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PERSUASIVE COMMUNICATION AS A CONFLICT RESOLUTION STRATEGY IN THE SCHOOL ENVIRONMENT

531.01. – Generaly Theory of Education

SUMMARY

of the PhD. Thesis in Education Sciences

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The thesis was elaborated within the Doctoral School "Sciences of Education", State Pedagogical University "Ion Creanga" from Chisinau

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The PhD. Thesis and the summary can be consulted at the library of "Ion Creanga" State Pedagogical University and on the website of National Agency for Quality Assurance in Education and Research (ANACEC) (www.cnaa.md).

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CONTENT

LIST OF ABBREVIATIONS

PC – persuasive communication

CR – conflict resolution

UPSC –Universitatea Pedagogică de Stat „Ion Creangă"

GE –experimental group

GC- control group

CONCEPTUAL MARKINGS OF THE RESEARCH

Timeliness and importance of the problem addressed. Currently, in the context of rapid transformations of the educational environment, we are witnessing, more and more significantly, an evolution of society that calls for new relationships between educational actors, in which the substance of communication loses its traditional assets, given the fact that the psychocentric paradigm replaced the "magistrocentric" paradigm.

We find that, recently, the education systems in Romania and the Republic of Moldova have been subject to changes generated by changes in the context (the emergence of the COVID-19 pandemic), in technology and in the speed of dealing with demands regarding the increase in academic results. Thus, the school is faced with the increase in absenteeism and the risk of dropping out, the decrease in motivation for learning, the increase in the incidence of conflicts and the diversification of the forms of manifestation, among which, more recently, the term taken from the Anglo-Saxon literature, bullying, is circulating.

Regarding the dimension of conflict resolution in schools, we find this concept in the following documents: *Recommendation of the European Parliament regarding key competences from the perspective of lifelong learning (2006/962/EC) – Key Competences for Lifelong Learning – a European Reference Framework, Recommendation of the European Parliament and of the Council of 18 December 2006, in Official Journal of the EU, 30 Dec. 2006*, [63], reference document that promotes the need for a set of key skills, which will allow the future citizen to flexibly adapt to a world characterized by rapid transformations; *Council Recommendation on key competencies from the perspective of lifelong learning (2018/ C 189/01) – Council Recommendation of 22 May 2018 on key competencies for lifelong learning* [64], document that launches a new set of key competencies, which regroups, redefine and complement the set of key competencies.

The educational strategies, both at the European level and at the national level, as well as the implemented projects and programs indicate the concern of the decision-making forums to solve this problem [69]. *On the other hand, teachers feel outmatched. They lose the ability to influence the psychic world of the students. Their gestures and words have no emotional impact and, consequently, are not archived in a privileged way, so that they produce thousands of other emotions that stimulate the development of intelligence* [22].

In order to achieve a significant reduction in the conflicts between students, it becomes essential to promote persuasive communication as a strategy for resolving conflicts in the school environment, which thus implies its establishment as an alternative strategy. Thus, we aim to deepen the interest in conflict resolution because it can become useful in observing how the relationship, involvement and development of students' interest evolve, and, ultimately, the evolution of academic results. In this context, it was found the emergence of research topics related to conflict resolution strategies, especially within curricular and extracurricular activities.

The diversity of the school environment, a space where educational actors with different attitudes and opinions meet, undoubtedly predisposes to numerous conflicts. The training of a conflict situation in the school environment decreases the valence of the educational act, affecting the teaching-learning activity. These considerations generated the need to approach *persuasive communication as a constructive strategy to resolve conflicts* because *change in education also involves the mutation of interpersonal relationships through the involvement of persuasion that affects the circulation of messages, whether cultural or axiological* [34, p.63]. In specialized terminology, a concrete approach focused on "strategies" appeared, in which communication conveys contents determined by the persuasion process.

The exclusively social nature of the conflict (from which the intrapersonal conflict is excluded) does not reduce it in any way from the character of a "problem", despite the fact that human interaction is responsible, par excellence, for its solution, not just individual effort, as is possible in the case of actual problem solving.

Starting from the studies that focused on persuasive communication in the educational environment, a new aspect is outlined, which emphasizes its defining role as a conflict resolution strategy.

The preliminary investigation carried out according to the epistemological study highlighted that our research would allow the resolution of a series of **contradictions** regarding:
- the lack or/and insufficient development of the competence to resolve conflicts in the school environment among teachers and students of the secondary school cycle, focused on the strategy of persuasive communication;
- the non-existence of theoretical-applicative pedagogical benchmarks for conceptualization, design, organization, realization of activities to capitalize on persuasive communication for the efficiency of conflict resolution;
- the insufficiency of national conflict resolution strategies and programs intended for students.

Description of the situation in the research field and identification of the research problem

Aspects of persuasive communication are reflected in the works of researchers C. Hovland, I. L. Janis, H.H. Kelly [41]; M. Sherif, C. Hovland [59], C.W. Sherif, M. Sherif, R.E. Nebergall [60]; W. McGuire [48, 49]; RE. Petty, J.T. Cacioppo [54], who in their theories substantiated the psychological and educational approaches of persuasive communication.

In the space of the Republic of Moldova, the following theoretical benchmarks were used: the principles of communication competence highlighted by T. Callo [4]; the concept of persuasive communication, addressed in the works of researchers T. Callo [4], E. Țărnă [31], L. Pavlenko [24], L. Secrieriu [27]; the concepts of communication and the competence of assertive communication elucidated by M. Ianioglo [17, 18, 19], the discursive competence analyzed by L. Sadovei [26] and the didactic discourse highlighted by A. Boțan-Ohrimenco [3]; didactic communication promoted by the authors N. Garștea [12], E. Țărnă [30], L. Sadovei [26]. Aiming at the initial and continuous training of teaching staff, the researches of V. Cojocaru [6], L. Cuznețov [8], V. Ciobanu [5], establish coordinates of the professionalization of the teaching career served as a reference of *self-improvement* and *the use of information and communication technologies.*

Perspectives, approaches and relevant scientific orientations that stand out in our research are: the concept of *conflict*, investigated by J. Burton [35], M. Deutsch [38], R. Lulofs, D. Cahn [46], M. A. Rahim [55, 56, 57], P. Wehr [61], B. Mayer [47], M. Mikulincer, V. Florian [50], A. Stoica-Constantin [28,29]; the concept of *conflict resolution* promoted by H. Cornelius and S. Faire [7], M. Henning [40]; *conflict management* investigated by the authors D. Patrașcu [23], M. Bocoș, R. Gavra, S-D.Marcu [2]; *conflict resolution strategies* reflected in the works of the authors H.W. Jeong [42], E. Țărnă [32, 33].

The research was based on the epistemological values of normative documents such as: *"Education 2020" Strategy* [67], *"Moldova 2030" National Strategy of Development* [68], *Education Code* [66], from the Republic of Moldova; *National Education Law No. 1/2011* [70], *the project "Educated Romania"* [62] from Romania, *Resolution of the Council of the European Union regarding a strategic framework for European cooperation in the field of education and training in the perspective of the realization and further development of the European space of education (2021- 2030)* [65].

Starting from the fact that teachers teach students to relate positively, to interact constructively even in difficult situations; to prevent, but also to resolve conflicts, and the school represents a space generating experiences aimed at consolidating the harmonious development of the personality, we decided to investigate the given problem, which, in essence, is addressed sequentially in the specialized literature.

Therefore, the exposed situation generated **the research problem**, which consists in the need to determine the theoretical-applicative foundations of the valorization of persuasive communication, which would make conflict resolution more efficient from the targeted perspective.

The object of the research: represents the process of capitalizing on persuasive communication within the educational institution, by conceiving it as a conflict resolution strategy, by developing the determined theoretical-applicative foundations.

The purpose of the research consists in the elaboration and experimental validation of *the Pedagogical Model for capitalizing on persuasive communication as a constructive strategy for resolving conflicts*, which includes the theoretical-applicative foundations of this process for secondary school students.

General research hypothesis: Leveraging persuasive communication as a conflict resolution strategy will be effective if we:
 - substantiates the conceptual and theoretical framework aimed at persuasive communication as a strategy for resolving conflicts in the school environment;
 - analyze the conflicts in the school environment caused by the lack of persuasive communication
 - identify the principles of persuasive communication as a strategy for resolving conflicts in secondary schools;
 - specify the configuration of conflict resolution strategies in educational practice;
 - develop, experiment and validate *the Pedagogical Model for capitalizing on persuasive communication as a constructive strategy for resolving conflicts* and the *Strategic Program for resolving conflicts through persuasive communication* that incorporates the theoretical-applicative foundations of the aforementioned process.

In full agreement with the purpose and hypothesis of the research, we formulate the following **objectives**:
 1. Foundation of the conceptual and theoretical framework aimed at persuasive communication as a strategy for resolving conflicts in the school environment;
 2. Analysis of conflicts in the school environment caused by the lack of persuasive communication;
 3. Identifying the principles of persuasive communication as a strategy for resolving conflicts in secondary schools;
 4. Specifying the configuration of conflict resolution strategies in educational practice;
 5. The development and experimentation of the pedagogical model for capitalizing on persuasive communication as a constructive strategy for conflict resolution and *the Strategic Program for resolving conflicts through persuasive communication.*

Synthesis of research methodology and justification of research methods.

