

THE FORMATION OF SELF-IMAGE OF PRIMARY CLASS STUDENTS IN THE PROCESS OF RECEPTION OF THE LITERARY TEXT

(ANALYSIS OF THE CONTROL EXPERIMENT)

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Abstract: *This article presents the analysis of the control experiment, reflected in the test applied to third and fourth grade students in the Republic of Moldova and in Romania, in the framework of research on the formation of the self-image of primary school students in the process of receiving the literary text. Following the completion of the optional discipline "Read and know yourself!", through which the formation of the students' self-image was pursued through literary texts, the students from two grades of third and fourth, each from Romania and the Republic of Moldova, completed a test with items based on a literary text, with answers aimed at the level of reception of the reproductive, productive or creative literary text, in order to identify the level of reception of the prevailing literary text. Comparative analyses were made between the results obtained in the ascertainment experiment and the control experiment, as well as between the results obtained by each individual student, demonstrating their evolution in terms of self-image formation. The use of literary-artistic education, respecting its own methods and principles through the optional discipline resulted in the formation of a positive self-image in students. The results of the pedagogical experiment allow the finding that the level of self-image formation of the students in the experimental classes increased considerably in relation to the level of the self-image*

formation of the students in the control classes. This confirms the validity of the research hypothesis as well as the effectiveness of the methodology of forming the students' self-image in the process of receiving the literary text.

Keywords: *self-image; literary text; student; literary-artistic education; experiment; questionnaire.*

Introduction

Emil Verza states that "early school age is the period characterized by rapid quantitative and qualitative accumulations that do not refer only to the field of language facts, but to the entire mental activity". Literature, even at the level at which it is represented in the reading manuscripts from the primary cycle, brings children closer to reality, allows wide perspectives towards the knowledge of other forms of reality. The revelation of literature is prepared above all by the aesthetic side of education. Expressive reading and methods that make students discoverers of an immense treasure of information, of human experiences, of moral patterns, of emotions and feelings, will eventually impose literature on their attention.

Entering in school, the young schoolboy diversifies his range of concerns, becomes more organized in his actions, has an organized lifestyle, makes great efforts to cope with educational demands, "learns new things and in general how to think, memorize, to observe, to express ideas, is disciplined and stimulated. All this constitutes an important moment in the child's mental development, allowing him to make progress in understanding and knowing the world," states Emil Verza in the book "The verbal behaviour of primary school children".

In the work „*Self-knowledge and personality knowledge*”, Vasile Pavelcu states that the formation of self-image is not an external process, it penetrates organically, being the essential direction of becoming the personality itself. The individual is both subject, carrying out the process of information processing and integration, and object, providing information. Regarding the formation of the attitude towards themselves, referring to the children, Vasile Pavelcu says that "the assessment made by the teacher, internalized by the student, becomes self-assessment". At the basis of the study of the literary text with the aim of forming the self-image of students, were the theoretical-epistemological resources of literary-artistic education, which include: ELA principles, the concept of ELA, the theoretical model of ELA.

Materials and methods

Purpose. Objectives. Research hypothesis.

The research started in 2019, with the analysis of the curriculum and textbooks of the Romanian language and literature for the 3rd and 4th grades, both in Romania and in the Republic of Moldova. The existence of some literary texts and exercises aimed at forming students' self-images through literary texts was researched.

Their lack generated the need to think about the optional discipline Read and know yourself!, with its own curriculum and special aids for students and teaching staff. This discipline was followed by students in the 2021-2022 school year.

The purpose of the research is to reveal some methods corresponding to the literary-artistic education for the formation of the self-image of primary school students in the process of receiving the literary text.

The object of the research is the formation of the self-image of primary school students in the process of receiving the literary text.

Research hypothesis: If methods corresponding to literary-artistic education will be applied for the formation of the self-image of primary school students in the process of receiving the literary text, then the quality of the self-image will be better.

The development and application of didactic technologies for the formation of the self-image of primary school students in the process of receiving the literary text will be effective if: the teacher will take into account the origin of the literary text in art as well as its approach through methodologies specific to the system of literary-artistic activities ; through the literary text, the teacher will propose not so much the forced formation of moral qualities according to artistic models (characters), but will contribute to intrapersonal development through self-knowledge; it will contribute to the formation of the competence to interpret the artistic image through the procedures of the formation of the self-image; in the reading process, the student's development will be contributed to as a valorizing subject of the lecture tools, through which the life and aesthetic experience will be updated with each reading; the freedom of imagination and own opinion will be ensured.

Research objectives:

- establishing the psycho-pedagogical and literary-artistic benchmarks for the formation of the self-image of primary school students in the process of receiving the literary text;
- studying the practical situation regarding the formation of the student's self-image; applying questionnaires to investigate the student's self-image;

- revealing, in the process of the pedagogical experiment, the tendencies and particularities of the formation of the student's self-image, as well as the validation of the formative approach within the control stage;
- creating opportunities to introduce didactic technologies specific to the system of literary-artistic activities for the formation of the student's self-image;
- formulating general conclusions and recommendations regarding the formation of the self-image of primary school students in the process of receiving the literary text.

Research variables and sampling

Therefore, the research variables were established:

- **dependent variable** – the level of development of students' self-image

- **independent variables**- applying appropriate methods corresponding to literary-artistic education for the formation of the self-image of primary school students in the process of receiving the literary text, within the optional discipline Read and know! (with a specific curriculum and auxiliary)

Pedagogical research represents a strategy designed and carried out with the aim of capturing relationships and facts between the components of the educational action and to develop on this basis optimal solutions for the educational process.

In carrying out the research, two samples of students were used, constituting the training group (L.T) and the control group (control) (L.M.).

The control group was trained according to traditional pedagogical methods: didactic exposition, demonstration, observation, working with the manual, the teaching staff manifesting a rigid, non-permissive relationship with the students.

The training batch was influenced by the ELA principles of receiving the literary text, within the optional discipline „Read and get to know yourself!”, with a specific curriculum and with its own auxiliaries (for students and teacher).

