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METHODOLOGY OF INTERACTIVE
TEACHING-LEARNING OF HISTORY IN
SECONDARY EDUCATION

**Speciality: 532. 02. School didactics on levels and
educational subjects (History)**
Summary of the doctoral thesis in education sciences

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The defence of the thesis will take place **on 27 June 2023, at 13.00**, in the meeting of the Commission for the public defense of the doctoral thesis at the State Pedagogical University "Ion Creanga", Chisinau, study block no.2, Senate Hall, (headquarters of the Doctoral School "Education Sciences"), Ion Creanga Street 1, MD-2069.

The PhD thesis and the abstract can be consulted at the Scientific Library of the State Pedagogical University "Ion Creanga" in Chisinau and on the ANACEC website (www.cnaa.md).

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CONTENTS

CONCEPTUAL RESEARCH MILESTONES

The topicality and importance of the topic. The thesis on the theme Methodology of interactive teaching and learning of history in secondary education aimed to identify theoretical and methodological milestones for making the teaching and learning process of history more efficient, by using the most appropriate interactive methods of learning the contents of the instruction proposed in the curriculum of the integrated subjects Romanian and Universal History (Republic of Moldova) and History (Romania).

Educational policies developed at international and national level support the development of methodologies that ensure the efficiency of the learning process, the formation of knowledge, skills, attitudes and values specific to the subject of history in secondary school students. They are correlated with the educational approaches proposed through the National Curriculum for History. Among them we mention: the National Education Law of Romania (2011), the Education Code of the Republic of Moldova (2014); the National Strategy for Sustainable Development of Romania 2030 Horizons 2013-2020-2030; the National Development Strategy "Moldova 2030" and others.

So far, both in Romania and in the Republic of Moldova, the problem of interactive teaching-learning of history in secondary education has not been the subject of special investigations, hence the lack of an effective methodology, however some aspects of the application of interactive methods to history lessons have been addressed in a number of studies by researchers: I. Căpiță; C. Felezeu; C. Dinulescu; I. Gh. Ioniță; Șt. Păun; A.I. Roaită; Gh. Iutiș; N. Petrovschi, Gh. Tănasă etc.

The analysis of educational policy documents and specialized studies has revealed the following contradictions in the context of education based on interactive teaching-learning:

- Between the demands of modern education regarding the implementation of the methodology of interactive teaching-learning of history in secondary education and the lack of technological support in the educational system;

- between the high quality level of scientific research on interactive teaching-learning and its insufficient use in the subject of history in secondary education;

- between the need to train students to value history and the lack of a methodology for interactive teaching and learning of history in secondary education, which would ensure that students acquire and appropriate the educational values stipulated in the curriculum.

On the basis of these contradictions, the research problem was formulated as follows: On what scientific and praxeological foundations should the methodology of interactive teaching-learning of history in secondary education be conceptualized, so as to ensure the formation of students who value history?

The aim of the research was to determine the psycho-pedagogical landmarks, to develop the methodology of interactive teaching and learning of history and to validate it at secondary school level.

The research objectives were: analysis of theoretical approaches to interactive teaching-learning in the educational process; identification of current problems in the activity of teaching-learning of history; highlighting the author's axiological vision of interactive teaching-learning of history

in school; elucidation of the structure and components of the methodology of interactive teaching-learning; elaboration of the methodology of interactive teaching-learning in the subject of history in secondary education for the formation of the valuing student; implementation and validation of the methodology of interactive teaching-learning through experiment; interpretation of the experimental results, formulation of conclusions and methodological recommendations.

Research hypothesis: the methodology of interactive teaching-learning can be made more effective if: the theoretical foundations of interactive teaching-learning will be established; the structure and components of the methodology of interactive teaching-learning will be elucidated; the methodology of interactive teaching-learning in the subject of history in secondary education will be identified for the formation of the appreciative student; the pedagogical model of interactive teaching-learning of history in secondary education will be conceptualized; the methodology of interactive teaching-learning of history in secondary education will be implemented and validated by experiment.

Summary of research methodology and research methods. Underlying the research were theories and concepts: Theory of psychogenesis of intellectual operations; Socio-constructivist theory; neo-constructivism (J. Piaget, L.S. Vîgotski, J. Bruner), Theory of socio-cultural structures by L.S. Vîgotski; Theory of cumulative hierarchical learning by R.M. Gagné; Theory of cognitive and anticipatory organizers of progress by D.P. Ausubel and F. Robinson; Theories of learning, after L.S.Vîgotski, Ph. Meirieu, A. Bandura; the concept of interactivity (M.D. Bocos, T. Callo,

V. Chiș, L. Ciolan, S. Cristea, C. Cucoș, Vl. Gutu, I. Neacșu, C.L. Oprea, I.O. Pânișoară, N. Petrovschi, E. Tiron, etc.); the concept of constructivism (D. Antoci, M.D. Bocoș, I. Neacșu, E. Joița, C.L. Oprea, C. Cucoș, Vl. Gutu (coord.), N. Silistraru, N. Petrovschi, S. Golubitschi and others); the concept of active/interactive teaching-learning (M.D. Bocos, T. Callo, I.Cerghit, S. Cristea, C. Cucos, L. Cuznețov, Gh. Dumitru, F. Frumos, Vl. Gutu, M. Ilie, R. Iucu, I. Jinga, E. Joița, I. Neacșu, C.L. Oprea, E. Tiron, T. Stanciu, L. Șoitu, T. Callo, A. Paniș, I.O. Pânișoară, N. Petrovschi etc.); the concept of active/interactive teaching methods (M.D. Bocos, M.D. Bocoș and D. Jucan, I. Botgros, I. Cerghit, V.Chiș, S.Cristea, C. Cucoș, M. Hadîrcă, R. Iucu, M. Ionescu, I. Neacșu, A. Nicu, C.L. Oprea, I.O. Pânișoară; the concept of educational values (T. Vianu, S. Cristea, Vl. Pâslaru, N. Silistraru, M. Hadîrcă, V. Lungu).