The research involved a thorough analysis of theories, concepts, laws, principles in the field of pedagogy, psychology, psychosociology, age psychology, management.

In particular, the following served as theoretical benchmarks: the concept of *persuasion* (Ch. Larson [21], R.H. Gass, J.S. Seiter [11], J.N. Kapferer [20], K. Hogan [16], I. Dafinoiu [9]), *conflict resolution* (H. Cornelius and S. Faire [7], A. Saiti [58], M. Henning [40], A. Stoica-Constantin [28, 29], D. Patrașcu [23], M. Bocoș, R. Gavra, S-D. Marcu [2]) *conflict resolution programs* (T. Jones [44], B. Mayer [47], H. Cornelius, S, Faire [7], O. P. Papancea Zaharia [43]), *constructivist values* (R. Mischnick [51], A. Ghicov [14, 15]).

The methods applied in research. The following methods were applied in the research: scientific documentation, analysis, synthesis, comparison, generalization, systematization, classification, design, pedagogical experiment, testing, questioning, conversation, analysis of school documents, quantitative (SPSS-21 program) and qualitative processing of research results, interpretation, formulation of conclusions and recommendations.

The novelty and scientific originality of the research is objectified by: determining the theoretical and praxeological foundations from the perspective of conflict resolution in the school environment; the development of the *Pedagogical Model for capitalizing on persuasive communication as a constructive strategy for resolving conflicts*; the elucidation of the curricular premises of the use of persuasive communication; design, implementation and experimental validation of *the Strategic Program for resolving conflicts through persuasive communication*.

The main scientific results obtained in the research reside in the determination and validation of the theoretical-applicative foundations, incorporated *in the Pedagogical Model for capitalizing on persuasive communication as a constructive strategy for resolving conflicts*, the implementation of which led to the formation and consolidation of persuasive behavior in conflict resolution and contributed to the formation of positive, constructive behavior of secondary school students based on persuasive communication.

The theoretical significance of the research consists in updating the concepts of persuasive communication and conflict; the systematization of research on conflict resolution strategies in the school environment; establishing the theoretical foundations of persuasive communication; identifying persuasive communication as a process, product, finality; analytical designation of the characteristics of persuasive speech; the elucidation of trends in the process of persuasive communication; configuration of regulatory units (PC and CR).

The applicative value of the work consists in the elaboration and validation of the set of pedagogical tools and theoretical-applicative foundations, concentrated in the components of *the Pedagogical Model for capitalizing on persuasive communication as a constructive strategy for resolving conflicts*. Also, *the Strategic Program for resolving conflicts through persuasive communication* can be effectively implemented in the valorization of persuasive communication, both within formal education and in student counseling activities aimed at resolving conflicts in educational institutions.

The implementation of the scientific results was carried out in two educational institutions from Botoşani county: "Leon Dănăilă" Secondary School, Darabani and Secondary School No. 1, Dorohoi.

Approval of scientific results. Conceptual landmarks regarding the valorization of persuasive communication as a conflict resolution strategy, as well as the methods, strategies, techniques applied are reflected in communications at scientific conferences (Influence and persuasion in communication, in the annual conference of doctoral students "Current problems of the humanities", Chisinau, UPSC, 2018; Conditions for the effectiveness of persuasive communication in an educational context, in the annual conference of doctoral students "Current problems of the humanities", Chisinau, UPSC, 2019; Continuous training of teaching staff in the direction of capitalizing on persuasive communication as a strategy for solving school conflicts through innovative technologies, in: Scientific Conference "Education from the perspective of the Class of the Future concept", Chisinau, UPSC, 2020)

Publications on the topic of the thesis: the research results were reflected in 20 scientific articles.

The volume and structure of the thesis. The thesis contains: introduction, three chapters, general conclusions and recommendations, bibliography (211 sources), annotation, key concepts, glossary of terms, list of abbreviations, 12 appendices, etc. In total, it contains 150 pages of basic text, 37 figures and 33 tables. Publications on the topic of the thesis: 21 scientific papers (articles in specialized magazines and communications at national and international conferences in Romania and the Republic of Moldova).

Key words: *communication, persuasion, persuasive communication, strategy, conflict resolution strategy, regulatory unit, strategic program, conflict-persuasive communication relationship, constructivism.*

THESIS CONTENT

In the **Introduction**, it is specified the theme and importance of the problem addressed, hypothesis, purpose, objectives, novelty and originality, the scientific results obtained in the research, the theoretical significance, the applicative value of the work are specified; implementation and approval of research results, keywords and summary of thesis sections.

Chapter 1, **Theoretical milestones regarding persuasive communication**, contains the theoretical study of the problem and highlights the content of the basic concepts: *communication, persuasive communication, persuasive style, strategy, conflict resolution strategy, personal approach prevailing in conflict*. In this chapter, the history of the evolution of persuasive communication and conflict resolution strategies was analysed and described, the stages of the formation of the concept of persuasive communication were determined, the role of ensuring the effectiveness of persuasive communication as a conflict resolution strategy was analysed.

The notion of *persuasive communication* highlights the valences of the valorisation of the educational message in the psychosocial sphere of the educable. The invocation of persuasive communication is made with reference to the reality of communication in the school environment, from theoretical-applicative needs, i.e. in explanatory educational contexts, generated by the logic of pedagogical discourse in general.

The description of the evolution of the concept of *persuasive communication* is achieved, directly, by calling on the umbrella concept of persuasion. The term *persuasive communication* was used in the works of researchers: H.D. Lasswell [45], W. McGuire [48, 49], J.G. Delia, S.L. Kline, B.R. Burleson [37], J.N. Kapferer [20], both from the aspect of analyzing the premises and mechanisms underlying persuasive communication, as well as from the angle of persuasive strategies.

Representative ideas for the transmission routes of persuasive communication can be found in the works of the authors R.E. Petty and J.T. Cacioppo [53, 54], S. Chaiken, A. Liberman, A.H. Eagle [36].

The clarification of the occurrence of the concept of *persuasive communication* as a pedagogical problem requires a diachronic approach to the concept of persuasion in scientific literature, to illustrate the many meanings attributed to this notion during its evolution, highlighting its components and features. From the perspective of understanding and using the concept of *persuasive communication* correctly, it is important to understand its procedural dimension, following the recommendation of the authors R.H. Gass and J. S. Seiter: "persuasion is better understood as an activity in which people engage, and by approaching persuasion as a process, practitioners and researchers are more likely to understand how it works or what drives it because they focus on what happens, not only on the results" [11, p. 46].

Corroborating the definitions expressed by various authors from various fields, we expound the definition of persuasive communication to which we adhere as a vision*: a process of influencing a person's thoughts, ideas and attitudes, capable of triggering certain changes, without being correlated with imposition or coercion.*

Since the term persuasive communication has been enriched, receiving various meanings, depending on the perspective from which it was approached by modern science (mass media, public relations, sociology, psychology, psycho-sociology, psychology of communication, pedagogy), I considered necessary an analysis of these approaches, from the angle of five dimensions: psychology of communication, psycho-sociology, sociology, psychology and pedagogy. This incursion also implies the need for a dynamic approach, but also the need for an interdisciplinary alliance to elucidate the deep meanings of persuasive communication.

R. H. Gaas, J. S. Seiter establish the fact that persuasion, and therefore also persuasive communication, "implies one or more persons involved in the activity of creating, intensifying, modifying or suppressing opinions, attitudes, intentions, motivations and/or behaviours within the restrictions of a certain communication context" [11, p 40]. When we refer to the educational context, in the situation where the teacher shows positive attitudes and gives the student confidence in his ability to solve certain situations, his personal beliefs are significantly influenced in order to succeed and solve difficult tasks.

In the given order of ideas, we mention that it is recognized that the clear communication of an intended meaning is usually a major objective of the teaching staff, if he aims to increase the student's understanding or to influence his opinion, attitude or action [88]. In these conditions, the psychologist R. Cialdini believes that the behavioral mechanisms set in motion by the compliance of the principles of persuasion (reciprocity, commitment, social validation, attractiveness, authority and rarity) support the manifestation of the act of complacency without the exercise of pressure and, in many cases, without persuasion to become apparent. Scientific research leads us to the idea that the elements with implications in persuasive communication refer to characteristics of the source, the message, the channel, the receiver.

Synthesizing the above, the idea that can be distinguished is that the diachronic approach to the concept of persuasive communication contributes to the illustration of the many meanings attributed to this notion. Therefore, the clarification of perspectives, theories and conceptions regarding persuasive communication contributes to the establishment of some premises of its implications aiming at the constructive potential in the issue of conflict through the opportunities offered for maturation and development through education, stimulating personal evolution.