Both the control group and the training group are classes made up of 3rd and 4th grade students. They are similar groups, approximately homogeneous in terms of characteristics, close in level of development of intellectual abilities. The sample included in the research has the following characteristics:

Group type	country	school	grade	Total students	No girls/boys	age			
						8	9	10	11
L.1.F. (training group 1)	Republic of Moldova	Theoretical High School "Ion Creangă" Chişinău	4B	38	No. girls			20	
					Nr. boys		1	12	5
L.2.M (control group 2)	Republic of Moldova	Theoretical High School "Ion Creangă" Chişinău	4D	38	No. girls		1	21	1
					Nr. boys			4	1
L.3.F (training group 3)	Republic of Moldova	Theoretical High School with Sports Profile No.2 Chişinău	3	24	No. girls		10		
					Nr. boys	1	11	1	1
L.4.M (control group 4)	Republic of Moldova	Theoretical High School "Ion Creangă" Chişinău	3 B	24	No. girls		5	1	
					Nr. boys		17	1	
L.5.F. (training group 5)	Romania	Secondary School No. 8 Piatra-Neamt, Neamt county	3 A	30	No. girls		13	1	
					Nr. boys	1	15		
L.6.M (control group 6)	Romania	Secondary	3 B	30	No. girls		14	6	1

ol group 6)		School No. 3 Piatra- Neamt, Neamt county			Nr. boys	4	4	1
L.7.F. trainin g group 7	Roman ia	Seconda ry School No. 8 Piatra- Neamt, Neamt county	4 A	22	No. girls		6	4
					Nr. boys		8	4
L.8.M (contr ol group 8)	Roman ia	Seconda ry School No. 3 Piatra- Neamt, Neamt county	4 A	22	No. girls		6	4
					Nr. boys		7	5
			Tot al pupi l	228	No. Girls:11 4			
					Nr. boys:11 4			

Table 1. The control group and the training group

- 228 students from the urban environment
- 104 students from Romania, 124 students from the Republic of Moldova
- 108 students from the 3rd grade, 120 students from the 4th grade
- 93 students aged between 8/9 years, 135 students aged between 10-11 years
- 50% girls and 50% boys. All students attended kindergarten and previous grades and have parental consent for the research

Volume: the sample size is 228 students from the 3rd and 4th grades, from urban schools in Romania and the Republic of Moldova. The division into research lots/groups and the sampling procedure used

- type: is a representative batch for the population of primary school students from Neamț, Romania and Chisinau, Republic of Moldova.
- we opted for non-random sampling, in which we will use "available subjects".

Research sample: 228 students from the 3rd and 4th grades, from schools in Romania and the Republic of Moldova

The experimental sample (training group): 54 students from the 3rd grade (30 students from Romania and 24 students from the Republic of Moldova) and 60 students from the 4th grade (22 students from Romania and 38 students from the Republic of Moldova)

The control sample (control group): 54 students from the 3rd grade (30 students from Romania and 24 students from the Republic of Moldova) and 60 students from the 4th grade (22 students from Romania and 38 students from Republic of Moldova)

Research methodology

Qualitative methods are used to obtain richer and more in-depth data.

Qualitative research has methods, techniques and study tools, adapted to the specifics of the problem which we study.

The research methodology includes the following types of methods:

1. pedagogical:

1.1. theoretical: bibliographic, monographic research: scientific documentation-the research method of curricular documents and other school documents-through which the authentic, contemporary methodological trends of the curriculum and textbooks of the Romanian language and literature will be analyzed, for the 3rd and 4th grades,

1.2. empirical: the pedagogical observational, formative and control experiment, as a data collection method, for this study, by applying T1 and T2 (tests with items based on a literary text) and the questionnaire instrument, and for measuring the data from the questionnaire, Likert scale was used.

2. statistics: statistical processing and interpretation of data from a quantitative, qualitative, graphical point of view and through variation indicators.

In 1879, W. Wunat introduces the experiment as a specific research method in psychology. It was the moment when psychology was established as an independent science, separating itself from philosophy.

During its evolution, the experiment which at first was applied only in the study of sensory and motor processes, is used today in the research of all psychic processes and functions.

Summarizing its main characteristics, in 1963, Festinger & Ratz defined it as "the observation and measurement of the effects of an independent variable on the dependent variable, in a situation where the action of other factors (actually present, but foreign to the study) is minimized". Thus, the elicited and controlled observation called an experiment involves the following basic concepts: variables, experimental situation and experimental manipulation.

The experiment involves the isolation of a variable (the independent variable), the intervention on this variable (the manipulation of the independent variable), following the effects of this variable on the dependent variable. In carrying out the experiment, the aim is to inventory the factors, the variables that could have an effect on the dependent variable and keep them under control, manipulating only the independent variable that interests us. In the context where the other variables relevant to the dependent variable are controlled, then only the manipulated independent variable can be responsible for the changes in the dependent variable. Depending on where the experiment takes place, in this case it is a natural one.

The questionnaire, which will be used in the control stage, is a data collection tool, a basic tool in the collection of information.

The questionnaire technique was initiated in pedagogy by Alfred Binet, in 1903. It represents a set of questions with the aim of collecting the necessary data to achieve the research objectives. In developing the questionnaire, the following objectives were considered: transforming the necessary information needed in the research into a set of questions that students can answer, motivating and encouraging students to communicate and cooperate - minimizing the risk of boredom and fatigue, minimizing the risk of errors.

The self-image identification questionnaire of students aged 9 to 11, which will be applied in the control experiment, includes ten questions.

The Likert scale "consists of a series of items to which the subject must respond; the respondent indicates agreement or disagreement with each item on a scale of intensity; the Likert technique produces an ordinal scale that typically claims non-parametric statistics. The scale is very reliable if used to roughly rank individuals with respect to a certain attitude or a complex of attitudes; the score includes a measure of intensity as expressed in each sentence tested."

- we made a set of sentences that represent statements of a favourable or unfavourable nature to the stimulus that is the object of the investigation,
- the sentences are presented to each of the subjects whose opinions will be scaled in relation to that information contained in the sentence

- we used five gradations of the scale, from total agreement to total disagreement.
- the sentences are presented to the subjects and they must present their agreement, they give their disagreement by ticking with X one of the five gradations of the scale, total agreement: agreement: indifferent: disagreement: total disagreement
- the distance between the different points of the scale is perfectly equal
- after the administration of the questionnaire, if it is a favourable statement, as the case may be, the following numerical values are attached to each gradation: +2,+1,0,-1,-2. (in the case of an unfavourable statement, the order of the values numeric is reversed)
- the score that will be achieved by a subject is calculated by making the algebraic sum of the numerical values, which characterize his opinion regarding each sentence of the questionnaire.

The questionnaire also used some identification data such as: class, school, country, gender, age.

The application of the questionnaire to investigate the student's self-image represents the study of the practical situation regarding the formation of the student's self-image, with the aim of confirming or denying the research hypothesis and will be applied after the students (experimental group) will follow the optional discipline Read and know- te!, which will create opportunities to introduce didactic technologies specific to the system of literary-artistic activities for the formation of the student's self-image. The students will go through a specially created curriculum, they will study from a specific manual/teaching aid and they will use an appropriate aid, also made within the research.

Early diagnosis of unfavourable self-image will allow the development of an adequate self-image formation program, which would reduce the risk of behaviour problems and learning outcomes in the immediately following periods: preadolescence and adolescence.

Analysis of data from the control experiment, reflected in the test applied to third and fourth grade students in the Republic of Moldova and Romania.

For this stage, as part of the control experiment, we proposed applying a test similar to the one in the ascertainment stage, namely test 2 - test with items based on a literary text.

In table below, the students' activity is presented synthetically, within the control experiment.

