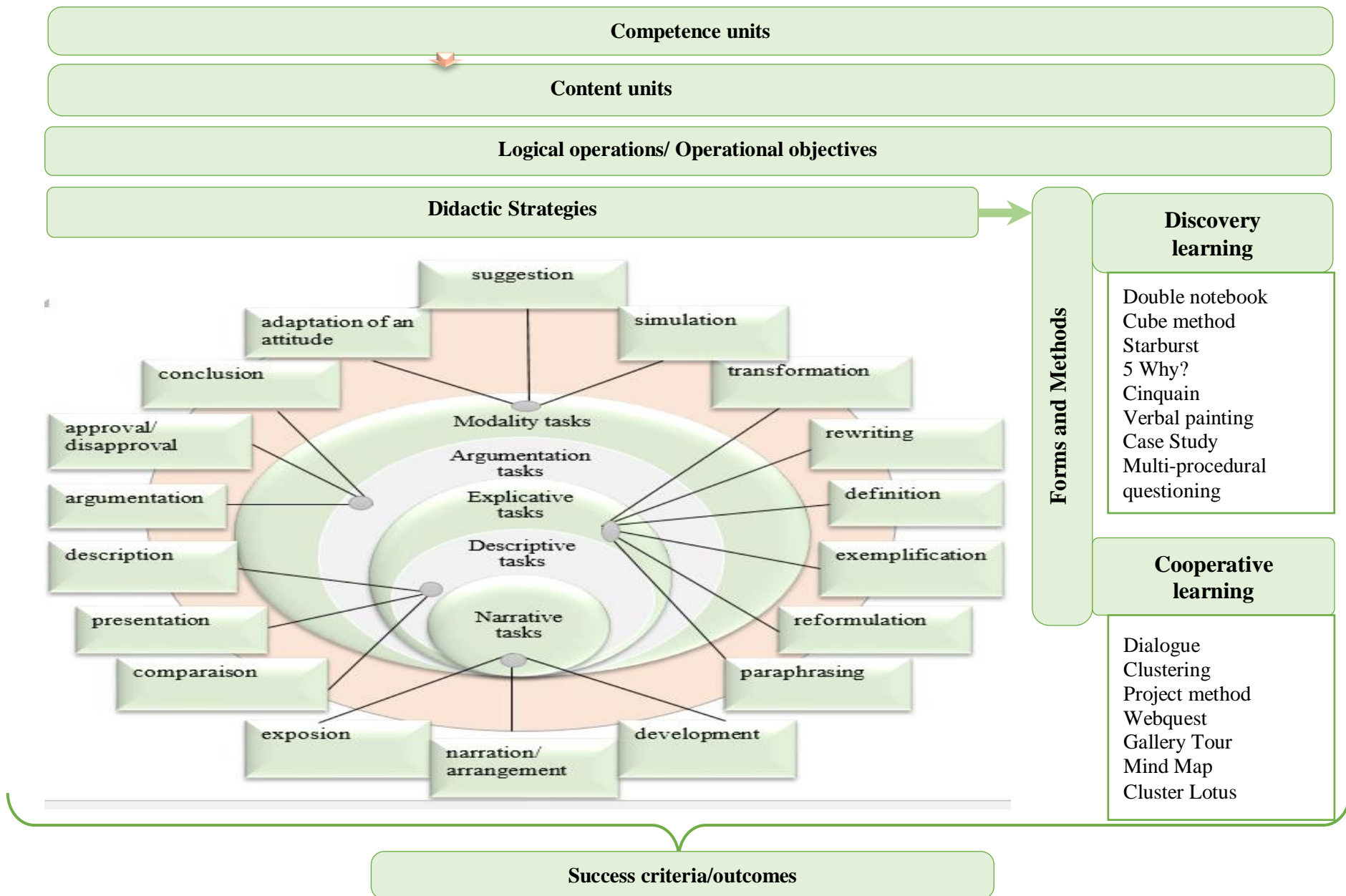


Figure 1.4. Technology for the development of discourse skills as an element of English language communication competence of philology students through the use of literary text (DCD Technology)

Among the essential components of the *didactic Technology and Strategy* there are listed the methods that reflect a system of ways and appropriate means aimed at favoring the course of the process, ensuring its completion. They unite the act of teaching and that of learning into a whole, influencing each other, depending on the intended objective. Thus, through the 2CEAD Model, there are created certain learning situations that cause students to interact, to discover other realities, to research, to mediate socio-cultural situations that can generate tensions, conflicts, disagreements and misunderstandings.

**The finalities/outcomes** are the most important elements in the structure of the 2CEAD Model. The outcomes formulated within the Model aim at the manifestation of the learning results rendered in terms of English communication competence. This competence represents the dynamic relationship between knowledge, abilities and attitudes, which describe the outcome/finality of the study: *the development of English communication competence (the development of discursive ability as an element of communication competence)*.

We emphasize that the competence is not limited to the complete characteristic of the personal and professional qualities of a specialist, which reveals the degree of knowledge and skills, sufficient to achieve the objective specific to the field of activity, but reflects the persistent integrity of the student who intends to reach the goal of his professional activity.

At the same time, the finality of the literary text analysis consists in the student's ability to correlate the means of discourse (convictions, explanations, arguments, descriptions, agreements, refusals, demonstrations) in order to effectively receive the image created in an authentic context, from the real world, and as a result of the discursive approach to the literary text, there are developed value attitudes such as: *motivation, correctness, trust, fluency, coherence, interaction, tolerance and interest*.

In chapter 3. **The development of English communication competence - experimental discursive approach** it is described the construct of experimental validation of the *Technology for the development of discursive capacity as an element of the English communication competence of Philology students through the discursive approach to the literary text* as an element of the 2CEAD Model. The experimental research aimed at determining the level of the development of the English communication competence (sociocultural and pragmatic-discursive component) of Philology students (at the pre-experiment and post-experiment stage). In the experiment we focused on the qualitative aspects specific to the reference level of the development of the C1 communication competence (year IV).

**Research hypothesis:** The discursive approach to the literary text through the use of the *Technology for the development of discursive capacity as an element of the English communication competence of Philology students through the discursive approach to the literary text*, centered on communication situations and contextually adapted discursive tasks, ensures the efficiency of the process of developing the English communication competence of Philology students.