The scientific approach to the conflict resolution process involves clarifying the concept of conflict, but also the resolution of the conflict. Therefore, conflict resolution is located at the intersection of several scientific fields, such as: psychology, sociology, pedagogy, law, political science, management, ethics. Generally, the conflict is a complex process, and explanations cannot be generalized by only one science, because the conflict is a characteristic of all human interactions and situations (personal, educational, family, economic, political, social) [33, p. 8].

Starting from a wide variety of criteria, the specialized literature provides for a variety of typologies of conflicts. However, we share the idea of I.O. Pânișoara, according to which the wide development of the links between the types of conflicts and the flexibility of the borders between them significantly diminishes the effectiveness of some criteria, in the absolute sense of the word, for their typology [25, p. 160]. The procedural, systemic perspective of a certain set of criteria that would operate at the same time is suggested.

The conflict-persuasive communication relationship is reflected in the fact that situations in the school environment bring into play different conflicting relationships, but what fascinates in the educational activity is precisely the possibility of resolving conflicts by finding a balance point, through persuasive communication.

Another trend in educational theory and practice refers to ensuring informational and interpersonal exchange based on persuasive force. In this context, L. Ezechil supports the opinion that the ability to convince (or persuasive force) falls into the category of defining behaviours for pedagogical aptitude [10, p. 67]. The trend of using persuasive communication, perceived as an effective method in the instructive-educational activity, becomes very important, especially in situations of optimal resolution of the conflicts that have arisen and which require effective management to regulate dissensions and confer security on students in the educational space.

Chapter 2, **Methodological positioning: the strategy for resolving conflicts based on persuasive communication**, highlights strategies for resolving conflicts in educational policies and practices, approaches to persuasive communication in an educational context, captures scenarios of the use of persuasive communication as a constructive strategy for resolving conflicts in the school environment.

Studying the educational policy and curriculum documents, we notice that the emphasis is on the preventive dimension of conflicts, and less on the fixer one. On the other hand, regarding the phenomenon of violence in the school environment, it is important that education for conflict resolution to be an integral component in the basic structure of prevention. "Even if conflict resolution is far from being the main solution in preventing violence, it will still play a significant part in the preventive strategy" [23, p. 279].

In the context of the use of *praxeological methods*: application tests, questionnaires, it was found that the students find the conflicts as part of the reality of the school, being inevitable, the causes and ways of manifestation are diverse, and the design of this phenomenon leads to the acquisition of some resolution configurations.

Traditional approaches to conflict resolution, which focus largely on mediation and negotiation, and the fact that programs promoted in schools are based on this guideline, were also highlighted. Alongside these, newer, alternative programs emphasize either transformative mediation or bifocal mediation [52]. Generally, conflict resolution education programs provide students with an understanding of the nature of conflict, the dynamics of power and influence acting in conflict, and the role of culture in how we view and respond to conflict [44, p. 234].

A special place is assigned in this chapter to highlighting the different personality types of secondary school students who display different characteristics and present various approaches to communication and interpersonal conflict resolution.

Persuasive effort is a behavioural indicator that we attribute almost exclusively to the teacher, firstly because the teacher is the one who issues the informative-formative influence and secondly because the magnitude of the influence he exerts depends on the impact his intervention can produce [10, p. 75].

The appreciation of the quality of persuasive communication is reflected by the *criteria, indicators and descriptors of persuasive communication*, developed for the purpose of research, in full correlation with the values and principles of persuasive communication in terms of conflict resolution.

The epistemological benchmarks and *the results from the pre-experiment* are analysed, the level of persuasion and the prevailing personal approach in conflict of the teaching staff and the need to propose in the future a *Program for capitalizing on persuasive communication as a conflict resolution strategy* were determined.

Aiming at the training of students from the perspective of conflict resolution, we started from the initial purpose of designing the *Conflict Resolution Questionnaire*, developed by J. McClellan, that of "measuring the levels of students' awareness, knowledge, frequency of involvement and skills regarding conflict resolution" [apud 40, p. 45] and we established *Criteria, indicators and descriptors of conflict resolution*, the application of which confirmed the idea that through a formative approach, better results can be achieved in the constructive resolution of conflicts by secondary school students.

The chapter describes the **Pedagogical Model for capitalizing on persuasive communication as a constructive strategy for resolving conflicts**, which has as its premise pedagogical and psychological foundations and conceptualizes theoretically and practically the valorisation of persuasive communication by pre-university teachers in the perspective of conflict resolution by students in classes of secondary school.
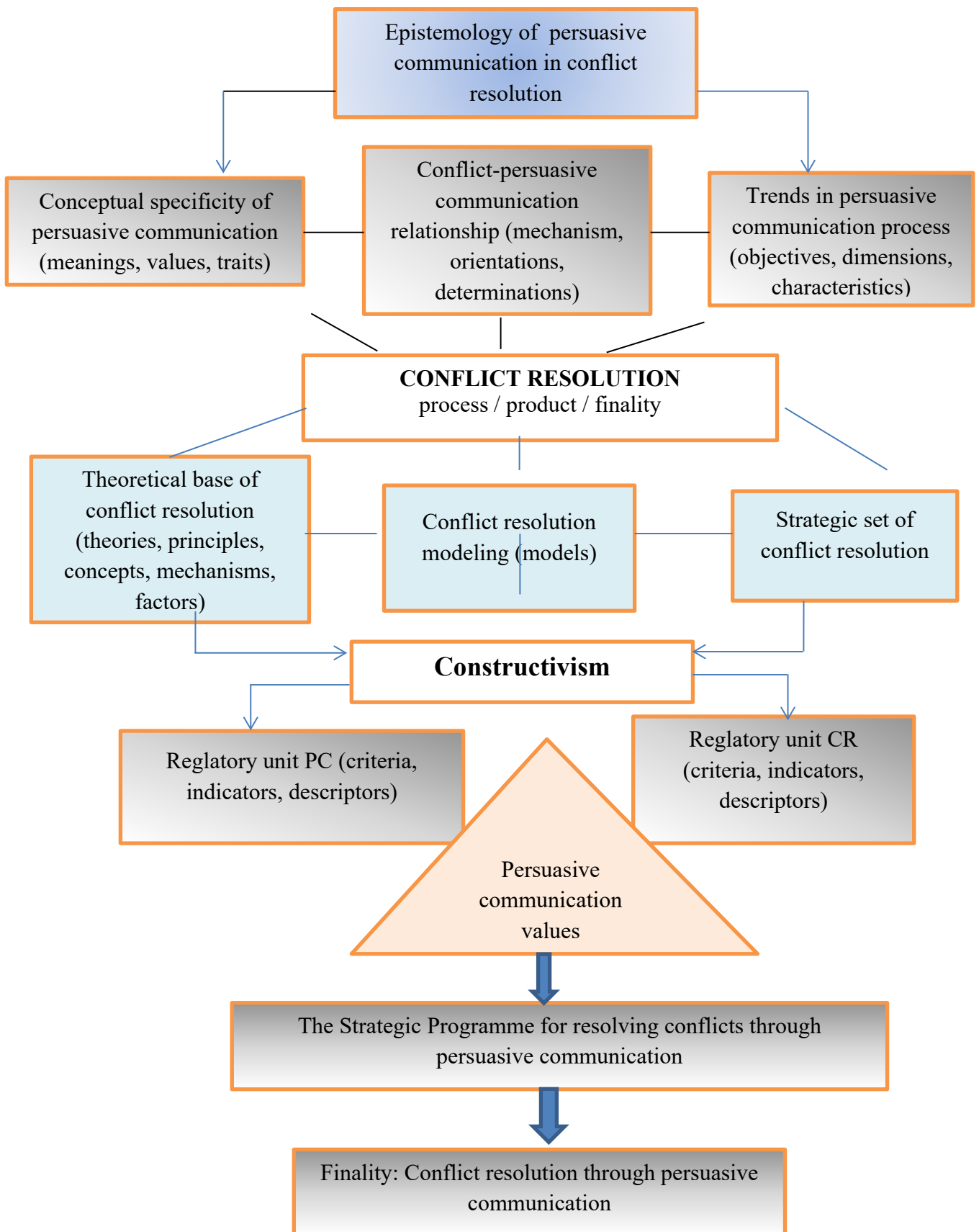
Fig.1. *Pedagogical Model of capitalizing on persuasive communication as a constructive strategy for resolving conflicts*

From a general perspective, the components of the *Pedagogical Model for capitalizing on persuasive communication as a constructive strategy for resolving conflicts* are considered interconnected parts, forming a unit irreducible to the characteristics of the component elements [89].

The Pedagogical Model of capitalizing on persuasive communication as a constructive strategy for resolving conflicts (Figure 1.) represents an ideational construct that orients educational interventions to a juxtaposition of the general stages of argumentation with the special phases of acquiring the restructuring of thinking or attitudes through persuasive communication in the direction of conflict resolution in the school environment.

Figure 1. presents *the Pedagogical Model for capitalizing on persuasive communication as a constructive strategy for resolving conflicts*, based on the epistemological resources of persuasive communication (theories, paradigms, principles), which facilitates the development of an overall and integrated vision of persuasive communication as a resolution strategy of conflicts, with the aim of highlighting the evolution of communicative strategies.