The group of the control experiment							
Group type	country	school	grade	Group type	Total students	Sample type (control experiment)	Date of the control experiment
L.1.F. (training group 1)	Republic of Moldova	Theoretical High School "Ion Creangă" Chişinău	4 B	training	38	Test with items based on a literary text	May 2022
L.2.M (control group 2)	Republic of Moldova	Theoretical High School "Ion Creangă" Chişinău	4 D	control	38	Test with items based on a literary text	May 2022
L.3.F (training group 3)	Republic of Moldova	Theoretical High School with Sports Profile No.2 Chişinău	3	training	24	Test with items based on a literary text	May 2022
L.4.M (control group 4)	Republic of Moldova	Theoretical High School "Ion Creangă" Chişinău	3 D	control	24	Test with items based on a literary text	May 2022

L.5.F. (training group 5)	Romania	Secondary School No. 8 Piatra-Neamt, Neamt county	3 A	training	30	Test with items based on a literary text	May 2022
L.6.M (control group 6)	Romania	Secondary School No. 3 Piatra-Neamt, Neamt county	3 B	control	30	Test with items based on a literary text	May 2022
L.7.F. training group 7	Romania	Secondary School No. 8 Piatra-Neamt, Neamt county	4 A	training	22	Test with items based on a literary text	May 2022
L.8.M (control group 8)	Romania	Secondary School No. 3 Piatra-Neamt, Neamt county	4 A	control	22	Test with items based on a literary text	May 2022

Table no. 2. Students' activity in the control experiment

The tables with the 3rd and 4th grade students from Romania and the Republic of Moldova, participants in the control experiment, as well as quantitative indices, can be found in the appendices of the research.

The main objectives of the control experiment were:

- Presentation of the dynamics obtained through the qualitative evolution as a result of the application of the techniques of forming the students' self-image in the process of receiving the literary text, in parallel with the control ones (witness)

- Parallel between the results initially obtained in the observation experiment and those in the control stage
- Demonstration of the effectiveness of the didactic model, oriented towards the use of the literary text in the process of forming the self-image of the students
- Confirmation of the scientific basis of the hypothesis
- Formulation of general conclusions regarding the effects of the methods of forming the students' self-image in the process of receiving the literary text, in the 3rd and 4th grades.

The formative effects of the methods of forming the students' self-image in the process of receiving the literary text, in the 3rd and 4th grades, in the Republic of Moldova and in Romania

The students were proposed to solve a test similar to the one used in the finding experiment sample (test 2).

During the experiment, we tracked the identification of students' emotions, ideals, acts of will, self-appraisals, convictions, personal conceptions, determined by reading a literary text, following the training experiment carried out in the experimental classes.

The instrument used was a test based on a literary text, with seven multiple-choice items (test 2), which assumed the existence of a question from the proposed text, and a list of three alternatives-possible solutions. The student must choose only one answer, considered by him to be the best solution.

The analysis of the students' answers to the seven questions, found in appendices 11-18, demonstrates that the objectives of the training experiment have been achieved, in this sense we present clues from tables 3 and 4 and figures 1 and 2, illustrated below.

The level	Republic of Moldova							
	L.1.F. (aIV-a)		L.2.M(aIV-a)		L.3.F. (aIII-a)		L.4.M (aIII-a)	
	train ing	cont rol	train ing	cont rol	train ing	cont rol	train ing	cont rol
Reproductive (a)	63.16 %	0.37 %	52.26 %	53.7 6%	67.26 %	1.79 %	60.71 %	48.2 1%
Productive (b)	35.34 %	32.7 1%	46.24 %	41.7 3%	30.36 %	42.2 6%	39.29 %	48.2 1%
Creative (c)	1.50 %	66.9 2%	1.50 %	4.51 %	2.38 %	55.9 5%	0%	3.58 %
Total students	38		38		24		24	

Table 3. Quantitative values of the experience of students' self-image formation in the process of receiving the literary text, in the 3rd and 4th grades, in the Republic of Moldova

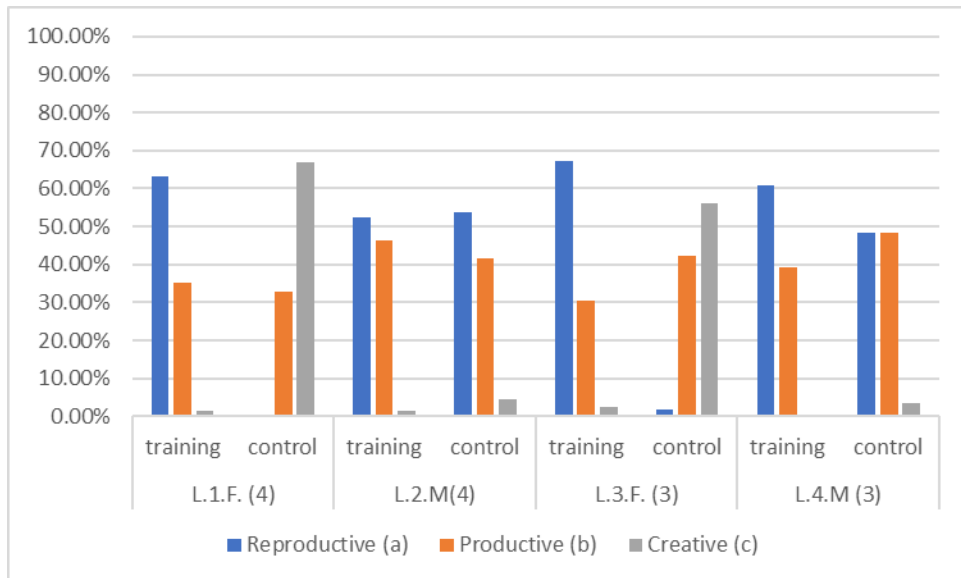


Figure.1. Quantitative values of the training experience of students' self-image formation in the process of receiving the literary text, in the 3rd and 4th grades, in Republic of Moldova

The level	Romania							
	L.5.F. (3)		L.6.M (3)		L.7.F.(4)		L.8.M(4)	
	train ing	cont rol	consta tare	cont rol	consta tare	cont rol	consta tare	cont rol
Reprod uctive (a)	28.57%	0%	37.62%	30.48%	27.27%	0%	66.88%	29.87%
Product ive (b)	71.43%	44.76%	58.57%	67.62%	72.73%	30.52%	33.12%	45.45%
Creativ e (c)	0%	55.24%	3.81%	1.90%	0%	69.48%	0%	24.68%
Total students	30		30		22		22	

Table.4. Quantitative values of the training experience of students' self-image formation in the process of receiving the literary text, in the 3rd and 4th grades, in Romania