The research methodology involved: theoretical methods - scientific documentation, bibliographical study, comparative analysis, analytical-synthetic method; praxeological methods - observation, conversation, pedagogical experiment, evaluation sheets, evaluation grid, collection, analysis of products; statistical methods - statistical-mathematical processing of experimental data, interpretation of data, graphical presentation of obtained data.

THESIS CONTENT

In the first chapter of the thesis, entitled Theoretical landmarks of interactive teaching-learning of history, the theories and approaches of interactive learning, concepts and characteristics of interactive teaching in the educational process, current problems in teaching-learning of history have been analyzed. On the basis of the research carried out by M.D. Bocos [1]; T. Callo [2]; S. Cristea [4]; C. Cucoș [5]; Vl. Gutu [6]; C.L. Oprea [11]; N. Petrovschi [13]; E. Tiron and T. Stanciu [15], etc., the concepts of interactivity, interactive learning, interactive teaching have been systematized.

Special attention was paid to the analysis of the concept of interactivity as a method that aims to achieve an interactive learning and training of the learner, through total involvement (cognitive, psychomotor and affective) of the learner. It was also established that interactivity involves very much the social dimension, the way in which activities are organised (frontal, in pairs, in groups), the situations in which learners act interactively, collaborate, which determines the effective participation of the whole class in the teaching-learning process.

Analysing the new conditions for designing, carrying out and valuing learning, we found, together with ... that: "interactive learning is a type of learning based on collaborative involvement..." [1, p.85], which aims at learning through understanding, learning with meaning, centred on the learner's learning.

Analysing the concept of interactive teaching based on the work of researchers M.D. Bocoș [1], C.L. Oprea [11], E. Tiron and T. Stanciu [15], etc., it was found that interactive teaching provokes students to make more effort to develop

their own knowledge, interpretation and reflection skills in the application of real learning situations. In interactive teaching, the teacher-student binomial is created, in which the teacher stimulates, coaches, guides, communicates and collaborates with the students, helping them to apply what they have learned. Interactive teaching also involves online teaching. The teacher's meeting with the student in the teaching-learning-assessment process is done online. The place of traditional teaching, but also of modern teaching, is taken by interactive teaching facilitated by computer, tablet and phone. The use of ICT changes the whole teaching process; the timing of the lesson as well as the strategies used in teaching undergo major changes. ICT-based teaching requires greater involvement and a deeper learning process. The virtual classroom gives the teacher the possibility to create a different design of teaching: he/she will use interactive strategies to engage the students, set specific competences and learning activities to stimulate the students in the teaching-learning process, provide the necessary explanations for learning and performance.

The study of current problems in the practice of teaching and learning history in secondary schools led us to conclude that one of the least examined problems in the discipline of history is the axiologization of the learning process or the filling of the process with the values necessary to cultivate in students.

Thus, from the analysis made on the mentioned sources, the idea of the need to axiologize the teaching-learning process, by operationalizing values in the history discipline and by applying interactive methods, supported by working tools that help students to form themselves as active

citizens, who know, respect and promote values in a society that is in a constant transformation, was outlined.

In the second chapter, entitled Methodological framework for interactive teaching-learning of history in secondary education, ideas, concepts and theories about educational values from the works of researchers T. Vianu [17], Vl. Pâslaru [12], N. Silistraru [16], S. Cristea [18], M. Hadîrcă [19] etc., which were related to the current problems of history teaching, the author's axiological vision of interactive teaching-learning in school was systematized and the pedagogical model of interactive teaching-learning of history in secondary education was conceptualized, which orients the process of interactive teaching-learning towards knowledge and appropriation of values in the subject of history.

In this regard, the research problem was highlighted, arguing that so far there is no classification of specific values of history education, necessary to promote in the teaching process.

In order to achieve the four goals set by UNESCO at the 2001 International Conference (learning to learn; learning to do; learning to be and learning to live with others), we believe that a new configuration of value orientations in the educational process is necessary, which we have presented in Fig.2.1.necessary to promote, the constructivist teacher who masters interactive teaching/learning methods and the valuing student who knows, appreciates and promotes values. Therefore, we believe that the aim of school education is to help students to construct diverse and individually useful values in the context of their own culture, through the acquisition of historical values.
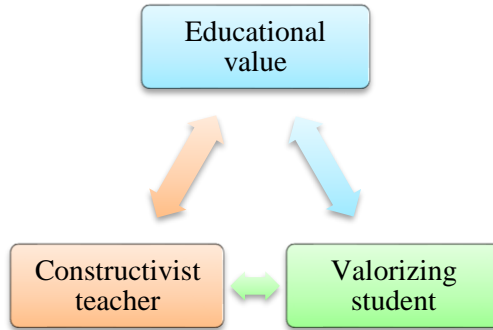
Fig.2.1. Educational value relations

Taking into account the above-mentioned aspects, we aimed to form in the pedagogical experiment, through an interactive teaching-learning methodology of history, a valuing student, who can distinguish value from non-value, be spiritually autonomous, protect national values and pass them on.

In this regard, the structure of the components of the interactive teaching-learning methodology was elucidated, which included the following aspects: research of interactive teaching-learning from epistemological and pragmatic points of view, linking theoretical aspects with practical aspects of studying the subject of history, classification, description and application of interactive methods in history classes.