To recognize the validity of the pedagogical experiment, there were identified the following categories of variables:

- **dependent variable:** communication competence;
- **independent variables** include the component units of communication competence (sociocultural component, discursive component) and discursive competence (coherence and cohesion), the criteria of the level of communication competence (sociocultural appropriateness, adaptation to the context, thematic development, coherence and cohesion), which manipulated in the experiment to develop communication competence and discursive ability.

**The experimental basis.** The experiment was carried out during two academic years (2019-2020; 2020-2021), including 106 students from Tiraspol State University, the State University of Cahul and "Ion Creangă" State Pedagogical University.

In the framework of the experiment, the Philology students were assigned to two experimental groups: the experimental group – consisting of 52 students, and the control group comprising 54 students.

**The experimental design of the research** included three stages: *ascertaining, training/formation and control*.

At the stage of the ascertaining experiment, we proposed the following objectives:

1. Analysis of the curricular supports and educational contents of the university course *Interpretation of the English literary text*, in order to identify the degree of the valorization of the discursive approach in the process of developing communication competence.
2. Development of instruments for the initial determination of the development level of the English communication competence of Philology students.
3. Determination of the degree of use of the literary text analysis from the discursive perspective in English language classes by university teachers.
4. Initial diagnosis of the development level of the English communication competence of the Philology students included in the pedagogical experiment.
5. Relief of possible deficiencies in the development process of the English communication competence of Philology students.

In the ascertaining experiment, I used the following **research methods**:

- *Scientific observation*. The respective method ensured the identification of the degree of the use of the literary text analysis from the discursive perspective in the English language classes by the university professors, the highlighting of possible deficiencies in the development process of the English communication competence of Philology students.
- The *questionnaire* method was put into practice to determine the opinions and visions of the teaching staff with reference to the methodological aspect of the development of the English communication competence of Philology students in the process of English teaching/learning. The written questionnaire allowed the identification of the difficulties faced by Philology students in the learning process, but also the problems of the teaching staff in organizing the didactic approach related to the development of communication competence.
- The *testing* method allowed the assessment of the level of the development of the English communication competence of Philology students.
- The *statistical* method concerned the data collection and processing, their analysis, presentation or exposition in the form of tables, graphs, diagrams, issuing conclusions.

**Stage 1E. Phase 1. Analysis of curricular supports and educational contents of the university course *Interpretation of the English literary text***. In order to determine the contents of the development of English communication competence through the discursive approach of the literary text, there were examined a set of training curricula for Philology students, the content structure of the university course *Interpretation of the English literary text* from some institutions. Thus, it was stated that in the study plans of all the respective institutions there were designed courses as *the Interpretation of the English literary text*.

Resulting from the detailed analysis of these analytical programs/curricula, we found:

- there is no unified form of the curriculum for *the Interpretation of the English literary text*;
- curricular contents are designed in a thematic perspective, with the basic objective of developing students' cognitive-formative-applicative competence;
- the curricula focus primarily on the most important theories and practices of the analytical approach to the literary text, on the valorization of various methodological perspectives in the process of the literary text analysis, such as the communicative approach to the text as well as the stylistic, linguistic/structuralist, mythological-archetypal analysis;
- the analyzed curricula valorize partially the development of English communication competence from the perspective of discursiveness, the methodological potential of the discursive approach to the literary text is insufficiently used.



In this context, we considered it opportune to revise the curriculum for the course *Interpretation of the English Literary Text*; to design a new curriculum, correlated with the specifics of the study programs in order to develop the English communication competence of Philology students.

**Stage 1E. Phase 2. Determination of the degree of the use of the literary text analysis from the discursive perspective in the English classes by university professors.** In order to obtain the initial data, there was developed and applied a questionnaire (Annex 2 of the thesis) regarding the determination of the degree of the use of the literary text analysis from the discursive perspective in the English classes by the university professors (20 people involved) and groups of students (106 students). The survey results also identified a number of issues:

- there is no technological system and didactic supports suitable for the process of the development of the sociocultural and discursive communication competence;
- the university professors do not prioritize the need to develop discursive and sociocultural communication competence in the process of studying the English language, they being partially valorized, in isolation, without ensuring their functioning as an integral whole, something that can be ensured through new valorization methodologies and technologies of the didactic process of the development of communication competence;
- the professors mainly emphasize the development of the linguistic (lexical, grammatical, syntactic components) and sociolinguistic competence, and in the process of the text study, they usually practice linguistic and stylistic approaches; the emphasis is placed on the content-based interpretation of the literary text and highlights what the text says rather than how the language of the text conveys the message, which is the basic characteristic of the discursive approach to the literary text.

Based on the results of the questionnaire, we infer that the insufficient valorization of the discursive approach to the literary text at the university system can be justified by the fact that the discursive approach is a recent one in the methodology of the English language and seems to be unknown by the educational agents.

The instruments of data collection applied to measure the two dimensions of communication competence according to the model described in the CEFRL included:

1. In order to determine the level of **sociocultural competence**, we applied a test, which aims at adapting the linguistic resources in the statement's expression according to the use of current communicative situations and the observance of sociocultural norms depending on the purpose of communication. The experimental test aimed at identifying the content levels (knowledge, application, integration) and structure (sociocultural appropriateness - the linguistic register, social awareness through the interpretation of the linguistic markers of social relations, awareness of the cultural repertoire) of the communication competence (Annex 4 of the thesis)).

2. To establish the level of **pragmatic-discursive competence**, there was applied a test consisting of 10 items that refer to the constituent elements: *thematic development, coherence, cohesion and adaptation to the context*. The test valorizes the organization of linguistic resources for the text production in everyday contexts, the application of grammatical rules specific to the English language in the correct/coherent/logical writing of messages and the support of a simple linear argument with reference to various everyday topics, grammatical accuracy and cohesion, semantic coherence, phrases ordering, correctness, ideas expression, production of a logical, clear, coherent speech/discourse, creation of a communication situation, correct use of markers and discursive connectors in the concrete communication situation, thematic development and the message coherence (Annex 5 of the thesis).