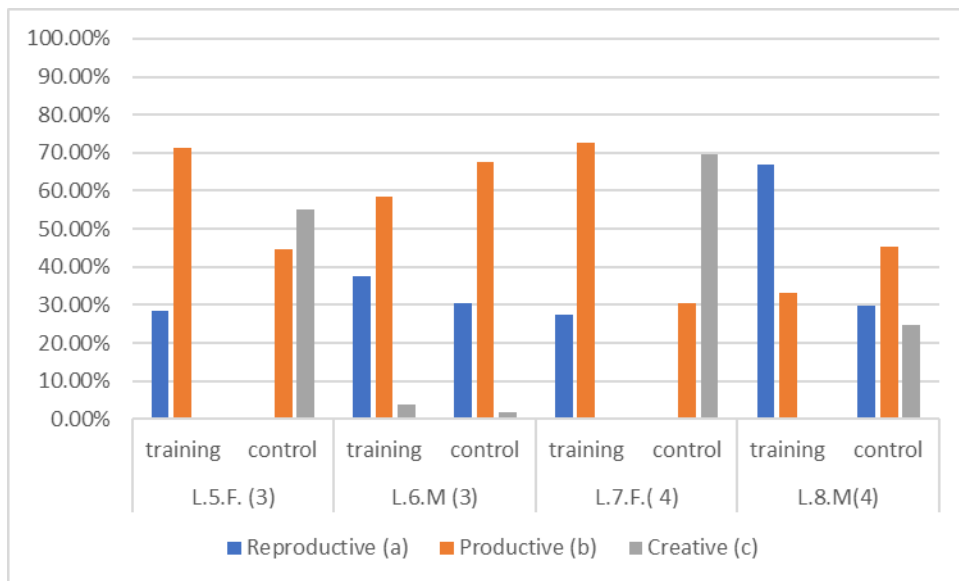


Figure 2. Quantitative values of the training experience of students' self-image formation in the process of receiving the literary text, in the 3rd and 4th grades, in Romania

The obtained data were processed and expressed in different graphs to be able to easily observe the difference between the results, which would facilitate both a quick interpretation and a clear visualization of the results.

Following the analysis, the level of reception of the literary text can be observed, both for the training groups (1,3,5,7) and for the control group (2,4,6,8), in the control experiment.

In contrast, we analyze for the Republic of Moldova, in the 4th grades L.1.F. and L.2.M., where we identify the following aspects:

- The reception level of the reproductive literary text has a considerable decrease in L.1.F., but in L.2.M. rose more than 1%,
- The reception level of the productive literary text has a decrease both at L.1.F. and at L.2.M.,
- The level of reception of the creative literary text shows an increase of over 60% in the answers both to L.1.F. and to L.2.M. only 3%.

In the 3rd grades, batches L.3.F. and L.4.M, we find the following:

- The reception level of the reproductive literary text has a considerable decrease, of over 60% in L.3.F., and in L.4.M. of 12%,
- The reception level of the productive literary text has increased by 12% at L.3.F., and at L.4.M. by 9%
- The reception level of the creative literary text has increased by 50% at L.3.F., and at L.4.M. of over 3.50%.

For Romania, in the 3rd grades, we note the following aspects:

- The reception level of the reproductive literary text shows a considerable decrease, at L.5.F., and at L.6.M. of only 7%,
- The reception level of the productive literary text has a decrease of almost 30% in L.5.F., and in L.6.M. an increase of 3%,
- The reception level of the creative literary text shows an increase of over 50% at L.5.F., and at L.6.M. a decrease of about 3%.

In the 4th grades, it can be observed that:

- The reception level of the reproductive literary text shows a total decrease at L.7.F., and at L.8.M. by almost 50%,
- The reception level of the productive literary text has a 40% drop at L.7.F., and at L.8.M. registers an increase of 12%,
- The level of reception of the creative literary text shows an increase of almost 70% of the total responses to L.7.F., and to L.8.M. registers an increase of almost 25%.

If in the control groups there is a fluctuation in the answers aimed in particular at the reproductive and productive levels, we notice that in the training groups the greatest increase is recorded in the answers that are attributed to the creative level of reception of the literary text, as a result of going through the literary texts and the exercises applied to the texts, but also the guidance provided by the teacher for each text (noted in the teacher's aids).

In the training classes, they insisted on a deeper analysis of the literary characters, facts and events in the texts, paralleling both the social environment in which the students find themselves at different times of the day, as well as everyone's self.

The research subjects opted for creative or productive responses and because of the way students began to perceive themselves, appreciate themselves, communicate with others, tolerate or relate to others, eliminate prejudices and interact, with examples concrete different characters or events from the studied literary texts.

It was also interested to find out how performed each student from the training group. The comparison of the qualitative indexes, obtained during the administration of the two tests, by the same students of the training group, contained in the tables below, is also relevant.

In the data analysis, we noted with:

- 1 point for the response associated with the reproductive level in receiving the literary text
- 2 points for the response associated with the productive level in receiving the literary text
- 3 points for the answer associated with the creative level in receiving the literary text

The score obtained by each student was collected and presented in the tables below. The data analysis is presented in the appendices of the research

For L.I.F. (grade 4 B, Theoretical High School "Ion Creangă" Chişinău), we obtained the following data:

No. crt.	Initials of the name and first name	Test score 1	Test score 2
2	A.B.	10	18
3	B.D.	9	18
8	C.L.	7	18
11	C.N.	10	18
12	D.L.	10	18
13	D.N.	9	18
17	G.M.	9	18
27	M.R.	9	18
35	Ț.T.	8	18
38	Z.I.	9	18
1	A.A.	9	19
4	B.L.	11	19
6	B.M.	8	19
9	C.M.	10	19
10	C.M.S.	11	19
15	F.C.	9	19
18	I.A.	10	19
19	L.A.	8	19
21	L.P.	10	19
22	M.A.	11	19
23	M.A.	7	19
24	M.A.	11	19
25	M.A.	9	19
28	M.T.	11	19
30	P.A.	10	19
31	P.M.	11	19
34	T.S.	12	19
36	V.D.	11	19
5	B.L.	9	20
7	C.A.	12	20
20	L.M.	10	20

26	M.B.	9	20
29	N.E.	10	20
32	P.S.	10	20
33	S.S.	8	20
37	V.J.	8	20
14	D.S.	9	21
16	F.C.	14	21

Table 5. Qualitative values of student responses for 1 și T2 L.1.F.

The formative effects of the methods of forming the students' self-image in the process of receiving the literary text, in the 3rd and 4th grades, in the Republic of Moldova and in Romania

An instrument used in the control experiment was a questionnaire to identify the self-image of students aged between 9-11 years.

Method of administration and rating of the questionnaire

The questionnaire is composed of a number of 10 items. Each questionnaire question has a 5-level scale attached. +2.+1.0.-1.-2. In the case of an unfavourable statement, the order of the numerical values is reversed. We present the scoring grid in the following table.

No. crt.	Item	Totally agree	agree	Indifferent	disagreement	Total disagreement
1	I1	+2	+1	0	-1	-2
2	I2	-2	-1	0	1	2
3	I3	-2	-1	0	1	2
4	I4	+2	+1	0	-1	-2
5	I5	-2	-1	0	1	2
6	I6	+2	+1	0	-1	-2
7	I7	+2	+1	0	-1	-2
8	I8	+2	+1	0	-1	-2
9	I9	-2	-1	0	1	2
10	I10	+2	+1	0	-1	-2
Total		4				-4

Table.6. Scoring grid

In the table below, the students' activity is presented synthetically, within the control experiment, in which the Questionnaire for identifying the self-image of students aged between 9-11 years was applied.