Central to this chapter is the conceptualization of the Pedagogical Model of Interactive Teaching-Learning of History in Secondary Education (MPPIIIG) of the Methodology of Interactive Teaching-Learning of History in Secondary Education (Figure 2.2). The purpose of MPPIIIG in the process of teaching-learning of history, is outlined at the level of interactive methods and realized for the valorization of the methodology of interactive teaching-

learning of history in secondary education, subsequently ensures the formation of a valuing student in the subject of history in secondary education.
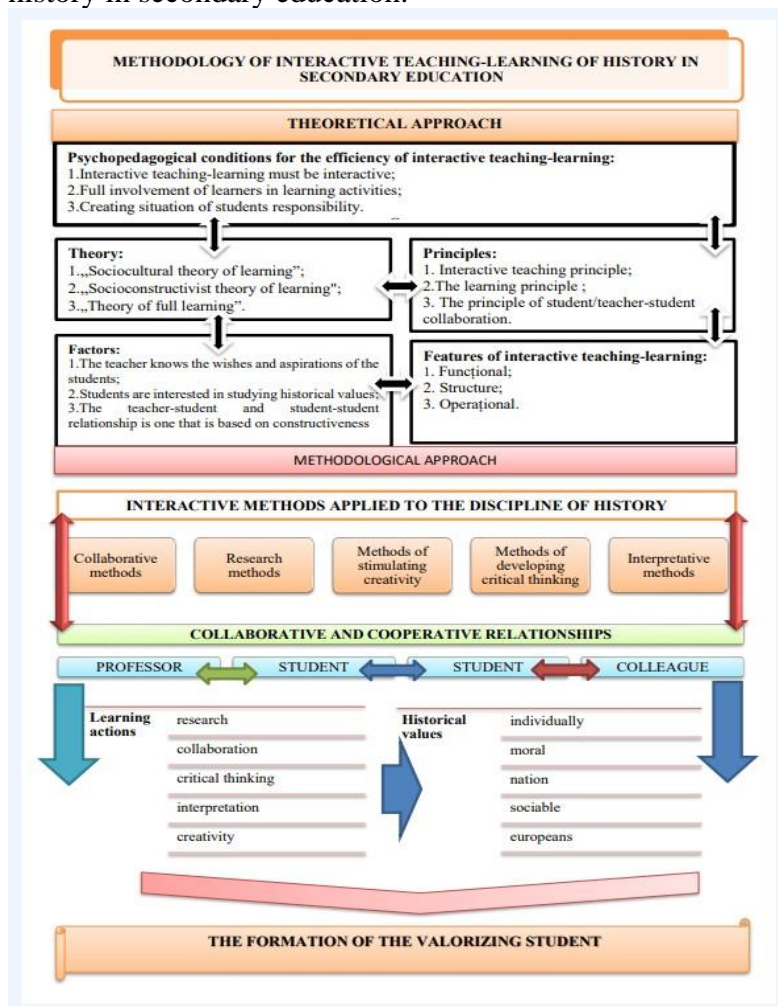
Fig. 2.2. The pedagogical model of interactive teaching-learning of history in secondary education

The pedagogical model developed in the research has a complex structure, consisting of two parts: the theoretical approach and the methodological approach.

The theoretical approach includes the following components: (1) psycho-pedagogical conditions for effective interactive teaching-learning: interactive teaching-learning should be activating; fully involve learners in learning activities; correspond to educational needs; ensure the development of critical and creative thinking; support them in collaborative relationships with peers, etc. (2) theories of interactive learning; (3) factors influencing interactive teaching-learning: the teacher knows the wishes and aspirations of his/her students; students are interested in studying the subject of history; lesson objectives are correctly set; teacher-student and student-student relations are based on respect for constructivist principles; teaching-learning-assessment is a process that supports interactivity; proper valuing of student work; student involvement in teaching activity.

The psycho-pedagogical principles of interactive teaching-learning include: the Interactive Teaching Principle; the Cooperative Learning Principle; the Situational Learning Principle; the Constructivist Learning Principle; the Student/Teacher-Student Collaboration Principle; the Interactive-Creative Learning Principle; and so on.

Another element of the Pedagogical Model is the psycho-pedagogical characteristics of the interactive teaching-learning process, which refer to: the functional aspect, the structural aspect and the operational aspect.

The methodological approach focuses on the concepts of interactive methodology (the totality of interactive methods used in the interactive teaching-learning

process, which "is based on a unitary conception, principles, rules and procedures applicable to various disciplines and forms of instruction" [Apud 15, p.67]; [8]); and interactive method ("is an effective way of organizing and conducting learning") interactive, in order to achieve the results desired by the teacher and students as a result of their efforts [3, p.254]; on the system of interactive methods for training the rewarding student, as follows: 1. Collaborative methods; 2. Research methods; 3. Methods of stimulating creativity; 4. Methods of developing critical thinking; 5. Interpretive methods [3].

A central element of the Pedagogical Model is the component of collaborative and cooperative relationships between teacher-student and student-student, which through learning actions, based on research, critical thinking, interpretation, creativity, recognize historical values, make value judgments, etc.

Thus, the whole methodological process of interactive teaching-learning described above led us to develop the profile of the valuing student, who knows the values of history, knows how to value the historical source, gets involved in the learning action through collaboration, through research, through critical thinking, through creativity, through own interpretation, in order to appropriate the specific values of historical education. (Figure 2.3).