The Pedagogical Model is based on taking into account the educational situation, the specifics of the school environment, the achievement of the objectives of capitalizing on persuasive communication by teachers, observing the general phases of using persuasive communication and their correlation with the stages of the formation of behaviour and attitudes, the valorisation of the principles of exploitation of persuasive communication and compliance with the necessary conditions, implementation of specific techniques for the valorisation of this communication [89].

The development of *the Pedagogical Model for capitalizing on persuasive communication as a constructive strategy for resolving conflicts* involved the analysis of the principles of persuasion proposed by R. Cialdini: the principle of authority, the principle of attractiveness, the principle of reciprocity, the principle of commitment, the principle of social validation (consensus) and the principle of rarity and his opinion according to which: *"behavioural mechanisms set in motion by these principles allow the act of compliance to be triggered without the application of pressure and, often, without the manipulation becoming evident"* [13, p. 51].

The development of *the Pedagogical Model for capitalizing on persuasive communication as a constructive strategy for resolving conflicts* also involved the analysis of the essential principles of conflict approach: tolerance, opportunity, efficiency, transparency, conception, foresight.

Conflict resolution focuses on an interactive process of communication, and "the information sent and received can contribute to starting a dialogue in full consensus and smoothing out differences" [1]. The approach to resolving conflicts through persuasive communication, starting from *the Pedagogical Model* presented in figure 1., requires an authentic **educational program/curriculum**, focused on three components:
- ➢ the set of conflict resolution principles, starting from the fundamental principles of conflict resolution education;
- ➢ *the set of principles of persuasion*;
- ➢ *the principles of persuasive communication in terms of conflict resolution* (using persuasive communication as a conflict resolution strategy).

The principles of conflict resolution, proposed by the authors W. Ury, R. Fisher and Patton, in the work *Getting to Yes* [39], become fundamental to help students know and apply conflict resolution strategies. We reproduce these guidelines, also useful for our research: the principle of separating individuals from the problem (of perception, emotional or communication); the principle of focusing on interests, not positions; the principle of creating options for a mutual gain; the principle of using objective criteria.

The Pedagogical Model of capitalizing on persuasive communication as a constructive strategy for resolving conflicts aims at approaching the phenomenon from: (1) the perspective of capitalizing on the teacher's persuasive communication; (2) the perspective of promoting the

values of conflict resolution for students by capitalizing on persuasive communication. In our view, the skills to learn how to resolve conflicts can be taught and learned, but especially strengthened through reflection and analysis.

In conclusion, *from the Pedagogical Model for capitalizing on persuasive communication as a constructive strategy for resolving conflicts, we derive the idea that, based on the premise of the epistemology of persuasive communication in conflict resolution and taking into account the conceptual specificity of persuasive communication (meanings, values, features), the conflict relationship - persuasive communication (mechanisms, orientations, determinations) and trends in the process of persuasive communication (objectives, dimensions, characteristics)* we can substantiate **the resolution of conflicts** as a *process/product/finality*. To this system is subordinated the *theoretical basis of conflict resolution (theories, principles, concepts, mechanisms, factors), the modelling of conflict resolution (models) and the strategic set of conflict resolution* that support the paradigm of **constructivism** *through the PC regulatory unit (criteria, indicators, descriptors) and the CR regulatory unit (criteria, indicators, descriptors)* that contribute to shaping the values of **persuasive communication**. Thanks to the educational approach included in the *Strategic Program for resolving conflicts through persuasive communication, education for conflict resolution is promoted, and the goals of these activities are reflected in conflict resolution through persuasive communication.*

In Chapter 3 **"Experimental Validation of the Strategic Program for resolving conflicts through persuasive communication"** the experimental research design and information on the pedagogical experiment are disclosed.

Through the methodological approach of the research, it is proposed to experimentally validate the components of *the Pedagogical Model* that ensures the valorisation of persuasive communication as a strategy for resolving conflicts in the school environment.

The objectives of the research, which emphasized the essence of the pedagogical experiment as a staged and complex process, were:
- investigating the students' persuasive communication by determining the level of persuasion;
- investigating ways to resolve conflicts by determining the level of conflict resolution and efficiency in this process (for students);
- establishing the effectiveness of *the Strategic Program for resolving conflicts through persuasive communication* for students.

The pedagogical experiment was carried out in three stages:
1. The stage of ascertaining the initial level of persuasion of the students; establishing the efficiency in resolving conflicts by students and the level of conflict resolution;
2. The formative stage, of applying the *Strategic Program*;
3. The final stage, checking the level of persuasion and of increasing efficiency in approaching and resolving conflicts.

Working assumptions:
1. There are significant differences regarding all the researched dimensions concerning conflict resolution between students who participate in the Strategic Program for resolving conflicts through persuasive communication and those who did not benefit from it.
2. There are significant differences regarding the efficiency in resolving conflicts and, respectively, the level of conflict resolution between students who participate in the Strategic Program for resolving conflicts through persuasive communication and those who did not benefit from it.

Research sample
In the experiment, 138 and 24 of their teachers were trained during the 2020-2021 school year. We proceeded to randomly divide them into two groups: the experimental group and the control group (students). The formative experiment was carried out in experimental groups, on a sample of 69 students. The students included in the experiment are between 11 and 15 years old (school year 2020-2021), belonging to the 5th, 6th and 7th grades. Their participation in the research was voluntary, they being assured of the confidentiality of the answers provided.

Table 1. Experimental research methodology

Time of application	Investigation methods	Total sample (24 teachers; 138 students)
pretesting post test	Are you persuasive in communication? (questionnaire adapted from E. Ţărnă)	- 138 students
pretesting post test	Conflict resolution questionnaire (Mc Clellan, 1997)	- 138 students

We present in Table 2., the t-test for independent samples, the ascertainment stage.

Table 2. Independent samples t-test, students (finding stage)

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
effectiveness in conflict	.113	.737	1.821	136	.071	2.56522	1.40888
			1.821	135.801	.071	2.56522	1.40888
conflict resolution score	.080	.777	.959	136	.339	.18841	.19637
			.959	135.119	.339	.18841	.19637

Regarding efficiency in conflict, the averages of the 2 groups are close to 2.46 and 2.27 and the standard deviations are also 1.10 and 1.19. Effectiveness in conflict is measured on a scale from 1 to 5, with high scores indicating a higher estimate of effectiveness in resolving conflicts. Levene's test tells us that the variances of the two groups are equal. The p-value calculated for it is equal to 0.737. Being greater than the theoretical threshold of 0.05, we cannot reject the null hypothesis of equality of variances. For this reason, we read the t-test from the Equal variances assumed line. The t-test indicates that the two means are close: the calculated p-value is equal to 0.071, which is higher than the theoretical threshold of 0.05.
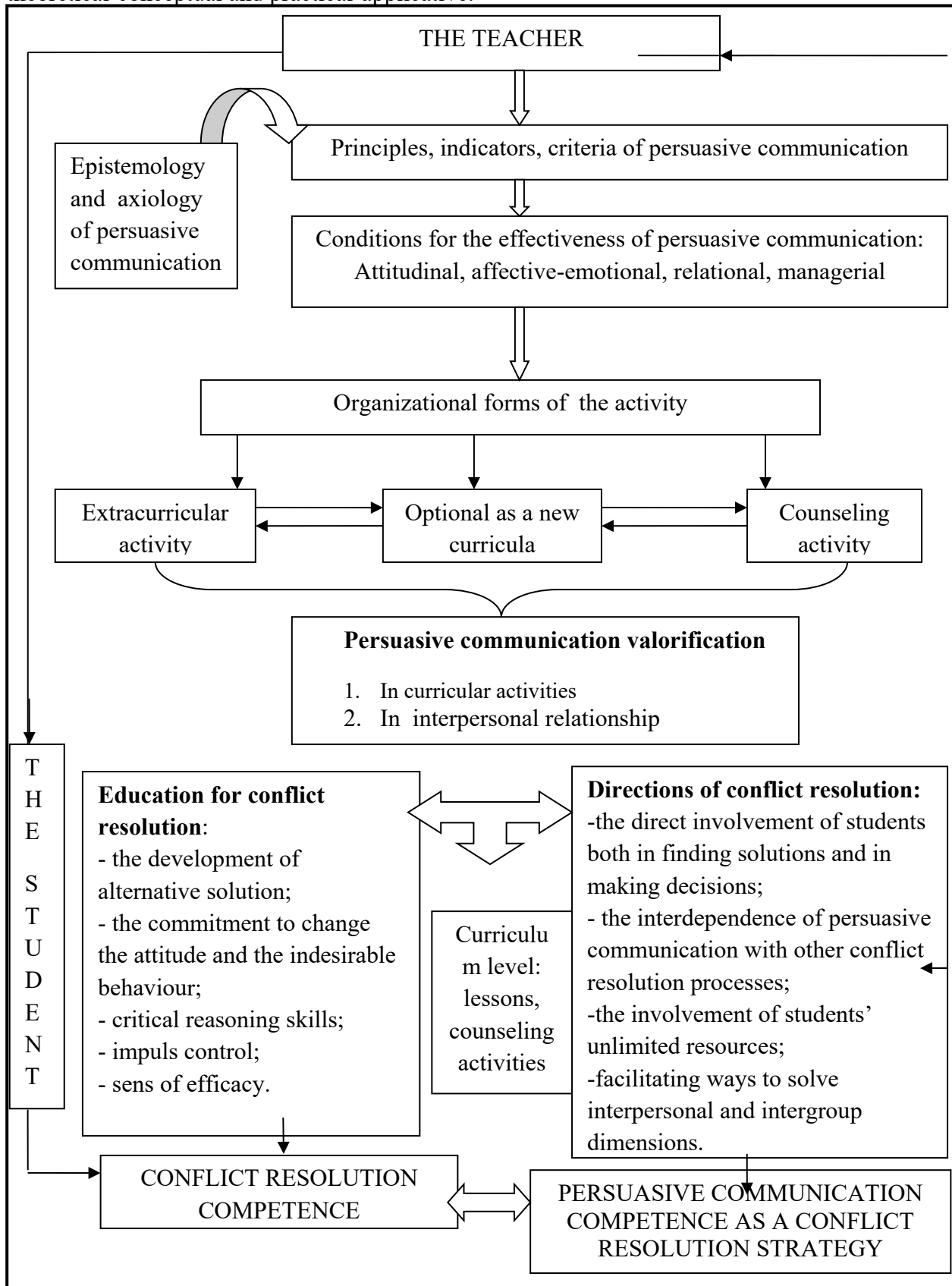
Regarding the total score of conflict resolution, obtained from the summation of the 10 important dimensions of conflict resolution, the averages of the 2 groups are close to 120.81 and 118.24 and the standard deviations are the same 8.11 and 8.43. Each of the 10 dimensions can be appreciated with a score between 4 and 20, so the conflict resolution score obtained can be between 40 and 200. Levene's test tells us that the variances of the two groups are equal. The p-value calculated for it is equal to 0.777. Being greater than the theoretical threshold of 0.05, we cannot reject the null hypothesis of equality of variances. For this reason, we read the t-test from the Equal variances assumed line. The t-test indicates that the two means are close: the calculated p-value is equal to 0.339, which is higher than the theoretical threshold of 0.05.