As a benchmark in identifying the level of communication competence is the notion of English communication competence: **English communication competence** represents a range of knowledge, skills and attitudes that the agents of the communicative act use in receiving, transmitting, producing and mediating meanings in an integrative multitude of linguistic, sociocultural and pragmatic contexts. At the same time, there were valorized the descriptors of CEFRL (2018), namely the specific indicators of

sociocultural and pragmatic-discursive communication competence for levels B1, B2, C1 (Table 3.6. of the thesis).

Based on the results obtained following the analysis of specialized research, of the structure of English communication competence, according to CEFRL, there were established three conventional levels for determining the level of the English communication competence of Philology students: B1, B2, C1. In this context, the tests were developed in accordance with the curricular content of the course *Interpretation of the English Literary Text* and aimed to measure the development of the two dimensions of English communication competence (sociocultural and pragmatic-discursive) at the level of: knowledge, application and integration (Table 3.7. and Table 3.8. of the thesis). The distribution of the average scores of the initial test on the samples is presented in Table 1.2.

**Table 1.2. Distribution of the average mark of the samples' initial text**

Sample	N=students	Sociocultural component	Pragmatic-discursive component
Experimental	52	7,42307	7,34615
Control	54	7,40740	7,22222

Thus, the data obtained at the initial test demonstrate that there are no significant differences between the means/average scoring of the experimental and control groups. While measuring the *sociocultural dimension* of English communicative competence, the B1 level was reached by 19% of the experimental students' group and 17% of the control students group; 71% of the experimental students group obtained the B2 level, the same B2 level was achieved by 72% of the control students group. At the C1 level, there were registered 10% of the experimental students group and 11% of the students control group. While measuring the *pragmatic-discursive dimension* of English communicative competence, at the B1 level there were registered 21% of the experimental students group and 22% of the experimental group; 71% of the experimental students group reached the B2 level and 70% of the control students group reached the B2 level. At the C1 level, there were registered 8% of the experimental students group and also 8% of the control students group (Figure 3.1. and Figure 3.2. of the thesis).

We observe that both samples have accumulated results corresponding to an average level (B2) on both *the sociocultural and pragmatic-discursive components* of English communicative competence. Therefore, the examined students showed considerable deficiencies in mastering them, having an immense predilection for the linguistic component. Most had difficulty in presenting the social and cultural aspects of utterances, paraphrasing the message, facts, highlighting the meanings of events and experiences, using vocabulary and arranging words in the statements, through coherence and cohesion. Many of them, even if they have linguistic knowledge (lexical and grammatical), do not make logical connections between the production elements, they cannot determine the stylistic values of some lexical structures, they cannot decode the meaning of some structures depending on the communication situation or fail to identify the characteristics of the social context, which facilitate the process of text reception and production.

In this light, we state that the average results of the initial level of the English communication competence of Philology students, as well as the insufficient use of discursive practices and resources by university teaching staff, generate the need to valorize the 2CEAD Model. This approach highlights the methodological potential of the literary text, which, through authentic learning situations, contributes, to the effective acquisition of the pragmatic-discursive aspects of the language as well as the socio-cultural specificity.

**The formative experiment** was carried out in the academic year 2020-2021 in which there were involved 52 students who represented the experimental group from Tiraspol State University, Faculty of Philology; "Ion Creangă" State Pedagogical University, Faculty of Philology and History (Language B), Faculty of Foreign Languages and Literatures (Language B).

The experimental design was developed in accordance with the curriculum for the discipline *Interpretation of the English literary text* (Appendix 1 of the thesis), it was developed on the basis of the *Technology for the development of discursive capacity as an element of the English communication*

**competence of Philology students through the discursive approach to the literary text**, as an instrumental dimension of the 2CEAD Model.

The **purpose** of the formative experiment consists in:

- Valorization of the ***Technology for the development of discursive capacity as an element of the English communication competence of Philology students through the discursive approach to the literary text***, as an instrumental dimension of the 2CEAD Model;
- determining the functionality of the didactic approach, developed based on the 2CEAD Model. To achieve this stage, there were used the following actions:
  - Appropriate choice of literary texts;
  - Valorization of literary texts from a discursive perspective through relevant learning situations in the development of communication competence, namely, the sociocultural and pragmatic-discursive components;
  - Estimation of the product obtained in the didactic activity.

The formative program included literary texts belonging to classical and contemporary writers from different countries with diverse sociocultural backgrounds, which reflect different social problems, norms and values, providing students with resources aimed at reflection, reception, comprehension and interpretation. The problems of the studied texts reflect aspects of social and cultural life, develop attitudes and competences of social and cultural integration. All the didactic activities developed and implemented within the formative experiment had as a benchmark the level of knowledge of the English language and the year of study.

According to the current requirements of the English language didactics and the recommendations stipulated in the English language curriculum, there was applied the concept of the learning situation in the development of the formative experiment. The ***learning situation*** aims at determining the learning task, the student's cognitive acquisitions, his skills, which are relevant in solving the task; highlighting the objectives, purposes; outlining the appropriate context for solving the tasks. Therefore, in the process of developing the didactic situations, there were respected the aspects related to the competences and objectives established, the contents included in the learning units and, with certainty, the level of possession of English communication competence. Any type of learning task was selected in accordance with Bloom's taxonomy (Appendix 6 of the thesis).

The learning situation is realized through the task, conditioned by internal and external factors in a process of action. Emerging from the characteristics of the discourse, there were formulated tasks characteristic to the discursive strategies in the process of discursive approach to the English literary text, which favored the development of the communication competence of Philology students (Figure 3.4. of the thesis). As a result, they applied these discursive strategies in much more complex situations, in everyday reality, calling on the skills developed during the course *Interpretation of the English Literary Text*.

Based on the general stages of a competence development, we applied didactic activities, mainly discursive tasks distributed for the 3 stages specific to the development of English communication competence: *Pre-task (pre-task)*; *Task-cycle (task cycle)*; *Post-task (review)*.

The development of the socio-cultural component of communication competence was carried out according to the Matrix of the methodological construct focused on the development of the socio-cultural component of English communication competence (Table 3.10. of the thesis), and for the development of the pragmatic-discursive component of English communication competence we used discursive strategies with application tasks carried out through various learning, integration and evaluation situations, according to the Matrix of the methodological construct focused on the development of the pragmatic-discursive component of English communication competence (Table 3.12. of the thesis).