The teacher in the "interactive educational relationship" teaches students to teach others; creates and maintains the link between the interventions of the participants; coherently articulates the contents of the different interventions; builds interactivity devices; encourages individuals to speak; animates large group of student; favours personal and collective reflection [1, p. 99].
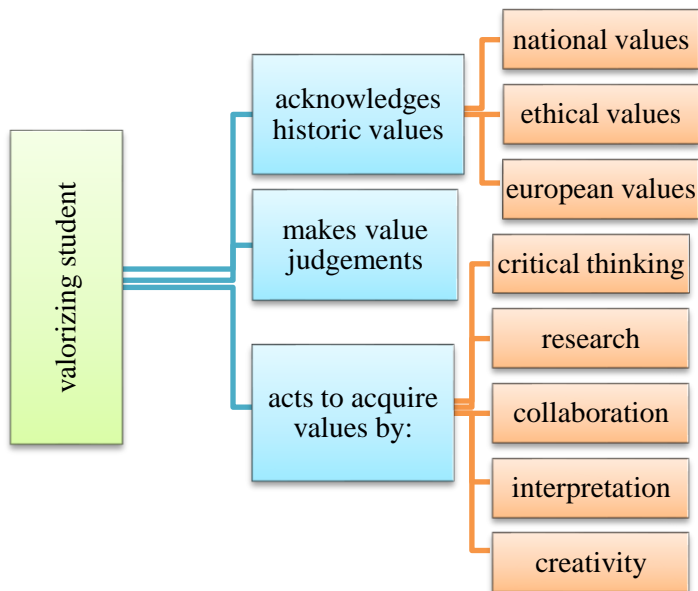
Fig. 2.3. Profile of the valorizing student

According to this profile, the learner becomes a valuator if he/she: recognises values, makes value judgements, enunciates appreciation regarding values and values historical facts, events and processes, etc.

The pedagogical model developed and described highlights the importance of educational values and interactive methods of teaching and learning history in secondary education as values-instruments, which aim to form the valuing student.

The third chapter, entitled Experimental dimension of interactive teaching-learning of history in secondary school, presents the experimental part of the research, which focused on the valorisation of the methodological framework exposed in the previous chapter.

The experiment aimed at determining the functionality of the interactive methodology in the teaching-learning of history in secondary school, in order to validate the theoretical-practical foundations of this important process.

The objectives of the experiment were: to establish the levels of training of the valuing student in 5th grade students; to develop and systematize the criteria for evaluating the valuing student; to experimentally train 5th grade students in the methodology of interactive teaching-learning of history in secondary school; to systematize and analyze the data of the experiment of training 5th grade students in the methodology of interactive teaching-learning of history in secondary school; to validate the data of the training experiment by the control experiment; to compare the data of the experiment and to draw conclusions from the experiment.

Table 3.1. presents the experimental design of the research.

Table 3.1. The experimental design of the research

Stages	Establishment stage	Training stage	Control stage
	School year 2021-2022	School year 2021-2022	School year 2021-2022
Research sample	Classes V „A" and V „T"- 65 students-Theoretical High School with Arts Profile „Nicolae Sulac" (Chisinau), R. Moldova	Experimental sample - Classes 5th „A", 5th „B" and 5th „C" – 45 students, Romania-Cleja	Classes V „A" and V „T"- 65 students-Theoretical High School with Arts Profile „Nicolae Sulac" (Chisinau), R. Moldova

	Classes 5th „A", 5th „B" and 5th „C" – 45 students, Romania- Cleja Seconadary School(Bacău)	Seconadary School(Bac ău)	Classes 5th „A", 5th „B" and 5th „C" – 45 students, Romania- Cleja Seconadary School(Bacău)
Total nr.of students	110 students	45 students	110 students

The purpose of the observational experiment was to obtain data on the level of valuing learner formation in 5th graders in the process of teaching and learning history in secondary school.

The experiment was carried out by: (1) studying the curricular supports on the research problem; (2) identifying the degree of students' involvement in the interactive teaching-learning process; (3) identifying the difficulties faced by 5th grade students in the interactive teaching-learning of history; (4) to establish indicators for assessing the level of learner valuator training; (5) to develop criteria for assessing the level of learner valuator training; (6) to determine the levels of learner valuator training in the interactive teaching-learning process of history.

The levels of learner valuator training in the ascertainment stage were measured by the application of evaluation sheets. They were applied to experimental classes in Romania and control classes in Moldova. The results obtained allowed us to compare the experimental and control classes. The evaluation sheets applied at the observation stage aimed at identifying historical values through learning activities involving research, collaboration, critical thinking,

creativity and interpretation. The indicators targeted were classified according to three levels: high, medium and low.

The system of criteria for assessing the level of training of the valuing learner was developed on the basis of principles characteristic of interactive teaching-learning, according to which the full grasp of historical values in the subject of history by fifth-grade students implies that they should be able to: produce work that enhances the experience of participating in activities related to human history; produce group projects that promote local values; produce presentations that promote democratic values and principles; set tasks that promote interactive learning; produce essays and texts using historical values; use creativity, critical thinking, research and interpretation to discover values in historical sources.

Fig.3.1. shows the levels of formation of the E.CS. valuing student. Romania
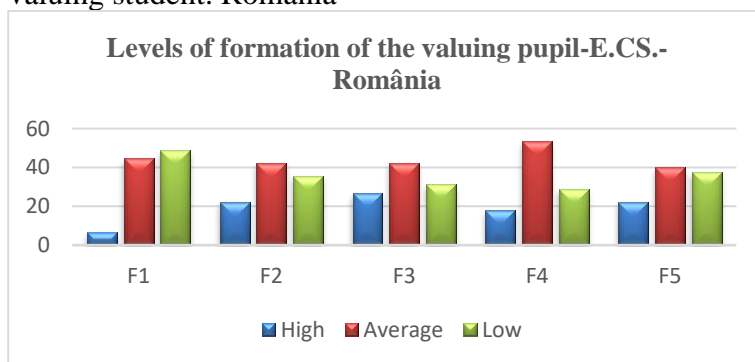
Fig.3.1 Levels of formation of the valuing student

Following the analysis of the results presented in Fig.3.1, obtained by the students in the experimental classes in Romania, we observe the following: only 19.11% correctly meet the requirements in the learning activities through collaboration, research, interpretation, critical thinking,

creativity for recognizing historical values; 44.45% partially correctly meet the requirements through creative, collaborative, interpretation and research activities for discovering historical values; 36.44% fail to correctly meet the requirements through creative, critical thinking, interpretation, research and collaboration activities for defining historical values.