Group of control experiment							
Group	country	school	grade	Group	Total students	Sample type	Date of the

type				type	nts	(control experiment)	control experiment
L.1.F. (training group 1)	Republic of Moldova	Theoretical High School "Ion Creangă" Chişinău	4 B	training	38	Questionnaire	May 2022
L.2.M (control group 2)	Republic of Moldova	Theoretical High School "Ion Creangă" Chişinău	4 D	control	38	Questionnaire	May 2022
L.3.F (training group 3)	Republic of Moldova	Theoretical High School with Sports Profile No.2 Chişinău	3	training	24	Questionnaire	May 2022
L.4.M (control group 4)	Republic of Moldova	Theoretical High School "Ion Creangă" Chişinău	3 D	control	24	Questionnaire	May 2022
L.5.F. (training)	Romania	Secondary School	3 A	training	30	Questionnaire	May 2022

group 5)		No. 8 Piatra-Neamt, Neamt county					
L.6. M (control group 6)	Romania	Secondary School No. 3 Piatra-Neamt, Neamt county	3 B	control	30	Questionnaire	May 2022
L.7.F. training group 7	Romania	Secondary School No. 8 Piatra-Neamt, Neamt county	4 A	training	22	Questionnaire	May 2022
L.8. M (control group 8)	Romania	Secondary School No. 3 Piatra-Neamt, Neamt county	4 A	control	22	Questionnaire	May 2022

Table.7. Student activity in the control experiment

The tables with the 3rd and 4th grade students from Romania and the Republic of Moldova, participants in the control experiment, as well as quantitative indices, can be found in the appendices of the research.

The main objectives of the control experiment were:

- Presentation of the dynamics obtained through the qualitative evolution as a result of the application of the techniques of forming the students' self-image in the process of receiving the literary text, in parallel with the control ones (witness)
- Demonstration of the effectiveness of the didactic model, oriented towards the use of the literary text in the process of forming the self-image of the students
- Confirmation of the scientific basis of the hypothesis

- Formulation of general conclusions regarding the effects of the methods of forming the students' self-image in the process of receiving the literary text, in the 3rd and 4th grades.

Following the analysis, it is possible to observe the level of formation of the students' self-image in the process of receiving the literary text, both for the training groups (1,3,5,7) and for the control groups (2,4,6,8), in the control experiment.

In contrast, we analyzed for the Republic of Moldova, at the 4th grades L.1.F. and L.2.M., where we identify the following values, mentioned in the following table:

Republic of Moldova																					
T h e l e v e l	I1		I2		I3		I4		I5		I6		I7		I8		I9		I10		
	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
T o t a l l y	7	5	0	0				6	5	1	7	2	5	7	6	6	6	0		8	7
a g r e e	3	7	%	%	0	0	8	7	5	7	1	5	3	8	8	0	0	0	4	8	8
	7	9			%	%	4	8	8	9	1	3	7	4	5	5		0	2	9	9
	%	%			%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
A g r e e	1	3	2	2	2	2	3	3	7	1	3	1	2	2	2	3	0		1	1	1
	8	4	.	.	.	.	1	6	.	8	1	8	6	3	6	1	%	2	5	8	8
	4	2	6	6	6	6	.	8	9	.	.	.	.	.	.	.		.	8	.	4
	0	0	0	0	0	0	6	8	%	4	6	4	3	7	3	6		6	8	4	%
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
I n d i f f e r e n t	7	5	0	2		2	5	2	1	1	2	0	2	0	7	0	2	0	2	0	0
	.	.	%	.		2	0	.	1	8	5	8	.	.	%	.	%	.	6	0	0
	9	3	6	0	6	0	2	.	.	.	.	0	6	.	9	.	6	0	0	0	0
	0	0	0	0	0	0	6	1	4	8	9	%	%	%	%	%	%	%	%	%	%
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
D i s a g r e e	0	2	1	4	1	4	0	0	2	1	1	7	0	2	2	0	1	1	0	2	2
	%	.	3	7	3	7	.	.	1	3	3	.	.	.	.	8	5	0	6	6	6
	0	6	.	.	.	.	0	0	.	.	.	9	0	6	6	0	.	.	8	.	6
	0	0	2	4	2	4	%	%	1	2	2	%	%	%	%	4	8	%	8	%	%
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%

m en t			%	%	%	%														
T o t a l d i s a g r e e m e n t	0	0	84	47	84	47	0	0	58	47	18	39	0	26	26	0	81	78	0	0
	%	%	.20	.40	.20	.40	%	%	.60	.44	.45	%	.66	.66	%	.06	.89	.09	%	%

Table. 8. Contrastive aspects of responses to L.1.F. și L.2.M. (4 B and 4D, Theoretical High School "Ion Creangă" Chișinău)

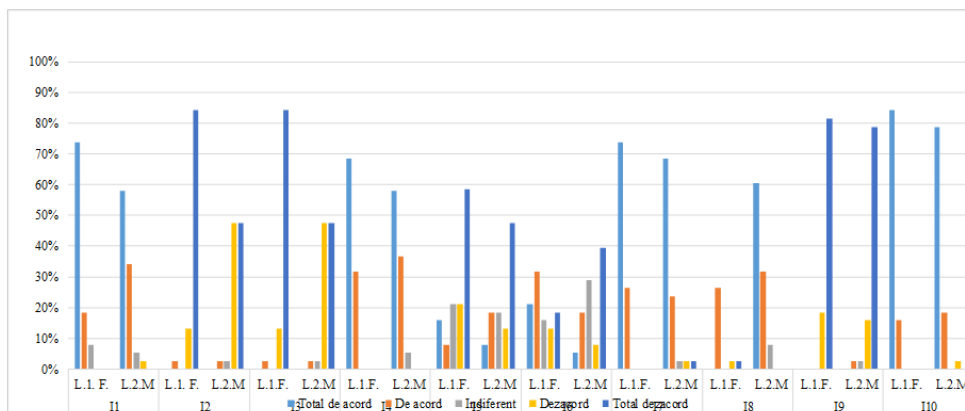


Figure 3. Contrastive aspects of responses to L.1.F. și L.2.M. (4 B and 4D grade, Theoretical High School "Ion Creangă" Chișinău)

In the Republic of Moldova, the 4th grades, L.1.F. and L.2.M., following the analysis of the obtained data, we identify the following aspects:

For item 1: I like to get involved in tasks and take on responsibilities. A percentage of over 70% of students in L.1. F. they totally agree to get involved in tasks and assume responsibilities, and in the case of L.2.M, the percentage is only 57.90%. In group L.2.M there are 3 students who either disagree with the statement or gave the answer "indifferent"

For item 2. I always say "I don't know how to do it". In the case of the students who studied the optional Read and get to know!, respectively students from L.1.F., a percentage of 84.20%

totally disagree with the statement, unlike L.2.M, where the percentage is only 47.40%.