According to the two previously formulated assumptions, we note that the two groups are homogeneous in terms of *conflict efficiency and the total conflict resolution score*.

The results recorded at the observation stage of the experiment regarding persuasive communication and conflict resolution methods for secondary school students confirm the idea that they need to be trained in conflict resolution strategies.

The Strategic Program for resolving conflicts through persuasive communication (fig. 2.) proposes the combination of the two perspectives (the teacher's, respectively the student's), where the persuasive communication component represents the specificity of ensuring efficiency in conflict resolution.

For the permanent adaptation to the new openings in the field of communication and educational management, the involvement of teaching staff was ensured in the direction of the implementation of the educational approach in the student classes, having a dual character, both theoretical-conceptual and practical-applicative.

THE TEACHER

Epistemology and axiology of persuasive communication

Principles, indicators, criteria of persuasive communication

Conditions for the effectiveness of persuasive communication: Attitudinal, affective-emotional, relational, managerial

Organizational forms of the activity

Extracurricular activity

Optional as a new curricula

Counseling activity

Persuasive communication valorification

1. In curricular activities
2. In interpersonal relationship

THE STUDENT

Education for conflict resolution:
- the development of alternative solution;
- the commitment to change the attitude and the indesirable behaviour;
- critical reasoning skills;
- impuls control;
- sens of efficacy.

Curriculum level: lessons, counseling activities

Directions of conflict resolution:
-the direct involvement of students both in finding solutions and in making decisions;
- the interdependence of persuasive communication with other conflict resolution processes;
-the involvement of students' unlimited resources;
-facilitating ways to solve interpersonal and intergroup dimensions.

CONFLICT RESOLUTION COMPETENCE

PERSUASIVE COMMUNICATION COMPETENCE AS A CONFLICT RESOLUTION STRATEGY

Fig. 2. Strategic Program for resolving conflicts through persuasive communication

Regarding the students in the experimental group, they participated in the *Strategic Program for resolving conflicts through persuasive communication*, implemented in the school units involved in the research, by the teaching staff, in the form of an optional subject (but which had an experimental character) or through merger, within other disciplines (*Romanian language and literature, Social education, Counselling and personal development*, etc.).

Among teaching staff, the project was disseminated within two Methodical Commissions, respectively within a Teacher's Council. Within the methodological committees/specialist departments, curricular resources were used to ensure teachers the use of persuasive communication as a conflict resolution strategy for students in grades V-VII: the scientific essence and content of the concepts of persuasive communication and conflict, the principles of persuasive communication and conflict resolution, conflict typology, conflict resolution strategies, values of persuasive communication, models and theories regarding persuasive communication and conflicts, mechanisms for increasing efficiency in conflict resolution, valuing knowledge about conflict resolution strategies in educational practice, criteria, indicators and descriptors evaluation of conflict resolution by students. At the same time, the activities implemented in the classroom by the teachers who taught the students who made up the experimental group were monitored.

At the curricular level, the component of capitalizing on persuasive communication as a conflict resolution strategy, implemented by teachers (through the *Strategic Program*) aimed at strengthening the decision-making competence of students in terms of control, organizational skills, reflective thinking, alternative solutions and efficiency. The content of the formative research approach included 12 activities: initial assessment, understanding of conflict resolution, causes and effects of conflicts, conflict typology, approaches to conflict resolution programs, conflict resolution strategies, communication and conflict, emotion and conflict, conflict behaviour, resilience and conflict, the use of private rights in conflict resolution, final evaluation.

The control experiment was carried out in order to verify the results of the training activity, after a certain break, and two questionnaires were applied: *Are you persuasive in communication?* and *the Conflict Resolution Questionnaire*.

Establishing in a comparative plan the results of the evaluation of the research subjects (experimental group and control group), following the implementation of the *Strategic Program* and its application in the didactic activity, we reproduce the values obtained corresponding to some items of the *Questionnaire Are you persuasive in communication?*.
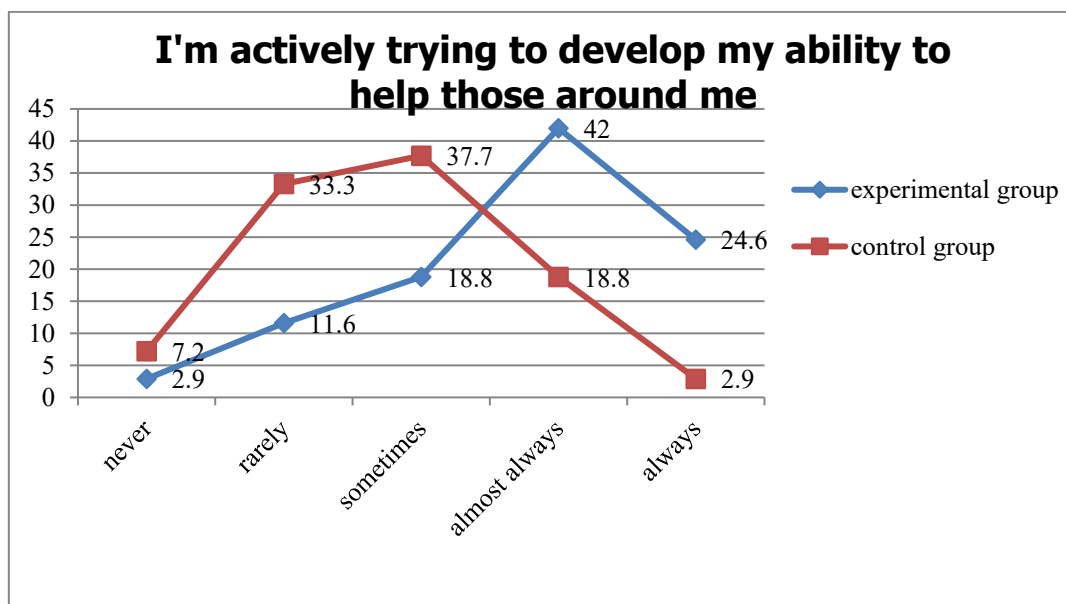
Fig. 3. Levels of quality of argumentation in conflict resolution (item 1, control stage)

Analysing the results of the research, obvious differences can be observed between the two groups: if for the subjects of the experimental group the variants *never*, respectively *rarely* are preferred by very few students (2.9%, respectively 11.6%), for the subjects of the control group the percentages are 7 .2%, respectively 33.3%. For the variant *sometimes* the percentages differ (18.8%-GE; 37.7%-GC), but for *almost always* and *always* we record in the experimental sample 42% and 24.6%, and in the control sample 18.8%, respectively 13%. The statistical calculation of the item regarding the quality of argumentation highlighted, when comparing the results obtained by the students, significant levels for the experimental group, the value of p being .002 (<.05).