Fig.3.2. shows the levels of the formation of the valuing student E.CS. R. Moldova.
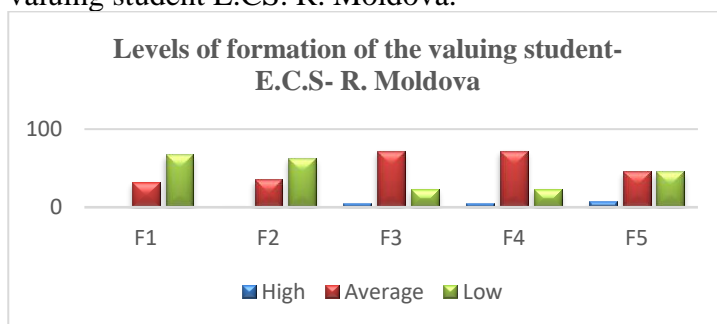
Fig.3.2 Levels of formation of the valuing student

In the control classes in Moldova, after analyzing the results (Fig.3.2), it was found that: 3.69% correctly meet the requirements in learning activities through collaboration, research, interpretation, critical thinking, creativity for recognizing historical values, 51.69% partially correctly meet the requirements through creative, collaborative, interpretation and research activities for discovering historical values, 44.62% fail to correctly solve the requirements related to historical values through creative, critical thinking, interpretation, research and collaboration activities.

Thus, the experiment of finding showed us that students do not formulate answers according to the requirements, do not distinguish values, some want to work

only individually, the fact that they do not know how to answer problem questions, cannot interpret a historical source, etc., which allowed us to conclude that it is necessary to implement a methodology of interactive teaching-learning of history.

The aim of the training experiment was: to use the interactive methodology in the teaching-learning of history in secondary schools. The experimental classes consisted of 45 students from Cleja Secondary School, Cleja County, Romania. Bacău, Romania.

In the training experiment, the didactic sequences of interactive teaching-learning were designed and carried out in accordance with the 2017 School Curriculum for History. The objectives pursued were: (1) the valorization of theoretical and applied benchmarks for the training of the appreciative learner; (2) the experimental implementation of the interactive methodology in the teaching-learning of history in secondary school.

The training of the learner-valuator focused on the application of interactive methods in history lessons. Students interacted with interactive methods through research, critical thinking, creativity, interpretation and collaboration for the acquisition of historical values. Each learning sequence benefited from methods within the interactive methods (collaborative methods, research methods, methods for stimulating creativity, methods for developing critical thinking, interpretive methods). The result obtained was an active feedback on the process of forming the valuing learner.
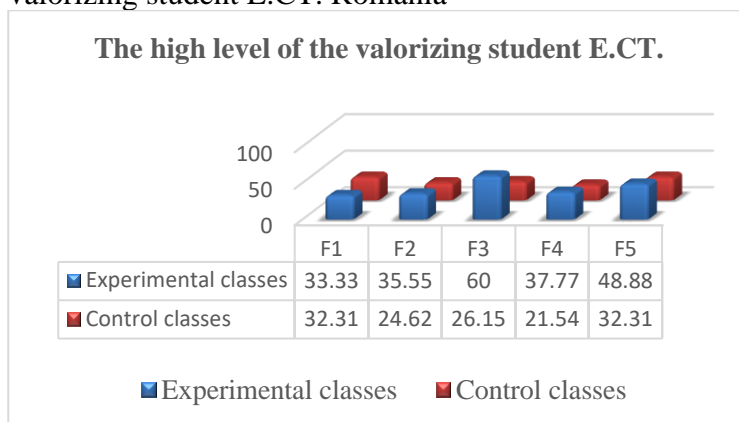
The control experiment was carried out in order to highlight the results of the formative experiment in the students of the experimental classes, in comparison with the

control classes on the formation of the valuing student, after the formative stage, in which all 110 students of the observation experiment stage were involved.

The objectives were: to assess the level of training of the valuing student; to analyse and interpret the results obtained after the valuing student training experiment.

In the control experiment: research was carried out to evaluate the effectiveness of the interactive history teaching-learning methodology; the levels of learner valuing training were determined; the results recorded in the 5th experiment classes and the control sample in the control stage were compared and analysed; the results recorded in the 5th experiment classes and the 5th control classes in the control stage and the ascertainment stage were compared and analysed; conclusions and recommendations were drawn based on the scientific investigation. Scientific methods were used: control experiment method, evaluation sheet, scientific observation, statistical method.

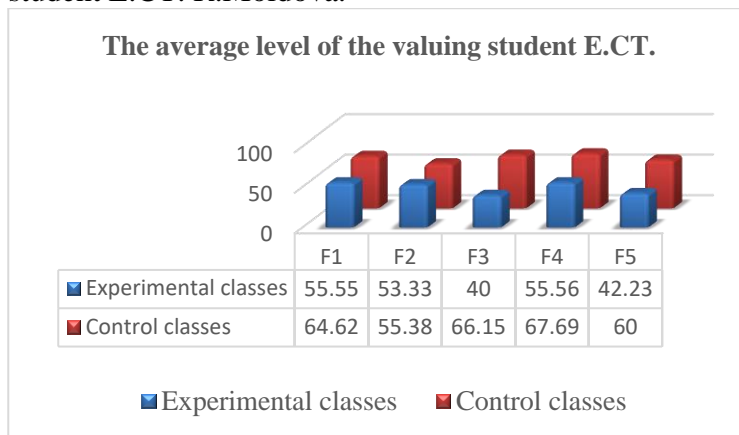In Fig.3.3. we show the levels of training of the valorizing student E.CT. Romania

The high level of the valorizing student E.CT.