**The control experiment** took place during the second semester of the 2020-2021 academic year. All 106 students from the ascertaining experiment stage were assigned to the control experiment.

**The objectives** of the stage of arguing the effectiveness of the valorization of the Model for the development of the English language communication competence of Philology students through the discursive approach of the literary text were:

- Determining the final level of the development of the English communication competence of Philology students;
- Analyzing and interpreting the pedagogical experiment data;
- Identifying the valorization prospects of the 2CEAD Model, developed in university practices.

Following the valorization of the 2CEAD Model, there were processed the students' results in the two current assessment tests and the results from the final assessment. The results demonstrate an increase in the average of grades obtained during the formative experiment, which denotes the efficiency of the Technology applied to the discipline of *Interpretation of the English literary text*, according to the stages of the experiment: academic year 2019-2020 and academic year 2020-2021.

At the control stage, there were applied the same tests that we applied at the ascertaining stage. The evaluation aimed at determining the final level of the development of the English communication competence of Philology students through the discursive approach of the literary text. In Table 1.3. there are indicated in a comparative plan the experimental data at the **cognitive** level (*sociocultural dimension*) of Philology students. The examination of the experimental data proves the progress at the *cognitive* level in the experimental group. Getting the advanced level (C1) by a very large number of students from the experimental group, at the post-experimental stage, is conditioned by the pedagogical intervention and the valorization of the literary text through the discursive approach.

**Table 1.3. Comparative analysis of the results at the Knowledge level (validation)**

<b>Knowledge</b>	<b>Level</b>	<i>Ascertaining stage</i>		<i>Control stage</i>	
		Control group	Experimental group	Control group	Experimental group
- Establishment of the lexical-grammatical level of the textual structure and its role in the formation of the discourse; -Determination of the linguistic and rhetorical mechanisms, the way in which the different utterances work at the language level; -Identification of social, cultural and historical references, textual structures with a connotative content; -Recognition of discourse markers; -Knowledge of the characteristics of some regional and social varieties.	B1	19%	19%	9%	4%
	B2	70%	71%	74%	37%
	C1	11%	10%	17%	59%

In Table 1.4. there are presented in a comparative plan the experimental data at the **Application** level (*sociocultural dimension*) of Philology students.

**Table 1.4. Comparative analysis of data at the Application level (validation)**

<b>Abilities</b>	<b>Level</b>	<i>Ascertaining stage</i>		<i>Control stage</i>	
		Control group	Experimental group	Control group	Experimental group
-Perceiving the function and meaning of the language used; - Exploring the sociolinguistic repertoire in order to request and provide information, requests, addresses, convictions, beliefs, assumptions; -Demonstrating knowledge about the distinctive linguistic traditions of different ages, social groups; -Using linguistic resources in various communication situations; -Receiving and interpreting the allusions, assumptions, beliefs of the text's author; -Describing the rendering of emphasis, markers and causal, enumerative, argumentative relationships; - Presenting an argument, refusal or approval, agreement or disagreement;	B1	20%	19%	11%	4%
	B2	68%	72%	74%	40%
	C1	12%	10%	15%	56%

Following the analysis of the experiment data, we observe a small increase in the percentage at all the levels in the control group at the post-experimental stage, and in the experimental group there was recorded an optimal progress as well as at the *Knowledge* level (level C1).

In Table 1.5. there are presented in a comparative plan the experimental data at the level of *Integration* (*sociocultural dimension*) of Philology students.

**Table 1.5. Comparative competence analysis at the *Integration* level (validation)**

Attitudes/values	Level	Ascertaining stage		Control stage	
		Gr. control	Gr. exp.	Gr. control	Gr. exp.
-Expressing a negative reaction in contextualizing situations; -Demonstrating conscious thinking in the production and use of lexical units; -Expressing the conscious desire and perseverance to be effective in everyday communication; -Arguing the message of a communication situation; -Integrating the specific features of the English language culture in contexts of intercultural communication, expressing empathy/tolerance and acceptance of cultural diversity; -Evaluating a social context, presenting convincing arguments;	B1	22%	24%	13%	6%
	B2	67%	69%	73%	34%
	C1	11%	7%	14%	60%

It is worth noting that the items from the field of *Integration* demonstrate the high level of the development of sociocultural communication competence, which has increased significantly, compared to the ascertaining stage. The student easily manages to describe and clearly interpret a communication situation, showing interest, motivation and desire to learn.

With reference to the pragmatic-discursive dimension, in Table 1.6. there are presented the experimental data at the level of knowledge, application and integration are presented in a comparative plan.

**Table 1.6. Comparative analysis of competences at the *Knowledge, Application, and Integration* levels (*pragmatic-discursive dimension*)**

Knowledge	Level	Ascertaining stage		Control stage	
		Control group	Experimental group	Control group	Experimental group
-Knowledge of conventions specific to the type of the text targeted to attract attention and communicate complex ideas; - Familiarity with complex expressions to express different relationships and meanings; - Knowledge of the types of linguistic means using the appropriate connectors to indicate statements, arguments or points of view.	B1	22%	19%	11%	4%
	B2	67%	73%	76%	39%
	C1	11%	8%	13%	57%
Abilities	Level	Ascertaining stage		Control stage	
-Correct explosion of ideas; -Presentation and justification of arguments; -Description of a complicated narrative, with secondary and more developed themes with an appropriate conclusion; - Accurate reception of opinions and statements reflecting certainty/doubt, trust/distrust, similarity, etc.; -Retelling of a long and coherent story by using logical, temporal and spatial connectors; -Clear, fluid and well-structured text production, demonstrating the controlled use of linguistic means of structuring.		Control group	Experimental group	Control group	Experimental group
	B1	24%	22%	12%	4%
	B2	64%	66%	77%	32%
	C1	12%	12%	11%	64%
Attitudes	Level	Ascertaining stage		Control stage	
- Manifestation of an attitude and intention to intervene in the discussion with the help of linguistic units;		Control group	Experimental group	Control group	Experimental group
	B1	25%	23%	13%	4%

- Language adaptation to the communication situation; -Correct perception of the means to understand the narrator's intention, to give feedback to questions, to interpret the signs of the interlocutors; -Development of a long, coherent text through arguments and examples, spontaneity and fluency.	B2	63%	65%	74%	41%
	C1	12%	12%	13%	55%

According to the data, we deduce that following the study of the literary text through the discursive approach, the performance improvement had a greater benefit in the experimental group. In relation to the results obtained at the ascertaining stage as well as at the control stage, we find that students with high learning capacity (those positioned at level C1 at the ascertaining stage) are able to assimilate the subject and have excellent results regardless of the methodology proposed by the teaching staff. Conversely, students with a low and medium level of training/formation (B1, B2), with a lower learning capacity, need optimal pedagogical intervention in the process of communication competence development.