For Item 3. I am dissatisfied with my own person.

There is a difference of almost 40% between students in L.1.F. compared to those in L.2.M, who are satisfied with their own person

For Item 4. I am proud of my achievements

There is a difference of more than 10% between students in L.1.F. compared to those in L.2.M, who state that they are proud of their achievements.

For Item 5. I avoid getting involved in new tasks.

There is a difference of 11% between students in L.1.F. compared to those in L.2.M, who state that they do not avoid getting involved in new tasks.

For Item 6. Other people's opinion of me matters.

There is a difference of over 15% between students in L.1.F. compared to those in L.2.M, who, after studying literary texts for a school year, according to ELA principles, state that the attitude of others is important for them: how much they feel appreciated, esteemed, accepted or rejected.

For item 7. I offer help and support to other children.

There is a difference of more than 5% between students in L.1.F. compared to those in L.2.M, who offer help and support to the other children

For Item 8. I relate harmoniously with all my colleagues.

There is a difference of over 8% between students in L.1.F. compared to those in L.2.M, who state that they relate harmoniously with all their colleagues

For Item 9. I always say "what's the point of trying anyway I won't succeed", "it's hard", "I'm not able".

There is a difference of almost 2% between students in L.1.F. versus those in L.2.M, who state that they do not agree with this statement.

For Item 10. I always say "I can do this or at least I can try".

There is a difference of more than 5% between students in L.1.F. compared to those in L.2.M, who state that they are trusted to do a certain thing, or can at least try.

In contrast, we analyzed for the Republic of Moldova, at the 3rd grades L.3.F. and L.4.M., where we identify the following values, mentioned in the following table:

Republic of Moldova																				
T he le ve l	I1		I2		I3		I4		I5		I6		I7		I8		I9		I10	
	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
	.3	.4	.3	.4	.3	.4	.3	.4	.3	.4	.3	.4	.3	.4	.3	.4	.3	.4	.3	.4
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
T ot all y ag re e	54.2%	41.7%	40%	42%	41.5%	48.3%	58.3%	45.8%	0%	16.6%	29.2%	16.7%	41.7%	29.2%	45.8%	33%	0%	41.6%	54.1%	41.6%
A gr ee	45.8%	41.7%	40%	42%	41.5%	48.3%	58.3%	45.8%	0%	16.6%	29.2%	16.7%	41.7%	29.2%	45.8%	33%	0%	41.6%	54.1%	41.6%
In di ff er ent	0%	12.5%	0%	12.5%	12.5%	20.8%	12.5%	25%	25%	16.6%	25%	12.5%	0%	29.2%	12.5%	20.8%	8.3%	42%	42%	20.9%
Di sa gr ee m ent	0%	0%	25%	12.5%	8.3%	20.8%	0%	0%	16.6%	20.9%	8.3%	20.8%	12.5%	16.6%	0%	16.7%	29.2%	42%	42%	0%
T ot al di sa	0%	4.1%	7.5%	6.2%	5.4%	3.4%	8.4%	0%	5.4%	3.4%	2.8%	2.2%	1.6%	4.2%	1.7%	0%	5.0%	3.7%	4.2%	0%

g																			
e																			
m																			
e																			
n																			
t																			

Table 9. Contrastive aspects of responses to L.3.F. și L.4.M. (third grade Theoretical High School with Sports Profile No.2 Chișinău and third grade Theoretical High School "Ion Creangă" Chișinău)

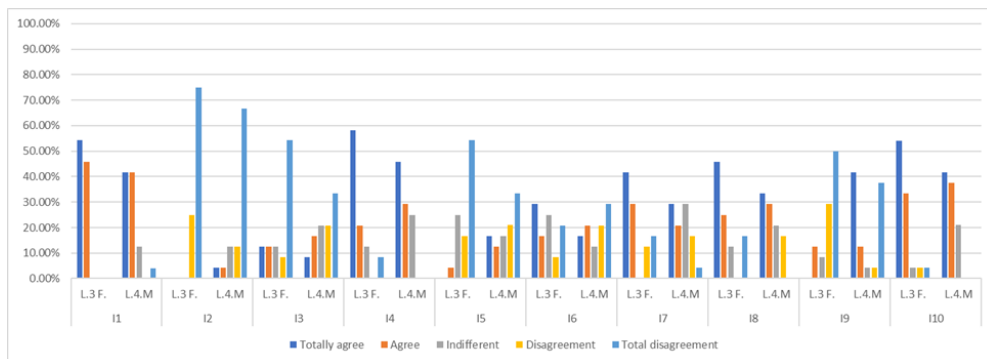


Figure 4. Contrastive aspects of responses to L.3.F. și L.4.M. (third grade Theoretical High School with Sports Profile No.2 Chișinău and third grade Theoretical High School "Ion Creangă" Chișinău)

In the Republic of Moldova, the 3rd grades, L.3.F. and L.4.M., following the analysis of the obtained data, we identify the following aspects:

Item 1: a percentage of over 54% of students in L.3.F totally agree to get involved in tasks and take responsibility, and in the case of L.4.M, the percentage is only 41%.

Item 2. In the case of students who studied the optional Read and get to know!, respectively students in L.3.F., a percentage of 75% totally disagree with the statement, in contrast to L.4.M, where the percentage is only 66%.

Item 3. There is a difference of almost 20% between students in L.3.F. compared to those in L.4.M, who are satisfied with their own person

Item 4. There is a difference of over 13% between students in L.3.F. compared to those in L.4.M, who state that they are proud of their achievements.

Item 5. There is a 19% difference between students in L.3.F. compared to those in L.4.M, who state that they do not avoid getting involved in new tasks.

Item 6. There is a difference of more than 13% between students in L.3.F. compared to those in L.4.M, who, after studying literary texts

for a school year, according to ELA principles, state that the attitude of others is important for them: how much they feel appreciated, esteemed, accepted or rejected.

Item 7. There is a difference of more than 10% between students in L.3.F. compared to those in L.4.M, who offer help and support to the other children.

(1.)Item 8. There is a difference of over 11% between students in L.3.F. compared to those in L.4.M, who state that they relate harmoniously with all their colleagues

(2.)Item 9. There is a difference of more than 12% between students in L.3.F. versus those in L.4.M, who state that they do not agree with this statement.

(3.) Item 10. There is a difference of over 13% between students in L.3.F. versus those in L.4.M, who state that they are trusted to do a certain thing, or can at least try.