	F1	F2	F3	F4	F5
Experimental classes	33.33	35.55	60	37.77	48.88
Control classes	32.31	24.62	26.15	21.54	32.31

■ Experimental classes ■ Control classes

Fig.3.3 The high level of the valorizing student

Thus, for the high level of the rewarding student there are differences between the experimental and control classes, which shows that the rewarding student: is aware of the importance of historical values (national, European, moral, social, individual); formulates value judgements; interprets historical values; seeks answers and explanations for historical values; discovers historical values through research actions; collaborates for the knowledge of historical values; is creative, original in the way of interpreting historical values; researches historical values; thinks critically about solving historical problems; participates with the teacher in solving problems; builds knowledge with the help of historical values.

Fig.3.4. shows the levels of formation of the valuing student E.CT. R.Moldova.

The average level of the valuing student E.CT.

	F1	F2	F3	F4	F5
Experimental classes	55.55	53.33	40	55.56	42.23
Control classes	64.62	55.38	66.15	67.69	60

Experimental classes   Control classes

Fig.3.4. The average level of the valuing student

We see in Fig. 3.4. a positive difference for the control classes, which shows that they could reach the high level when interactive methods are applied.

Fig. 3.5. shows the training levels of the valuing student in the control experiment.

The low level of the valuing student-E.CT.

	F1	F2	F3	F4	F5
■ Experimental classes	11.12	11.12	0	6.67	8.89
■ Control classes	3.08	20	7.69	10.77	7.69

■ Experimental classes　■ Control classes
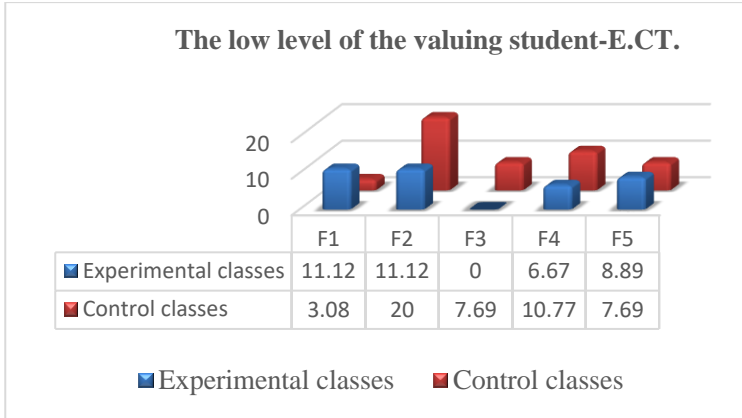
Fig. 3.5 The low level of the valuing student

The low level of the valuing student is determined by the following conditions: he/she has difficulty identifying historical values (national, moral, European, social, individual); he/she has difficulty selecting historical values; he/she is indifferent to historical values, etc.
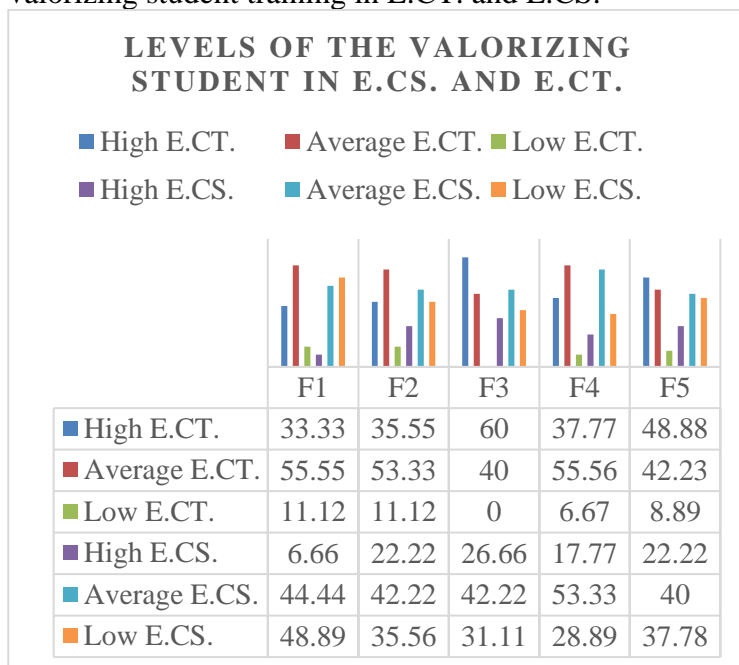
Fig.3.5. shows that the low level of the valuing student in the experimental classes recorded high values in research activities and interpretive activities and negative values in collaborative activities which demonstrates the effectiveness of the application of collaborative methods.

In order to observe the differences between the levels obtained by the valuing student in the observation stage and the control stage, the results in Fig.3.6 were analysed.

By applying F1 the experimental classes carried out learning activities involving critical thinking and solved the requirements correctly in 33.33% in E.CT. as opposed to 6.66% in E.CS. for the high level; by applying F2 the experimental classes solved learning activities correctly by interpreting historical sources in 35.55% in E.CT. as opposed to 22.22% in E.CS. for the high level; by applying F3 the

experimental classes carried out collaborative learning activities and solved the requirements correctly in 60% in E.CT. as opposed to 26.66% in E.CS. for high level; by applying F4 the experimental classes carried out creative learning activities and solved the requirements correctly in 37.77% in E.CT. as opposed to 17.77% in E.CS. for high level; by applying F5 the experimental classes participated in inquiry learning activities and solved the requirements correctly in 48.88% in E.CT. as opposed to 22.22% in E.CS. for the high level.