The efficiency of *the 2CEAD Model* is proven by the significant increase in the number of students with level B1 to level B2 and B2 to level C1: at the level of *knowledge* (C1) there were registered 8% (ascertaining stage) and, respectively, 57% (control stage); at the *application* level (C1) there were noted 12% (ascertaining stage) and 64% (control stage); at the level of *integration* (C1) there were certified 12% (ascertaining stage) and 55% (control stage).

In the same argumentative context, in order to determine the students' appreciation/attitude regarding the efficiency of the utilization of *the Model for the development of the English communication competence of Philology students through the discursive approach to the literary text*, there was applied the opinion survey of Philology students in the experimental group, which served as a positive feedback of the proposed experiment (Annex 8 of the thesis), or, the results of the survey demonstrate a positive dynamic in relation to the experimentally developed values (Figure 3.13. of the thesis).

The students' results at the control stage validate the efficiency of the Discursive Strategy and the ***Technology for the development of discursive capacity as an element of the English communication competence of Philology students through the discursive approach to the literary text*** demonstrate that the students can: easily determine the linguistic and rhetorical mechanisms, how different utterances work at the language level; identify social, cultural and historical references, textual structures with a connotative content; identify the linguistic and extralinguistic factors that contribute to discourse realization; distinguish sociolinguistic, semantic and pragmatic peculiarities of discursive markers/connectors; analyze communicative intentions and relationships between interlocutors; relate the message to the context and the sociocultural relationship between the interlocutors; argue the relational perspective of sign units, co-occurrences, textual organization schemes, themes, the way in which the textual organization reflects the author's intentions, the negotiation of meaning; make logical connections, produce ideas and own reasoned opinions; discuss and change behavior depending on the situation; handle most everyday communication situations in the target language; integrate linguistic resources in various unpredictable contexts, demonstrating precision, correctness and discursive fluency; produce a cohesive and coherent discourse on various topics in their professional and interest areas.

As a result of the study, it was found that the use of the *Model for the development of English communication competence through the discursive approach to the literary text* constitutes an essential pillar in the efficiency of the teaching/learning process, focused on the formation of a future English language professional capable of integrate, to adapt and easily cope with certain professional challenges.

## GENERAL CONCLUSIONS AND RECOMMENDATIONS

The research carried out is aimed at one of the current problems of learning English as a foreign language with reference to the efficiency of the process of the development of the English communication competence of Philology students. The study focused on the conceptualization of the methodological framework for the development of the English communication competence of Philology students through the discursive approach to the literary text, on the formative valences of the literary text considered an authentic didactic resource.

The study of the theoretical foundations and the applied framework of the research generated the following conclusions:

1. There was analyzed the quintessence of the concept of English communication competence, elucidating the peculiarities, the ambiguities; there was carried out the reconceptualization of communication competence, which generated another operational definition: **English communication competence** represents a range of knowledge, abilities and attitudes that the agents of the communicative act use in receiving, transmitting, producing and mediating meanings in an integrative multitude of linguistic, sociocultural and pragmatic contexts (Chapter 1, 1.2.).

It has been demonstrated that literary texts can be effectively used to optimize the development of English communication competence, serving as a model for structuring the discourse and being considered as pretexts for communication [14]. The literary text includes a set of values (cultural, social, aesthetic, intellectual and aesthetic), the possession of which is essential for the formation of competences. It includes knowledge related to linguistics, art, culture and discourse. The literary text serves as a learning tool thanks to which students can discover all possible aspects of the foreign language (semantic, acoustic, morphosyntactic) (Chapter 1, 1.2.).

2. There was scientifically highlighted the necessity of the discursive approach to the literary text in the process of the development of the English communication competence of Philology students. In this sense, there was defined the concept of **discursive approach to the literary text**: a model of interaction between two actors (the teacher and the student), based on the mechanisms of discursive analysis, through the discursive strategy, with the aim of developing the student's discursive capacity as an element of English communication competence. The discursive approach to the literary text involves the study of its context and the conditions of text production through learning situations and discursive strategies in order to use them in more complex contexts from everyday reality. The discursive approach goes beyond the limits of the text and is directed towards reflecting the critical thinking of social situations (Chapter 1, 1.3.).

3. It was elaborated the **Technology for the development of discursive capacity as an element of the English communication competence of Philology students through the discursive approach to the literary text** which is the structural set of didactic strategies applied through a strong mutual relationship with the instructional forms, contents, outcomes, as well as a certain higher form of didactic normativity, which favors the realization and regulation of the training process (Chapter 2, 2.2, 2.3.) [6].

There were designed the mechanisms of the discursive analysis of the literary text, which conditioned the development of the **Discursive Strategy** for their implementation (Chapter 2, 2.2, 2.3.).

There were identified the specific methodological principles for the development of communication competence through the discursive approach to the literary text, in accordance with the specifics of the communicative paradigm of the English Didactics and in accordance with the recommendations of the Common European Framework of Reference for Languages: *the pragmatic-semantic principle, the dialogical principle of text interpretation, the principle of intertextuality, the principle of interpretive cooperation, the principle of intercultural communication* (Chapter 2, 2.3.).