Discussing the advantage of persuasive communication called persistence, without going beyond the limits and turning it into manipulation, we were interested in investigating the way in which the students participating in the formative approach went through and acquired the persuasion techniques presented.
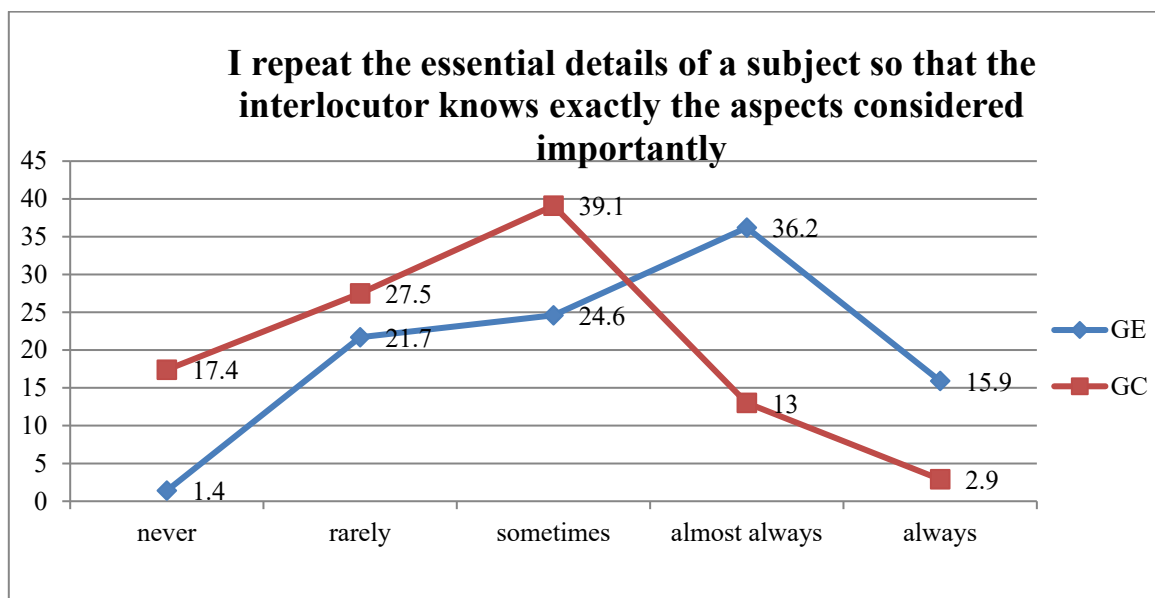
Fig. 4. Persistence results (item 3, control)

As we can see from the results inserted in Figure 3.4, subjects from the experimental group score on the dimensions *rarely, sometimes and always* higher percentages (21.7%, 24.6%, 36.2%), as well as subjects from the control group (27.5%, 39.1%, 13%). It is important to emphasize that significant differences are noted in the dimensions *never* and *almost always* (1.4% 36.2% - GE; 17.4%, respectively 2.9% - GC). The statistical calculation of the item regarding perseverance highlighted, when comparing the results obtained by the students, significant levels for the experimental group, the value of p being .042 (<.05).

Comparatively, we will represent the differences between the two groups, and respectively between the two moments of the testing following the application of the *Conflict Resolution Questionnaire.*

For item 1, vision on the conflict, in the experimental group there is an average of 14 (out of a maximum of 20), the distribution of scores among the subjects of this group is low, which means a low standard deviation: 2.49. Moreover, the subjects in the experimental group have the highest median, 14, which shows that half of the students in this group obtained a score greater than or equal to 14. These results indicate that the subjects in the experimental group manifest a view of conflict that promotes the notion of "win-win", which aims to strengthen interpersonal relationships. In the control group, the mean is noticeably lower, 11.63, the standard deviation is slightly higher, 2.62, and the median is 12.

For item 2, atmosphere, the experimental group obtained an average of 13.27, the distribution of scores among the subjects of this group is low, which means a low standard

deviation: 2.53. Moreover, the subjects in the experimental group have the highest median, 13, which shows that half of the students in this group obtained a score greater than or equal to 13. This signifies that the respondents recognize the importance of creating a therapeutic atmosphere, which promotes partnership and therefore problem solving. In the control group, the average is noticeably lower, 12.11, the standard deviation is low, 2.45, and the median is 12. The graphic representation of the averages of the two groups, and respectively in the two moments of the testing, for items 1 and 2 is shown in Figure 5.
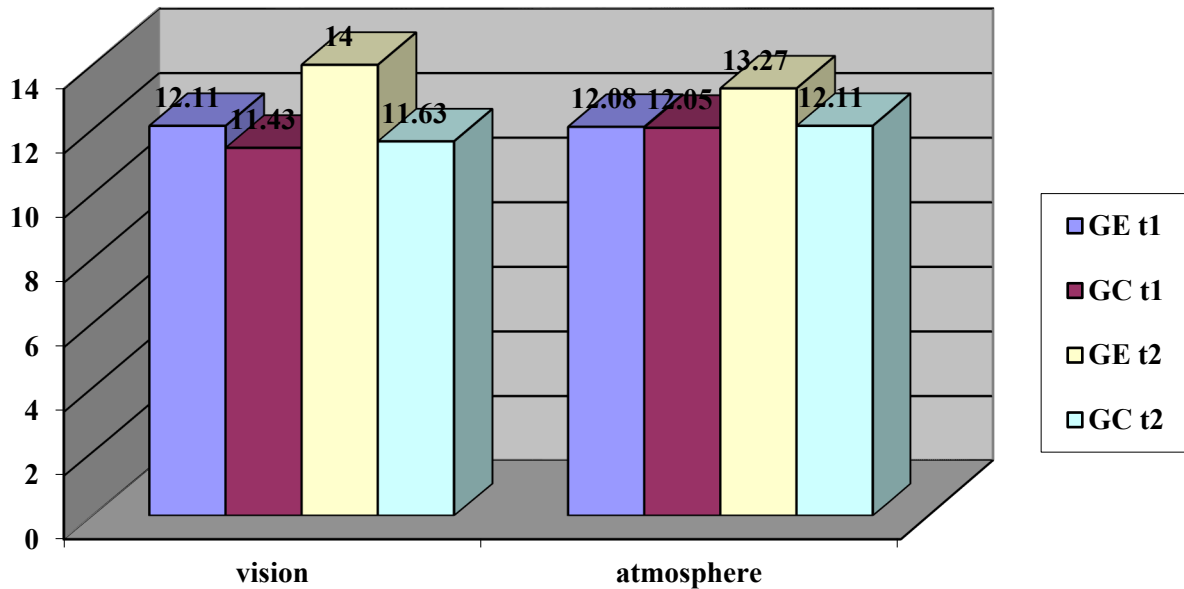
Fig. 5. The results of the vision and atmosphere factors specific to the groups (GE, GC) and the two stages (t1- detection stage, t2 – control stage)

For item 3, *clarification of perceptions*, the average of the experimental group is 14.02 (out of a maximum of 20), the distribution of scores among the subjects of this group is low, which means a low standard deviation: 2.69. Moreover, the subjects in the experimental group have the highest median, 14, which shows that half of the students in this group obtained a score greater than or equal to 14. These results indicate that the subjects in the experimental group understood after participating in the *formative approach* that the focus of a conflict is not in the objective reality, but in the way people perceive that reality: the empathy of seeing the situation as the other sees it; self-assessment for knowledge of personal fears and premises; suspending judgment and blame to facilitate a free exchange of views; adjusting solutions so as to save appearances and preserve self-esteem. At the other extreme, the subjects in the control group recorded an average of 11.92, with a median of 12, much lower results than the experimental group, which indicates low efforts to understand other points of view, as well as the impossibility of being aware of the limits own perceptions.