In Fig.3.6. we show the comparative levels of valorizing student training in E.CT. and E.CS.

LEVELS OF THE VALORIZING STUDENT IN E.CS. AND E.CT.

■ High E.CT.   ■ Average E.CT. ■ Low E.CT.
■ High E.CS.   ■ Average E.CS. ■ Low E.CS.

	F1	F2	F3	F4	F5
■ High E.CT.	33.33	35.55	60	37.77	48.88
■ Average E.CT.	55.55	53.33	40	55.56	42.23
■ Low E.CT.	11.12	11.12	0	6.67	8.89
■ High E.CS.	6.66	22.22	26.66	17.77	22.22
■ Average E.CS.	44.44	42.22	42.22	53.33	40
■ Low E.CS.	48.89	35.56	31.11	28.89	37.78

Fig.3.6 Comparative levels of the valorizing student

The fact that the levels of the valuing student in the experimental classes increased following the application of the training experiment, and the fact that the levels of the valuing student are much higher in the experimental classes than in the control classes, confirms the correctness of the hypothesis formulated at the beginning of the research.

The use of the interactive teaching-learning methodology of history in secondary education has brought the following improvements: students' familiarity with interactive methods; students' increased interest in historical values with the help of interactive methods; students' discovery of historical values through learning activities involving collaboration, critical thinking, research, creativity and interpretation; the formation of the valuing student - the student who recognizes values, formulates value judgments, makes value judgments, values historical facts, events and processes.

These results of the pedagogical experiment demonstrated the need for the application of interactive methods, which was shown by the training experiment, which led to the real increase in the level of the valuing student; the methodology of interactive teaching-learning of history in secondary education was exploited; the real levels of the valuing student were established; the research hypothesis was confirmed.

To confirm the results and obtain the critical significance of the statistical criterion, χ^2 test was applied, by which we obtain the result of the statistical criterion $T : X_{1-a} = 3.2200$ for $P = 0.80$ and $T : X_{1-a} = 4.6100$ for $P = 0.90$. From this observation, it follows the validity of the alternative hypothesis and that the increase in the results of the valuing student training occurs in about 80 cases out of 100.

Thus, the obtained results demonstrated that the methodology carried out in the experimental approach made it possible to increase the level of students' performance as a result of the application of interactive methods of teaching-learning history in secondary education. It was established and experimentally demonstrated that the use of interactive methods for the formation of the appreciative student determines the effectiveness of the acquisition of historical values through research, collaboration, creativity, critical thinking and interpretation. Therefore, the aim set for the experimental research was achieved and the hypothesis was confirmed.

GENERAL CONCLUSIONS
AND RECOMMENDATIONS

The research carried out focused on one of the current problems of history didactics - the conceptualization and experimental validation of an interactive teaching-learning methodology of history in secondary education, with the aim of training the valorizing student. The synthesis of the theoretical and applied aspects examined in the research allowed the formulation of the following conclusions:

1. The investigated problem was solved by: elucidating the concepts: interactivity, interactive methodology, interactive teaching, interactive learning, interactive methods, valuing student (1.1; 1.2; 2.2), which were the basis for the elaboration of the theoretical benchmarks and in relation to which they the current existing problems in the teaching-learning of history were analyzed, the need for a historical education from the perspective of values being highlighted as one that is less examined (1.3).

2. The analysis of current educational policies regarding lifelong learning and the adoption of the educational paradigm of student-centeredness and child-friendly school allowed us to establish the principles, factors and psycho-pedagogical conditions necessary for the development of a methodology regarding the interactive teaching-learning of history in secondary education.

3. The pedagogical model of interactive teaching-learning of history, conceptualized within the research, required its foundation on the theoretical approach (theories, factors, principles and characteristics of interactive teaching-learning), and on the methodological approach where the actual methodology is presented of interactive teaching-learning, based on collaborative and cooperative relationships, on research activities, critical thinking, interpretation, etc. (2.2)

4. Within the methodology, an author's vision was synthesized regarding the specific values of historical education and the interactive teaching-learning methods, capable of leading to the formation of the valorizing student within the history discipline in secondary education.

5. The results of the experiment allowed us to conclude that the methodology of interactive teaching-learning of history became functional in the conditions where: appropriate methods and tools were applied to train the valorizing student.

The obtained results allow the formulation of recommendations:

For curriculum authors:

- Integrating contents that emphasize historical values into curriculum documents.

For secondary school teachers:

- The use of research results and assessment sheets in the practice of history teaching-learning for the purpose of training the valorizing student.

For continuing professional training centers:

- Application of the Methodology of interactive teaching-learning of history in secondary education in order to train the valorizing student through the discipline of history.

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ADNOTARE

MIHĂILĂ Monica Maria

„Metodologia predării-învățării interactive a istoriei în învățământul gimnazial”, Teză de doctor în Științe ale Educației, Chișinău, 2023

Structura tezei: introducere, trei capitole, concluzii generale și recomandări, bibliografie din 172 de titluri, 35 anexe. Volumul tezei: 121 de pagini text de bază, 15 figuri, 41 tabele. Rezultatele obținute sunt publicate în 13 lucrări științifice.

Cuvinte-cheie: interactivitate, predare interactivă, învățare interactivă, metodologie interactivă, metode interactive, valori, elev valorizator.

Scopul cercetării a constat în determinarea reperelor psihopedagogice, elaborarea metodologiei predării-învățării interactive a istoriei și validarea acesteia la nivelul învățământului gimnazial.