4. It was determined that the efficiency of the development of English communication competence through the discursive approach to the literary text occurs with the observance of certain conditions: *the use of a methodological system centered on communication situations and tasks approached contextually*;

*appropriate selection of learning situations; valorizing the interactive nature of the training process in order to ensure the acquisitions transfer in new contexts; boosting the motivational factor of student's learning; text mediation; the interdependence between the discursive perspective and dialogue, etc. (Chapter 2, 2.3.) [15].*

5. In accordance with the theoretical-praxiological syntheses of the English language didactics, it was elaborated and valorized the *Model for the development of the English communication competence of Philology students through the discursive approach to the literary text* in accordance with the Curriculum for the discipline *Interpretation of the literary text*, which, was also elaborated. ***The Model for the development of the English communication competence of Philology students through the discursive approach to the literary text*** is a methodological construct, which underpins the didactic approach to the development of communication competence, taking into account the standards of professional communication competence in English, the purpose, the objectives of the didactic approach to the development of communication competence, the pedagogical principles and conditions (linguistic, psycholinguistic and methodological) of the communication competence development process. *The Model for the development of the English communication competence of Philology students through the discursive approach to the literary text* is elaborated from the perspective of the role of the discursive approach in the English communicative paradigm, of student-centered learning, with the achievement of authentic tasks, used and integrated separately in the process of the development of the English communication competence of Philology students (Chapter 2, 2.3.) [16].

It was created and developed a complex system of tasks and discursive strategies, which ensures the optimization of the development of the English communication competence of Philology students (Chapter 2, 2.3.).

6. To determine the pre-/post-experimental level of English communication competence (low, medium, high), there were established the criteria, indicators and descriptors for each variable evaluated within the pedagogical experiment (Chapter 3, 3.1.).

7. The comparative examination of the pre-/post-experiment results, processed quantitatively and qualitatively, argued the efficiency of the *Model for the development of the English communication competence of Philology students through the discursive approach to the literary text*, highlighting a relevant improvement in the level of communication competence on all dimensions tested in the experimental group, which was provided with a differentiated pedagogical intervention, compared to the control group. The evaluation of knowledge, abilities and attitudes components demonstrates an increase at all three levels: B1, B2, C1 in both experimental groups. At levels B1 and B2 there was a decrease in the number of students positioned in favor of level C1 (Chapter 3, 3.3.).

The efficiency of the Model was certified by: the experimental results obtained at the control stage, which demonstrated relevant differences in the English communication competence of Philology students: for level C1 (*Knowledge*) there was recorded a difference of 69%; (*Application*) a difference of 62%; and for *Integration* there was identified an increase of 63%. The students of the experimental group showed prolific results, at a high level of sociocultural and pragmatic-discursive communication competences, deep knowledge, abilities and attitudes represented by *sociocultural appropriateness, coherence, cohesion, thematic development, precision, fluency, empathy and desire to learn* (Chapter 3, 3.3.).

8. The values obtained experimentally confirm the research hypothesis and have contributed to the solution of the **researched problem**: the theoretical-methodological foundation of the functionality of the *Model for the development of the English communication competence of Philology students through the discursive approach to the literary text* in order to strengthen the scientific expertise in the field of learning English and to adapt the process of the formation of communication competences in foreign languages to the new theoretical and praxiological approaches.



### **Limitations of the research:**

Despite the confirmation of the research hypothesis through the obtained experimental results, some of its limits were detected:

- It is extremely difficult to accurately assess the sociocultural and discursive repertoire of the students involved in the pedagogical experiment, given the fact that they are at the end of their studies and already possess a certain level of English communication competence.

- The selection of literary texts included in the training/formative program presented some difficulties with reference to the degree of accessibility, considering that the students subjected to the experiment have different levels of communication competence.

Based on the theoretical analyses, methodological benchmarks and investigative data, taking into account the set of advantages/contributions of the discursive approach to the literary text in English classes, we formulate the following **recommendations:**

*English teachers from Higher Education institutions:*

- Essentialization of the Technology used in the process of the literary text interpretation in order to develop communication competence in English classes, through the elaboration of the Methodological Support by developing the "Through the Text towards the Text".

- Theoretical substantiation of the application of a varied range of learning situations through the use of optimal discursive strategies for the production of a logical and coherent discourse; use of authentic learning tasks in a constructivist view.

- The use of the Model for the development of the English communication competence through the discursive approach to the literary text in the process of studying English starting from the second year within the faculties with a philological and non-philological profile;

- The elaborated Model can serve as a conceptual benchmark in the courses *Interpretation of English literary text and English Language (Oral Expression), Communication techniques through Reading*; in the development of curricular supports (collections of exercises, textbooks, methodological, analytical elaborations, etc.);

- Increasing the students' interest and intensifying their motivation to communicate as often as possible, in order to obtain confidence, fluency and correctness in expression, which is the essential pillar in preparing for a prolific professional future, by developing the Methodological Support "*Professional Communication in the English Language*".

*For researchers in the field:*

The results of the study can be used for further scientific-didactic research in the formation and development of foreign language communication competences, in valorizing the formative potential of the literary text in the English language learning process.

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## ADNOTARE

**Lașcu Tatiana, Abordarea discursivă a textului literar în dezvoltarea competenței de comunicare în limba engleză a studenților filologi. Teză de doctor în științe ale educației. Chișinău, 2022.**

**Structura tezei** cuprinde adnotări în limbile română, rusă și engleză, lista abrevierilor, introducere, trei capitole, concluzii generale și recomandări, bibliografie, constând din 251 de surse, 8 anexe, 151 pagini text de bază, 22 tabele, 33 de figuri.

**Publicațiile la tema tezei:** rezultatele generate de cercetare au fost publicate în 20 de lucrări științifice.

**Cuvinte-cheie:** competență, competență de comunicare, competență de comunicare în limba engleză, capacitate discursivă, discurs, abordare discursivă, analiză discursivă, strategie discursivă, tehnologie de dezvoltare a capacității discursive, text literar, situație de învățare, sarcini discursive, practică discursivă.

**Domeniul de studiu:** didactica limbii engleze.

**Scopul cercetării** a constat în determinarea reperelor teoretico-metodologice, elaborarea și validarea experimentală a *Modelului de dezvoltare a competenței de comunicare în limba engleză a studenților filologi prin abordarea discursivă a textului literar*.

**Obiectivele cercetării:** determinarea fundamentelor teoretice ale dezvoltării competenței de comunicare în limba engleză prin abordarea discursivă a textului literar; sintetizarea mecanismelor abordării discursive a textului literar în dezvoltarea competenței de comunicare în limba engleză la nivel universitar; elaborarea *Strategiei discursive de dezvoltare a competenței de comunicare în limba engleză a studenților filologi*; elaborarea *Tehnologiei dezvoltării capacității discursive ca element al competenței de comunicare în limba engleză a studenților filologi prin abordarea discursivă a textului literar* și consemnarea valorilor ei formative; elaborarea și valorificarea experimentală a *Modelului de dezvoltare a competenței de comunicare în limba engleză a studenților filologi prin abordarea discursivă a textului literar în procesul de învățare a limbii engleze*.