Item 4, *needs*, reflected significant differences between the two groups: the experimental group obtained mean 14.27, median 14, standard deviation 2.94 and the control group mean 11.59, median 11 and standard deviation 1.99. These values highlight the fact that subjects from the experimental group, after participating in the *training process*, properly identify the essential needs that must be met in resolving conflicts, while those from the control group are deficient in this regard. The graphic representation of the averages of the two groups, and respectively in the two moments of the testing, for items 3 and 4, is shown in Figure 6.
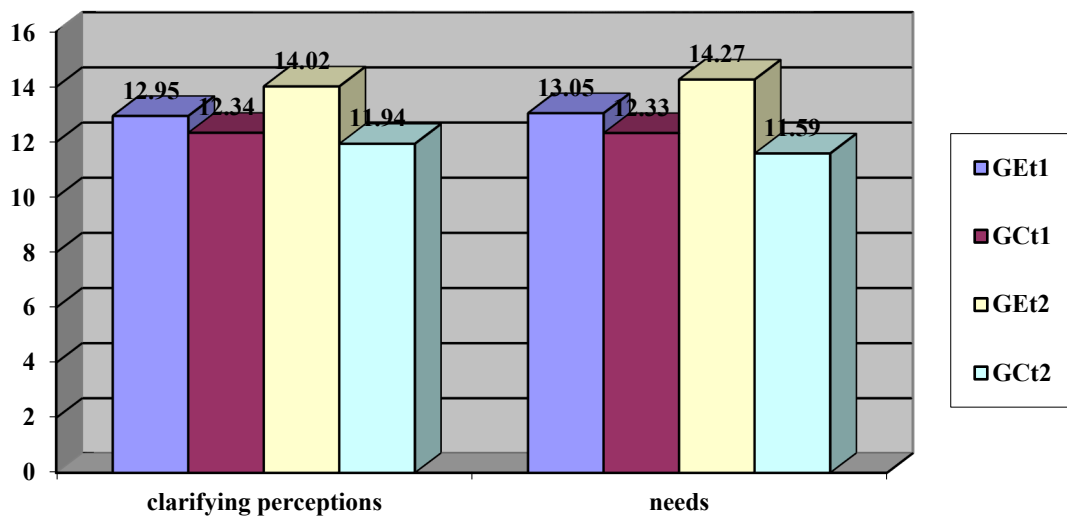
Fig. 6. The results of the factors classifying the perceptions and specific needs of the groups (GE, GC) and the two stages (t1- detection stage, t2 – control stage)

In order to ascertain the significant differences between the experimental group and the control group, the statistical analysis of the data was carried out using the t-test to compare two independent samples, the results being presented in table 3.19:

Table 3. Comparison of conflict resolution dimensions at test and retest stages of GE and GC

Dimensions	Group	T test	Threshold of significance (p)
Vision	GE	-4,806	.000
	GC	-0,564	.575
Atmosphere	GE	-2,470	.016
	GC	-0,124	.901
Clarifying perceptions	GE	-2,451	.017
	GC	0.851	.398
Needs	GE	-2,348	.022
	GC	1.923	.059
Power	GE	-2,264	.027
	GC	1,423	.159
Focusing	GE	-5,104	.000
	GC	.624	.535
Options	GE	-4,059	.000
	GC	-1,038	.303
Development	GE	-2,971	.004

19

	GC	0,776	.440
Mutual	GE	-4,058	.000
	GC	-1,547	.127
Extra considerations	GE	-2,642	.010
	GC	1.869	.066

The data in the table indicate the existence of statistically significant differences in the experimental group and the lack of significant differences in the control group in all 10 dimensions of conflict resolution by the students, which leads to the validation of the hypothesis: _there are significant differences in terms of all the dimensions researched regarding conflict resolution between students who participate in the Strategic Program for resolving conflicts through persuasive communication and those who did not benefit from it._ This fact justifies the contribution of _the Strategic Program for resolving conflicts through persuasive communication_, emphasizing its formative efficiency in the experimental group.

As a final argument, we also proposed to compare the results between the two groups of students at the testing and retesting stage. The significance of the differences between the experimental group and the control group was statistically analysed by using the t-test for the comparison of two independent samples, the results being presented in the tables:

Table 4 a.
Significance of differences between GE and GC (Finding stage)

	Testul t	p
V	1,631	.105
A	0,061	.952
C	1,487	.139
N	1,598	.112
P	0,291	.771
F	-0,893	.374
O	1,479	.141
D	-0,120	.904
M	0,285	.776
X	0,489	.625

Table 4 b.
Significance of differences between GE and GC (Control stage)

	Testul t	p
V	5,418	.000
A	2,729	.007
C	4,477	.000
N	6,261	.000
P	4,452	.000
F	5,515	.000
O	4,500	.000
D	3,194	.002
M	2,303	.023
X	5,140	.000

In this context, the hypothesis of the experimental research is validated according to which: _There are significant differences regarding the efficiency in conflict resolution and, respectively, the level of conflict resolution between students who participate in the Strategic Program for resolving conflicts through persuasive communication and those who did not benefit from it._

In this direction, the validity of the educational approach carried out in the experimental group becomes clear. By validating the hypotheses of the experiment, the effectiveness of _the Strategic Program for resolving conflicts through persuasive communication_ is established.

According to the results of both tests, a difference was found between the results of the experimental group and the control group. These data illustrate, thus, that the activity of training the decision-making competence of secondary school students was a fruitful one, the applied tools generated changes, which ensure the valorisation of that competence.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The theoretical and practical research carried out allowed the identification and clarification of the theoretical-methodological basis of the *Pedagogical Model for capitalizing on persuasive communication as a constructive strategy for resolving conflicts*. A defining aspect with regard to the school environment is represented by persuasive communication, the valorization of which is proposed as an alternative way of resolving conflicts, capable of generating the internalization of constructive patterns of approach to various conflict situations.

The analysis, synthesis, interpretation of theoretical benchmarks and research results regarding the use of persuasive communication as a solution strategy confirm the purpose of the research by achieving the expected objectives. Regarding the findings established in the theoretical and methodological plan of the research, we formulate the following general conclusions:

1. The research undertaken is aimed at one of the current, complex problems of secondary education - the use of persuasive communication as a conflict resolution strategy. Following the evolution of scientific guidelines regarding persuasive communication, the analysis of pedagogical, psychological, psychosociological and psychopedagogical approaches was undertaken. The studied problem allowed **establishing the essence of the basic concepts**: *communication, persuasion, persuasive communication, conflict resolution, personal approach prevailing in conflict, constructivism,* but also the conceptual and experiential coordinates of conflict resolution strategies in the school environment. The particularities and typologies of conflicts have been developed for the synthesis of conflict resolution. Based on the analysis of the theoretical aspects, we deduced the fact that the concepts of *persuasive communication* and *conflict resolution strategies* are articulated in a manner aimed at ensuring success in numerous conflict situations in the school environment (chapter 1). Through the theoretical study carried out, I also formulated my own definition of the concept of persuasive communication (Chap. 1, p. 27).

2. The novelty of persuasive communication research in the direction of its valorization in the school environment is indisputable, by virtue of the existence of extensive empirical studies that it enjoys. At the same time, *persuasive communication is a constitutive factor of education, a defining and structural factor in the culture of communication*. Following the examination of the epistemological framework and the synthesis of the theories that are the basis of persuasive communication, of the fundamental principles of education for conflict resolution, of persuasion, but also of persuasive communication in terms of conflict resolution (chap. 2), Criteria, indicators were elaborated and descriptors of persuasive communication (chap. 2, p. 70-71) and Criteria, indicators and descriptors of conflict resolution (chap. 2, p. 79) and it was established that continuous training for the utilization of persuasive communication is necessary to ensure the efficiency of the activity educational, and training students to resolve conflicts becomes a *sine qua non* condition of the current educational context.

3. **The exploratory study of persuasive communication outlined premises for recognizing** *persuasive communication as a conflict resolution strategy* for secondary school students, outlining *an alternative way to resolve conflicts*. The development of *the Pedagogical Model for capitalizing on persuasive communication as a constructive strategy for resolving conflicts* (subchapter 2.3.) in dependence on the determined theoretical-methodological benchmarks, allowed the design and implementation of *the Strategic Program for resolving conflicts through persuasive communication* (chap. 3, p. 105-109) who contributed to the realization of the experimental design. The approach to persuasive communication as a conflict resolution strategy involved a correlational perspective between persuasive communication and conflict resolution among students, a configuration demonstrated and validated based on the implementation of *the Strategic Program for resolving conflicts through persuasive communication* (subchapter 3.3). The essential particularities of persuasive communication were synthesized and completed to outline the values of persuasive communication, which contributed to the elaboration and

scientific justification of the questionnaire aimed at the appreciation of persuasive communication, built within the research.

4. **Predominant personal approaches to conflict by teachers and methods of conflict resolution by secondary school students were elucidated** (subchapter 2.2), thus creating conditions for the efficiency of conflict resolution through the appeal to persuasive communication.

5. The results of the experimental research (chapter 3) demonstrate the significant increase in the efficiency in resolving conflicts, including the level of persuasion of the students, as a result of the systematic, concrete activity based on the proposed *Strategic Program*.

6. **Capitalizing on** *the Strategic Program for resolving conflicts through persuasive communication* ensures a successful practice in the educational environment and represents the premise of promoting the values of respect, tolerance, empathy, positivism and real constructivism.

The scientific problem solved in the research aims to improve the efficiency of the process of capitalizing on persuasive communication and training students to resolve conflicts by: developing indicators, criteria and descriptors for evaluating persuasive communication and ways to resolve conflicts and by experimentally demonstrating the functionality of *the Strategic Program for resolving conflicts through persuasive communication* in order to ensure a safe educational climate.

In agreement with the results of the investigation, we can formulate the following recommendations:

a) **methodological**

1. The internalization and training of the values of persuasive communication within the educational activity, ensuring the valorization of persuasive competence at the level of knowledge, capacities and attitudes, is possible through training through exercises in the design of the didactic approach, which contain at the level of certain lesson sequences, techniques and mechanisms of persuasive communication.

2. Foundation of the training course *Valorization of persuasive communication as a conflict resolution strategy* and the implementation in educational practice of *the conflict resolution* option.

b) **for trainers:**

3. Promoting and ensuring the conditions for forming the values of persuasive communication within the continuous training activities/trainings, established within *the Pedagogical Model*, by capitalizing on the persuasive power of communication.