Obiectivele cercetării au vizat: analiza abordărilor teoretice cu privire la predarea-învățarea interactivă în procesul educațional; identificarea problemelor actuale în activitatea de predare-învățare a istoriei; evidențierea viziunii axiologice de autor asupra predării-învățării interactive a istoriei în școală; elucidarea structurii și componentelor metodologiei predării- învățării interactive; elaborarea metodologiei de predare-învățare interactivă la disciplina istorie în învățământul gimnazial pentru formarea elevului valorizator; implementarea și validarea prin experiment a metodologiei predării-învățării interactive; interpretarea rezultatelor experimentale, formularea concluziilor și recomandărilor metodologice.

Noutatea și originalitatea științifică a investigației sunt obiectivate în: determinarea reperelor teoretice privind metodologia predării- învățării interactive la disciplina Istorie în învățământul gimnazial; descrierea științifică a impactului metodologiei predării- învățării interactive a istoriei în formarea elevului valorizator; construirea unui sistem complex de instrumente ca parte a metodologiei predării- învățării interactive a istoriei; conceptualizarea *Modelului pedagogic de predare- învățare interactivă a istoriei în învățământul gimnazial.*

Rezultatele obținute care au contribuit la soluționarea problemei științifice: rezidă în determinarea reperelor teoretice și elaborarea metodologiei predării- învățării interactive a istoriei în învățământul gimnazial, fapt care a contribuit la formarea elevului valorizator, *în vederea* cunoașterii valorilor istorice.

Semnificația teoretică a cercetării constă în: argumentarea teoretică și praxiologică a metodologiei predării- învățării interactive precum și a structurii și componentelor metodologiei predării- învățării interactive la disciplina Istorie în învățământul gimnazial; conceptualizarea *Modelului pedagogic de predare-învățare interactivă a istoriei în învățământul gimnazial.*

Valoarea aplicativă a cercetării rezidă în: descrierea aplicării metodologiei predării- învățării interactive la disciplina Istorie în învățământul gimnazial; determinarea nivelurilor de formare a elevului valorizator; implementarea metodelor interactive de formare a elevului valorizator.

Implementarea rezultatelor științifice: experimentul s-a desfășurat în cadrul instituțiilor de învățământ din România la (Școala Gimnazială Cleja, din jud. Bacău) și din Republica Moldova (L.T.P.A „Nicolae Sulac” din mun. Chișinău), în anul școlar 2021-2022. Eșantionul de elevi a cuprins: clasele a V a „A” și a V a „T”, formate din 65 de elevi de la Liceul Teoretic cu Profil de Arte „Nicolae Sulac” din Chișinău, Republica Moldova și clasele a V-a „A”, a V -a „B” și a V- a „C” formate din 45 de elevi de la Școala Gimnazială Cleja, jud. Bacău, România.

ANNOTATION

MIHĂILĂ Monica Maria
"Methodology of interactive teaching-learning of history in secondary education",thesis of Education Sciences, Chisinau, 2023.

Structure of the thesis: introduction, three chapters, general conclusions and recommendations, bibliography of 172 titles, 35 annexes. Volume of the thesis: 121 pages of basic text, 15 figures, 41 tables. The obtained results are published in 13 scientific papers.

Keywords: interactivity, interactive learning, interactive methodology, interactive methods, interactive teaching, values.

The purpose of the work: it consists in determining the psycho-pedagogical benchmarks, developing the methodology of interactive teaching-learning of history and validate it at the level of secondary education.

Research objectives: the analysis of theoretical approaches regarding interactive teaching-learning in the educational process; identification of current problems in the teaching-learning activity of history; highlighting the axiological vision of the author on the on interactive teaching-learning of history in school; elucidation of the structure and components of the interactive teaching-learning methodology; the development of the interactive teaching-learning methodology for the discipline of History in secondary education for the training of the valorizing student; implementation and experimental validation of the interactive teaching-learning methodology; interpretation of experimental results, formulation of methodological conclusions and recommendations.

The novelty and scientific originality of the investigation are objectified in: determining the theoretical benchmarks regarding the interactive teaching-learning methodology in the discipline of History in secondary education; the scientific description of the impact of the interactive teaching-learning methodology of history in the formation of the valorizing student; building a complex system of tools as part of the teaching-learning methodology of interactive history; conceptualization of the *Pedagogical Model of inteeractive teaching-learning of history in secondary education.*

The results obtained that contirbuted to the solution of the scientific problem resides in the determination of theoretical benchmarks and the elaboration of the methodology of interactive teaching-learning of history in secondary education, a fact that contributed to the formation of the valorizing student, in order to acknowledge historical values.

The theoretical significance of the research consists in: the theoretical and praxeological argumentation of the interactive teaching-learning methodology; the structure and components of the interactive teaching-learning methodology in the subject of history in secondary education; conceptualization of the *Pedagogical Model of interactive teaching-learning of history in secondary education.*

The applicative value of the research resides in the description of the application of the interactive teaching-learning methodology to the History discipline in secondary education; determining the formation levels of the valorizing student; implementation of interactive methods of forming the valorizing student.

The implementation of the scientific results: the experiment was carried out in educational institutions in Romania at the Cleja Secondary School, in Bacau County and in the Republic of Moldova at L.T.P.A. "Nicolae Sulac"in the Municipality of Chisinau, in the 2021-2022 school year. The experimental sample included: the 5th "A" and 5th "T" classes, made up of 65 students from the "Nicolae Sulac" Theoretical Arts High School, Chisinau Municipality, Republic of Moldova and the 5th "A", 5th "B" and 5th "C" classes, made up of 45 students from the Cleja Secondary School, Bacau County, Romania.

MIHĂILĂ MONICA-MARIA

METHODOLOGY OF INTERACTIVE TEACHING-LEARNING OF HISTORY IN SECONDARY EDUCATION

Speciality: 532. 02. School didactics on levels and educational subjects (History)
Summary of the doctoral thesis in education sciences