**Noutatea și originalitatea cercetării** rezidă în: conceptul de *abordare discursivă a textului literar din perspectiva valorilor educaționale*; mecanismele abordării discursive a textului literar în dezvoltarea competenței de comunicare în limba engleză la nivel universitar; *Strategia discursivă de dezvoltare a competenței de comunicare în limba engleză a studenților filologi*; *Tehnologia de dezvoltare a capacității discursive ca element al competenței de comunicare în limba engleză a studenților filologi prin abordarea discursivă a textului literar*; *Modelul de dezvoltare a competenței de comunicare în limba engleză a studenților filologi prin abordarea discursivă a textului literar*; designul și instrumentele de valorificare și argumentare experimentală a rezultativității *Modelului de dezvoltare a competenței de comunicare în limba engleză a studenților filologi prin abordarea discursivă a textului literar*,

**Rezultatele obținute care au contribuit la soluționarea problemei științifice:** fundamentarea teoretico-metodologică a funcționalității *Modelului de dezvoltare a competenței de comunicare în limba engleză a studenților filologi prin abordarea discursivă a textului literar* în vederea consolidării expertizei științifice în domeniul învățării limbii engleze și adaptării procesului de formare a competențelor de comunicare în limbi străine la noile abordări teoretice și praxiologice.

**Semnificația teoretică** a cercetării este motivată de analiza, precizarea, delimitarea și interpretarea aspectelor cadrului conceptual *al abordării discursive a textului literar* în procesul de studiere a limbii engleze; stabilirea principiilor, condițiilor, factorilor de interpretare a textului literar din perspectiva discursivă; explorarea și analiza orientărilor științifice privind valorificarea discursivă a textului literar în dezvoltarea competenței de comunicare în limba engleză prin intermediul unor situații și sarcini complexe de învățare; proiectarea mecanismelor abordării discursive a textului literar în dezvoltarea competenței de comunicare în limba engleză la nivel universitar; definirea conceptelor de *competență de comunicare în limba engleză, competență discursivă, capacitate discursivă, discurs literar, abordare discursivă a textului literar, analiză discursivă, strategie discursivă, tehnologie de dezvoltare a capacității discursive, situație de învățare, sarcini discursive*; fundamentarea *Modelului de dezvoltare a competenței de comunicare în limba engleză a studenților filologi prin abordarea discursivă a textului literar*.

**Valoarea aplicativă a lucrării** rezidă în: *Strategia discursivă de dezvoltare a competenței de comunicare în limba engleză prin abordarea discursivă a textului literar*; *Tehnologia de dezvoltare a capacității discursive în limba engleză a studenților filologi prin abordarea discursivă a textului literar*; curriculumul universitar *Interpretarea textului literar din perspectiva discursivă*; sistemul de sarcini discursive optime pentru dezvoltarea competenței de comunicare; matricea strategiilor discursive în procesul de învățare a limbii engleze; designul și instrumentele de valorificare și argumentare experimentală a rezultativității *Modelului*.

**Implementarea rezultatelor științifice** Implementarea rezultatelor științifice s-a realizat prin activitatea didactică în cadrul Universității de Stat din Tiraspol, prin comunicări la congrese, simpozioane, conferințe naționale și internaționale, publicații științifice, mese rotunde și workshop-uri în cadrul stagiilor de formare continuă. Cercetarea experimentală s-a desfășurat în cadrul Universității de Stat din Tiraspol, Universitatea de Stat din Cahul, Universitatea Pedagogică de Stat Ion Creangă, mun. Chișinău, în anii de studii 2019-2020 și 2020-2021, eșantionul experimental fiind constituit din 106 studenți.

## АННОТАЦИЯ

**Лашку Татьяна, Дискурсивный подход к художественному тексту в развитии коммуникативной компетенции на английском языке студентов-филологов**, диссертация на соискание ученой степени доктора педагогики, Кишинев, 2022.

**Структура диссертации** включает аннотации на румынском, русском и английском языках, список сокращений, введение, три главы, общие выводы и рекомендации, библиографию, состоящую из 251 источника, 8 приложений, 151 страницы основного текста, 22 таблиц, 33 рисунков.

**Публикации тезисов:** результаты исследования опубликованы в 20 научных работах.

**Ключевые слова:** компетенция, общение, ситуация общения, коммуникативная компетенция, текст, дискурсивный подход, речь, интерпретация, учебная ситуация, дискурсивная практика.

**Область исследования:** дидактика английского языка.

**Цель исследования** состоит в определении теоретико-методологических ориентиров, разработке и апробация Модели развития коммуникативной компетенции на английском языке у студентов-филологов посредством дискурсивного подхода к художественному тексту.

**Задачи исследования:** выявление теоретических основ развития коммуникативных навыков на английском языке посредством дискурсивного подхода к художественному тексту (определение понятия дискурсивного подхода к художественному тексту; установление принципов и условий развития англоязычных коммуникативных навыков студентов-филологов посредством дискурсивного подхода к художественному тексту, проектирование механизмов дискурсивного подхода к художественному тексту, способствующих развитию коммуникативной компетенции на английском языке на этапе вузовского обучения и разработка дискурсивной Стратегии развития коммуникативной компетенции на английском языке студентов-филологов; разработка Технологии развития дискурсивных навыков как элемента коммуникативной компетенции на английском языке студентов-филологов посредством дискурсивного подхода к художественному тексту; экспериментальная валоризация Модели развития коммуникативной компетенции на английском языке студентов-филологов посредством дискурсивного подхода к художественному тексту.

**Новизна и оригинальность** исследования заключается в: определении понятия дискурсивного подхода к художественному тексту с позиций образовательных ценностей; разработке механизмов дискурсивного подхода к художественному тексту в развитии коммуникативной компетенции на английском языке на этапе университетского образования; создании дискурсивной стратегии развития коммуникативной компетенции на английском языке студентов-филологов; разработке Технологии развития дискурсивных навыков как элемента коммуникативной компетенции на английском языке студентов-филологов посредством дискурсивного подхода к художественному тексту как инструментального измерения Модели развития коммуникативной компетенции на английском языке студентов-филологов посредством дискурсивного подхода к художественному тексту; оценке и экспериментальной аргументации эффективности Модели развития коммуникативной компетенции на английском языке студентов-филологов посредством дискурсивного подхода к художественному тексту.