4. Evaluation of the quality of the transposition/design of persuasive communication in didactic activities through criteria/indicators/descriptors for the evaluation of persuasive communication, developed with the value of methodological tools, supported by the theoretical-practical reflections presented synthetically in *the Pedagogical Model* and *the Strategic Program for resolving conflicts through persuasive communication.*

c) **for school managers:**

5. the implementation of the CDS - Curriculum at the decision of the school "Resolving conflicts through persuasive communication" as an objective necessity, addressed to secondary school students, which would be focused on the values of persuasive communication from the perspective of changes in education, determined by the transformations that have place in society.

d) **for researchers:**

6. Exploring some innovative dimensions of persuasive communication and conflict resolution through research aimed at the development of students' persuasive communication and its formation as a strategy for conflict resolution, both in secondary and high school students.

7. Analytical disclosure of the interdependence of persuasive communication with other conflict resolution processes and the development of a formative methodology on this topic.

The investigation undertaken constitutes an arsenal of ways of further research aiming at the combinatory possibilities of the two important phenomena - communication and conflict - at all levels of school and social life, not being limited only to the educational space.

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ADNOTARE

Adăscăliței Andra-Mirabela

Comunicarea persuasivă ca strategie de rezolvare a conflictelor în mediul şcolar,
teză de doctor în ştiinţe ale educaţiei, Chişinău, 2023

Volumul şi structura tezei. Teza conţine: introducere, trei capitole, concluzii generale şi recomandări, bibliografie (211 surse), adnotare, concepte-cheie, glosar de termeni, lista abrevierilor, 12 anexe etc. În total conţine 150 pagini text de bază, 37 de figuri şi 33 de tabele. Publicaţii la tema tezei: 21 lucrări ştiinţifice (articole în reviste de profil şi comunicări la conferinţe naţionale şi internaţionale din România şi Republica Moldova).

Cuvinte-cheie: comunicare, persuasiune, comunicare persuasivă, strategie, strategie de rezolvare a conflictelor, unitate reglatorie, program strategic, relaţia conflict-comunicare persuasivă, constructivism.

Domeniul de studiu: se referă la teoria generală a educaţiei

Scopul cercetării: fundamentarea teoretico-practică a reperelor pedagogice de valorificare a comunicării persuasive ca strategie de rezolvare a conflictelor.

Obiectivele cercetării: fundamentarea cadrului conceptual şi teoretic vizând comunicarea persuasivă ca strategie de rezolvare a conflictelor în mediul şcolar; analiza conflictelor în mediul şcolar cauzate de lipsa comunicării persuasive; identificarea principiilor comunicării persuasive ca strategie de rezolvare a conflictelor în clasele gimnaziale; precizarea configuraţiei strategiilor de rezolvare a conflictelor în practica educaţională; elaborarea şi experimentarea *Modelul pedagogic de valorificare a comunicării persuasive ca strategie constructivă de rezolvare a conflictelor* şi a *Programului strategic de rezolvare a conflictelor prin comunicare persuasivă.*

Noutatea şi originalitatea ştiinţifică a cercetării este obiectivată de: determinarea fundamentelor teoretice şi praxiologice din perspectiva rezolvării conflictelor în mediul şcolar; elaborarea *Modelului pedagogic de valorificare a comunicării persuasive ca strategie constructivă de rezolvare a conflictelor;* elucidarea premiselor curriculare ale valorificării comunicării persuasive; proiectarea, implementarea şi validarea experimentală a *Programului strategic de rezolvare a conflictelor prin comunicare persuasivă.*

Rezultatele ştiinţifice principale obţinute în cercetare rezidă în determinarea şi validarea fundamentelor teoretico-aplicative, încorporate în *Modelul pedagogic de valorificare a comunicării persuasive ca strategie constructivă de rezolvare a conflictelor*, implementarea căruia a condus la formarea şi consolidarea comportamentului persuasiv în cadrul rezolvării conflictelor şi a contribuit la formarea comportamentului pozitiv, constructiv al elevilor claselor gimnaziale în baza comunicării persuasive.

Semnificaţia teoretică a cercetării constă în actualizarea conceptelor de comunicare persuasivă şi conflict; sistematizarea cercetării privind strategiile de rezolvare a conflictelor în mediul şcolar; stabilirea fundamentelor teoretice ale comunicării persuasive; identificarea comunicării persuasive ca proces, produs, finalitate; desemnarea analitică a caracteristicilor discursului persuasiv; elucidarea tendinţelor în procesul comunicării persuasive; configurarea unităţilor reglatorii (*comunicare persuasivă* şi *rezolvarea conflictelor*).

Valoarea aplicativă a lucrării constă în elaborarea şi validarea ansamblului de instrumente pedagogice şi fundamente teoretico-aplicative, concentrate în componentele *Modelului pedagogic de valorificare a comunicării persuasive ca strategie constructivă de rezolvare a conflictelor*. De asemenea, *Programul strategic de rezolvare a conflictelor prin comunicare persuasivă* poate fi eficient implementat în valorificarea comunicării persuasive, atât în cadrul educaţiei formale, cât şi în activităţi de consiliere a elevilor vizând rezolvarea conflictelor în instituţiile de învăţământ.

Implementarea rezultatelor ştiinţifice s-a realizat în două instituţii de învăţământ din judeţul Botoşani: Şcoala Gimnazială „Leon Dănăilă”, Darabani şi Şcoala Gimnazială Nr. 1, Dorohoi.

ANNOTATION
Adăscăliţei Andra-Mirabela
Persuasive communication as a strategy for resolving conflicts in the school environment, Ph.D. thesis in education sciences, Chisinau, 2023

The volume and structure of the thesis. The thesis contains: introduction, three chapters, general conclusions and recommendations, bibliography (211 sources), annotation, key concepts, glossary of terms, list of abbreviations, 12 appendices, etc. In total, it contains 150 pages of basic text, 37 figures and 33 tables. Publications on the topic of the thesis: 21 scientific papers (articles in specialized magazines and communications at national and international conferences in Romania and the Republic of Moldova).

Key words: communication, persuasion, persuasive communication, strategy, conflict resolution strategy, regulatory unit, strategic program, conflict-persuasive communication relationship, constructivism.

The field of the study: refers to the general theory of education

The purpose of the research: the theoretical-practical foundation of the pedagogical benchmarks for capitalizing on persuasive communication as a conflict resolution strategy.

Research objectives: foundation of the conceptual and theoretical framework aimed at persuasive communication as a strategy for resolving conflicts in the school environment; analysis of conflicts in the school environment caused by the lack of persuasive communication; identifying the principles of persuasive communication as a conflict resolution strategy in secondary schools; specifying the configuration of conflict resolution strategies in educational practice; the development and experimentation of *the Pedagogical Model for capitalizing on persuasive communication as a constructive strategy for resolving conflicts* and *the Strategic Program for resolving conflicts through persuasive communication*.

The novelty and scientific originality of the research is objectified by: determining the theoretical and praxeological foundations from the perspective of conflict resolution in the school environment; the development of *the Pedagogical Model for capitalizing on persuasive communication as a constructive strategy for resolving conflicts*; the elucidation of the curricular premises of the use of persuasive communication; design, implementation and experimental validation of *the Strategic Program for resolving conflicts through persuasive communication*.

The main scientific results obtained in the research reside in the determination and validation of the theoretical-applicative foundations, incorporated in *the Pedagogical Model for capitalizing on persuasive communication as a constructive strategy for resolving conflicts*, the implementation of which led to the formation and consolidation of persuasive behavior in conflict resolution and contributed to the formation of positive, constructive behavior of secondary school students based on persuasive communication.

The theoretical significance of the research consists in updating the concepts of persuasive communication and conflict; the systematization of research on conflict resolution strategies in the school environment; establishing the theoretical foundations of persuasive communication; identifying persuasive communication as a process, product, finality; analytical designation of the characteristics of persuasive speech; the elucidation of trends in the process of persuasive communication; configuration of regulatory units (PC and CR).

The applicative value of the work consists in the elaboration and validation of the set of pedagogical tools and theoretical-applicative foundations, concentrated in the components of the Pedagogical Model for capitalizing on persuasive communication as a constructive strategy for conflict resolution. Also, *the Strategic Program for resolving conflicts through persuasive communication* can be effectively implemented in the valorization of persuasive communication, both within formal education and in student counseling activities aimed at resolving conflicts in educational institutions.

The implementation of the scientific results was carried out in two educational institutions from Botoşani county: "Leon Dănăilă" Secondary School, Darabani and Secondary School No. 1, Dorohoi.

ADĂSCĂLIŢEI ANDRA-MIRABELA

PERSUASIVE COMMUNICATION AS A CONFLICT RESOLUTION STRATEGY IN THE SCHOOL ENVIRONMENT

531.01 – GENERAL THEORY OF EDUCATION
SUMMARY
The Ph.D. thesis in Education Sciences