In contrast, we analyzed for Romania, in the 3rd grades L.5.F. and L.6.M., where we identify the following values, mentioned in the following table:

Romania																				
T	I1		I2		I3		I4		I5		I6		I7		I8		I9		I10	
h	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
e	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
le	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5	6	5	6
v	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
el	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
.
T	8		0	3			7	6			4		8		7	6	0		9	
o	0		%	,3	0	0	6	6	0	0	6	1	3	8	3	6	,0	0	3	9
t	%	7		%	0	0	,6	,6	,0	,0	,6	0	,3	0	,3	,6	,0	,0	,3	0
a		%			0	0	6	6	0	0	6	7	3	0	4	6	0	0	3	0
g					%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
r																				
ee	2	2	1	0	0	0	1	6	1	3	1	3	1	1	2	3	0	0	6	6
	0	6	0	%	0	0	,6	,6	,0	,3	,0	,3	,6	,3	6	0	,0	,0	,6	,6
	%	.	%		0	0	6	6	0	3	0	3	6	3	6		0	0	6	6
	6	6			%	%	%	%	%	%	%	7	3	3	6		%	%	6	6
	%	%										%	%	%					%	%
In	0	3	6	1	0	0	0	2	0	6	2	3	0	6	0	3	0	6	3	0
d	,	.	,	0	,	,	,	6	,	,	,	6	,	,	,	,	,	,	,	,
i	0	3	6	%	0	0	,6	,6	,0	,6	,6	,6	,0	,6	,0	,3	,0	,6	,3	,0
ff	0	3	6		0	0	,6	,6	,0	,6	,6	,6	,0	,6	,0	,3	,0	,6	,3	,0

er e nt	% 3 %	6 %		0 %	0 %	0 %	6 %	0 %	6 %	6 %	6 %	0 %	6 %	0 %	4 %	0 %	7 %	3 %	0 %
D i s a g r e e m e n t	0 . 0 0 %	2 0 %	3 , 3 %	6 , 6 3 %	1 3 %	0 . 0 %	0 . 0 %	6 , 6 6 %	2 , 6 6 %	1 , 6 6 %	2 , 3 %	0 , 0 %	0 , 0 %	0 , 0 %	0 , 0 %	6 , 6 7 %	6 , 6 7 %	0 , 0 %	0 , 0 %
T o t a l d i s a g r e e m e n t	0 . 0 0 %	6 , 3 3 %	5 , 3 3 %	9 , 3 3 %	8 , 6 6 %	6 , 0 %	0 . 0 %	8 , 3 3 %	6 , 3 3 %	0 , 0 %	2 , 6 6 %	0 , 0 %	0 , 0 %	0 , 0 %	0 , 0 %	9 , 3 3 %	8 , 6 6 %	0 , 0 %	0 , 0 %

Table 10. Contrastive aspects of responses to L.5.F și L.6.M

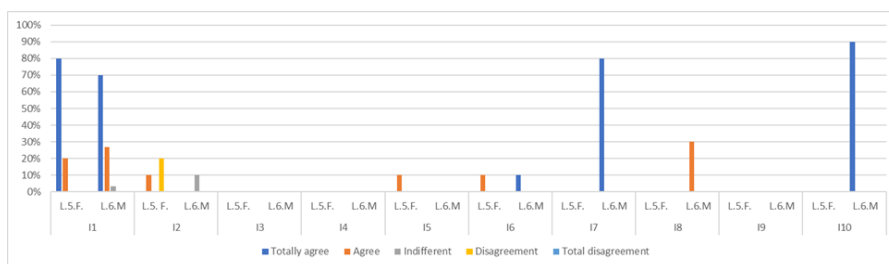


Figure 5. Contrastive aspects of responses to L.5.F și L.6.M

In Romania, at the 3rd grades L.5.F. and L.6.M., following the analysis of the obtained data, we identify the following aspects:

Item 1. A percentage of over 10% of students in L.5.F. they strongly agree to get involved in tasks and take responsibility, compared to students who belong to L.6.M

Item2. A percentage of 10% of students from L.5.F. who studied the optional Read and know!, totally disagree with the statement, compared to the students who belong to L.6.M

Item 3. There is a difference of almost 40% between students in L.5.F. compared to those in L.6.M, who are satisfied with their own person

Item 4. There is a difference of more than 10% between students in L.5.F. compared to those in L.6.M, who state that they are proud of their achievements.

Item 5. There is a 20% difference between students in L.5.F. compared to those in L.6.M, who state that they do not avoid getting involved in new tasks.

Item 6. There is a difference of over 36% between students in L.5.F. compared to those in L.6.M, who, after studying literary texts for one school year, according to ELA principles, state that the attitude of others is important for them: how much they feel appreciated, esteemed, accepted or rejected.

Item 7. There is a difference of more than 6% between students in L.5.F. compared to those in L.6.M, who offer help and support to the other children.

Item 8. There is a difference of over 9% between students in L.5.F. compared to those in L.6.M, who state that they relate harmoniously with all their colleagues

Item 9. There is a 7% difference between L.5.F students. versus those in L.6.M, who state that they do not agree with this statement.

Item 10. There is a difference of more than 3% between students in L.5.F. versus those in L.6.M, who state that they are trusted to do a certain thing, or can at least try.

In contrast, we analyzed for Romania, in the 3rd grades L.7.F. and L.8.M., where we identify the following values, mentioned in the table below:

Romania																				
T	I1		I2		I3		I4		I5		I6		I7		I8		I9		I10	
h	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
e	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
le	7	8	7	8	7	8	7	8	7	8	7	8	7	8	7	8	7	8	7	8
v	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
el	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M

T	4	3	0		4		7	4	1		3	1	5			2			7	6
o	5	6	.	0	,	4	7	5	,	4	1	3	9		5	2	0	4	0	7
t	,	,	0	.	5	,	.	.	,	.	,	,	,	0	,	,	.	.	,	.
a	4	3	0	0	4	5	2	4	1	5	8	6	0	5	0	7	0	0	0	2
l	5	6	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
g	5	1	,	.	,	,	8	5	,	,	8	3	6	6	0	9	.	.	2	2
r																				

ee	,45%	,81%	09%	00%	09%	54%	.18%	.45%	09%	54%	,18%	,36%	,36%	,39%	,09%	00%	00%	,72%	,27%
Indifferent	45%	31%	13%	68%	90%	40%	45%	90%	63%	18%	51%	4%	14%	18%	90%	50%	00%	04%	54%
Disagreement	45%	00%	36%	00%	13%	00%	00%	36%	00%	00%	00%	00%	00%	40%	02%	00%	00%	00%	00%
Total disagreement	00%	00%	49%	38%	63%	50%	00%	38%	27%	31%	27%	00%	00%	00%	63%	50%	00%	00%	00%

Table.11. Contrastive aspects of responses to L.7.F. și L.8.M.