**Полученные результаты, обусловленные решением научной проблемы,** заключаются в: теоретико-методическом, практическом обосновании функциональности Модели развития коммуникативной компетенции на английском языке студентов-филологов посредством дискурсивного подхода к художественному тексту с целью адаптации процесса обучения коммуникативным навыкам на иностранных языках студентов к новым образовательным ориентирам на основе формообразующих, фактологических, подтекстовых и ценностных ресурсов художественного текста.

**Теоретическая значимость исследования** мотивирована анализом, уточнением, определением понятия дискурсивный подход применительно к художественному тексту в процессе изучения английского языка; установлением некоторых принципов, условий, факторов интерпретации художественного текста с точки зрения дискурсивного подхода; разработкой Стратегии развития коммуникативной компетенции на английском языке через дискурсивный подход к художественному тексту; изучением и анализом научных рекомендаций относительно дискурсивного использования художественного текста в развитии коммуникативной компетенции на английском языке через комплексные учебные ситуации и задачи.

**Практическое значение работы** состоит в: разработке куррикулума для вузовского курса «Интерпретация художественного текста с позиций дискурсивного подхода»; разработке матрицы анализа дискурсивных стратегий в процессе анализа художественного текста; создании системы оптимальных дискурсивных заданий для развития коммуникативной компетенции; разработке методических рекомендаций для учителей и авторов учебных программ, методических пособий и руководств (гидов).

**Внедрение научных результатов** было достигнуто в процессе дидактической деятельности в Тираспольском государственном университете, Государственном педагогическом университете им. Иона Крянгэ, Кагульском государственном университете им. Богдана Петричейку Хашдеу, общения на конгрессах, симпозиумах, национальных и международных конференциях, научных публикаций, на круглых столах и семинарах во время курсов повышения квалификации.

## ANNOTATION

**Lașcu Tatiana, Discursive Approach to the Literary Text in the Development of the English Communication Competence of Philology Students**, PhD Thesis in Sciences of Education, Chișinău, 2022.

**The structure of the thesis** includes annotations in Romanian, Russian and English, list of abbreviations, introduction, three chapters, general conclusions and recommendations, bibliography consisting of 251 sources, 8 annexes, 151 pages of basic text, 22 tables, 33 figures.

**Thesis publications:** The results of the research have been published in 20 scientific papers.

**Keywords:** competence, communication, communicative situation, communicative competence, literary text, discursive approach, speech, interpretation, learning situation, discursive practice.

**Field of study:** Didactics of the English Language (university level).

**The purpose of the research** was to determine the theoretical-methodological benchmarks, the elaboration and validation of the Model for the development of the English communication competence of Philology students through the discursive approach to the literary text.

**The objectives of the research:** to determine the theoretical foundations of the development of English communication competence through the discursive approach to the literary text; to design the mechanisms of the discursive approach of the literary text at the university level; to elaborate *the discursive Strategy for the development of the English communications competence of Philology students*; to elaborate *the Technology for the development of the discursive capacity as an element of the English communication competence of Philology students through the discursive approach to the literary text*; to elaborate and experimentally valorize the *Model for the development of the English communication competence of Philology students through the discursive approach to the literary text in the process of learning English*.

**The novelty and originality of the research** lies in: the concept of *discursive approach to the literary text from the perspective of the educational values*; mechanisms of the discursive approach to the literary text in the development of the English communication competence at university level; *the discursive Strategy for the development of the English communication competence of Philology students*; *the Technology for the development of the discursive capacity as an element of the English communication competence of Philology students through the discursive approach to the literary text*; the *Model for the development of the English communication competence of Philology students through the discursive approach to the literary text*.

**The results obtained which contributed to the solution of the scientific problem** consists in: the theoretical-methodological substantiation of the functionality of the Model for the development of the English communication competence of Philology students through the discursive approach to the literary text in order to adapt the process of training communication competences in foreign languages to the new educational tendencies.

**The theoretical significance of the research** is motivated by the analysis, specification, delimitation and interpretation of the aspects of the conceptual framework of the discursive approach to the literary text in the process of studying the English language; the identification of the principles, conditions, factors for interpreting the literary text from the discursive perspective; the exploration and analysis of the scientific guidelines regarding the discursive valorization of the literary text in the development of English communication competence through complex learning situations and tasks; design of the mechanisms of the discursive approach to the literary text in the development of English communication competence at the university level; definition of the concepts of *English communication competence, discursive competence, discursive capacity, literary discourse, discursive approach to the literary text, discursive analysis, discursive strategy, technology for the development of discursive capacity, learning situation, discursive tasks; the substantiation of the Model for the development of the English language communication competence of Philology students through the discursive approach to the literary text*.

**The applicative value of the research** resides in: *the discursive Strategy for the development of English communication competence through the discursive approach to the literary text; the Technology for the development of the discursive ability in English of Philology students through the discursive approach to the literary text*; the university curriculum of the course *Interpretation of the literary text from the discursive perspective*; the system of optimal discursive tasks for the development of communication competence; *matrix of discursive strategies in the process of learning English*; the design and tools for valorization and experimental argumentation of the effectiveness of the Model.

**The implementation of the scientific results** was achieved through the didactic activity within Tiraspol State University, through communications at congresses, symposiums, national and international conferences, scientific publications, round tables and workshops within the continuous training courses. The experimental research was carried out within Tiraspol State University, the State University of Cahul, the Ion Creangă State Pedagogical University, Chisinau municipality, in the academic years 2019-2020 and 2020-2021, the experimental sample being made up of 106 students.

LAȘCU TATIANA

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COMPETENȚEI DE COMUNICARE ÎN LIMBA ENGLEZĂ A STUDENȚILOR  
FILOLOGI**

**SPECIALITATEA 532.02. DIDACTICA ȘCOLARĂ PE TREPTE ȘI DISCIPLINE DE  
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**Rezumatul tezei de doctor în științe ale educației**

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