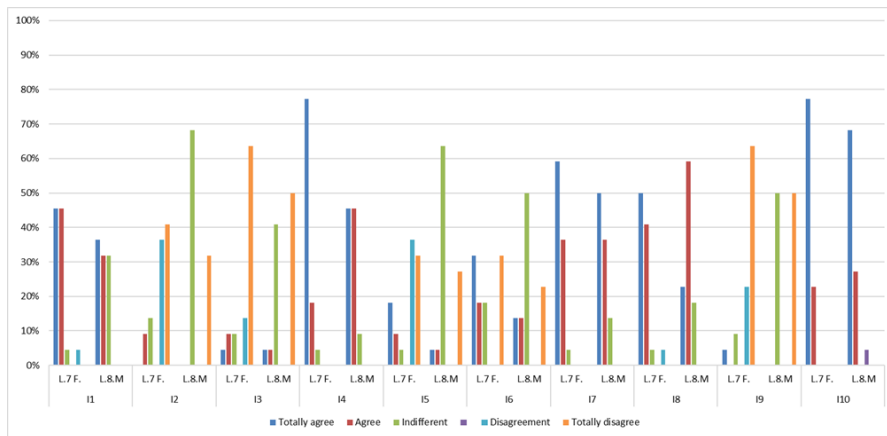


Figure. 6. Contrastive aspects of responses to L.7.F. și L.8.M.

In Romania, the 4th grades L.7.F. and L.8.M., following the analysis of the obtained data, we identify the following aspects:

(1.)For item 1: I like to get involved in tasks and take on responsibilities.

A percentage of almost 10% of students in L.7.F. they strongly agree to get involved in tasks and take responsibility, compared to students who belong to L.8.M

(2.)For item2. I always say "I don't know how to do it".

A percentage of almost 10% of students from L.7.F. who studied the optional Read and know!, totally disagree with the statement, compared to students who belong to L.8.M

(3.)For Item 3. I am dissatisfied with my own person.

There is a difference of almost 14% between students in L.7.F. compared to those in L.8.M, who are satisfied with their own person

(4.)For Item 4. I am proud of my achievements

There is a difference of over 30% between students in L.7.F. compared to those in L.8.M, who state that they are proud of their achievements.

(5.)For Item 5. I avoid getting involved in new tasks.

There is a difference of more than 4% between students in L.7.F. compared to those in L.8.M, who state that they do not avoid getting involved in new tasks.

(6.)For Item 6. Other people's opinion of me matters.

There is a difference of 18% between students in L.7.F. compared to those in L.8.M, who, after studying literary texts for one school year, according to ELA principles, state that the attitude of others is important for them: how much they feel appreciated, esteemed, accepted or rejected.

(7.)For item 7. I offer help and support to other children.

There is a difference of over 9% between students in L.7.F. compared to those in L.8.M, who offer help and support to the other children.

(8.)For Item 8. I relate harmoniously with all my colleagues.

There is a difference of more than 25% between students in L.7.F. compared to those in L.8.M, who state that they relate harmoniously with all their colleagues

(9.)For Item 9. I always say "what's the point of trying anyway I won't succeed", "it's hard", "I'm not able".

There is a 13% difference between L.7.F students. versus those in L.8.M, who state that they do not agree with this statement.

(10.)For Item 10. I always say "I can do this or at least I can try".

There is a difference of over 9% between students in L.7.F. versus those in L.8.M, who state that they are trusted to do a certain thing, or can at least try.

Results

The principles of ELA, which were the basis of the study of the literary text with the aim of forming the students' self-image, generated the following characteristics in the affective sphere, in the desirable sphere, in the volitional sphere, in the evaluation sphere.

Reported to each individual item, the following conclusions will be generated:

C1. When he gives himself enough value, the child achieves his goals more easily because if he has confidence in himself, in his own forces, this makes him mobilize exactly the resources he needs to overcome obstacles and go in the desired direction.

C2. The child accepts himself, appreciates himself for what he does well (self-respect and self-confidence), accepts that he has weaknesses without constantly criticizing himself for them (tolerance towards himself and towards others).

C3. If the inner voice tends towards negative, pessimistic speech, self-critical, with unfulfilled ambitions for perfection, the self-image is negative.

C4. Between self-appreciation and self-criticism, there must be a balance, neither extreme is effective. The child who constantly brags risks being ridiculed, excluded from the group, abandoned by the other colleagues, and the one who makes exaggerated self-criticism generates feelings of pity, guilt or even superiority, attracting other criticism.

C5. Children who underestimate themselves are emotional. Internalize, sensitive I prefer to be in the center of attention to get the appreciation of those around me, they are insecure and always dissatisfied.

C6. Self-image is often supported or sabotaged by external factors. Though this is the mirroring in one's own consciousness. Children who do not have a good self-image or those who have not strengthened their self-image, they constantly need to relate to the outside. Success makes them feel good, and failure breeds excessive blame. When the child accepts his qualities as well as his flaws, when there is a good self-image, external reality confirms or disproves what he already knows about himself, helping him to improve if necessary. The attitude of others is important for the child: how much he feels appreciated, esteemed, accepted or rejected.

C7. Groups formed by colleagues, friends, family, exert different influences on the child's self-image. Considering the fact that one of the factors on the basis of which the self-image is formed is the relation to the group. Parents are the first to plant inside children the basis of

the value system to which they will relate when they are adults, when they will outline their self-image.

C8. If he has a good self-image, the child can achieve his goals, positive self-image generating enthusiasm, energy and determination, obstacles being perceived as challenges that must be overcome in order to achieve the proposed objectives.

C9. A negative self-image causes the child to decrease his motivation, annihilating it through a lack of self-confidence.

C10. It denotes the fact that he has a good self-image, because the child has a realistic belief about himself, through a correct conception of his capabilities but also of his weaknesses.

The obtained results exactly confirm the hypothesis as well as the specifics of the experimental operation, this being demonstrated by the results obtained by the students in the experimental classes, compared to the control ones. The change is caused by the use in the formative experiment of experiential methods of developing interest in reading, as a result of the application of ELA principles in the teaching-learning process, of optimizing the exposure of post-reading impressions, of facilitating the research of the literary text by referring to aspects that concern the affective sphere, the desirable sphere, the volitional sphere, the evaluation sphere as well as the conceptual sphere.

The methodology of forming the students' self-image in the process of receiving the literary text, focuses on the pedagogical and psychological benchmarks, using:

- Means: an optimal use of temporal, material and human resources.
- Methods: active, experiential
- Strategies: education focused on interactive activities, adjusted by the components of self-image: Real Self, Future Self and Ideal Self
- Objectives: formative.

The methodology of forming the students' self-image in the process of receiving the literary text, becomes functional by integrating it into the didactic paradigm of literary-artistic education, at the primary education level.

The pedagogical experiment was carried out in real conditions, in three distinct stages: observation, training and evaluation.

The results of the pedagogical experiment allow the finding that the level of self-image formation of the students in the experimental classes increased considerably in relation to the level of the self-image formation of the students in the control classes. This confirms the

validity of the research hypothesis as well as the effectiveness of the methodology of forming the students' self-image in the process of receiving the literary text.

Paul Cornea, in the work "Introduction to the theory of reading", quoting Eduard Claparède says: „for an adult who knows the mechanics of the written language, the letter is simpler than the syllable, the syllable simpler than the word. But this is not the case at all for the child who sees a written text for the first time. For him the word or even the phrase forms a picture whose general physiognomy captivates him more than the isolated letters which he does not distinguish as a whole."

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