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**DEVELOPING CREATIVE WRITING SKILLS IN PRIMARY  
SCHOOL STUDENTS**

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## CONCEPTUAL LANDMARKS OF THE RESEARCH

### Relevance and Importance of the Topic

The new approach to language and literature learning entails remodeling and reconsideration so that teaching practices take into account not only the cognitive aspect of learning but also the affective-attitudinal dimension and the creative-imaginative capacities of students. Developing creative writing skills provides teachers and students with multiple opportunities to exploit and capitalize on these capacities. Reading competence is essential not only for individual success but also for the cohesion and coherence of communities and societies in which individuals live (PISA 2012). Therefore, literacy competence becomes a process that can lead to a deeper and more nuanced understanding of one's own ideas and feelings, of identity, which is continuously constructed in relation to others.

In the last decade, significant progress has been made in the Republic of Moldova regarding the objective of ensuring that all students reach the minimum level of reading competence. According to the Programme for International Student Assessment (PISA) 2022 report, the Republic of Moldova has improved its performance compared to the OECD average in PISA testing. In the Republic of Moldova's first participation in the PISA 2009 testing, the difference between the OECD average and the Republic of Moldova's average score in reading was 105 points. These differences have decreased significantly over the subsequent PISA testing cycles. Thus, in the PISA 2022 testing, the difference between the OECD average and the Republic of Moldova's average score in reading is 65 points (a decrease of 40 points compared to the PISA 2009 testing). According to the OECD Report, the difference recorded in reading between 2015 and 2018 in Romania is not statistically significant. In terms of comparison with other countries, Romanian students' results are close to those of students from Moldova, Montenegro, and Bulgaria.

At the level of the Romanian education system, the development of creative writing skills is a goal because preparing students for the national evaluation exam also involves writing a composition in which students narrate a real or imaginary incident. The school curriculum for the Romanian Language and Literature focuses on encouraging primary school students to develop their skills in understanding written messages and creatively expressing themselves in writing. Regarding the development of reading skills in Romanian education, statistical data shows that 59.2% of students reached at least level 2 of competence, meaning they can understand a text of medium length, extract the main idea, search for information based on criteria, in other words, they can construct meaning based on what they read.

In accordance with Article 26 of the Education Code of the Republic of Moldova, primary education aims to "shape the child as a free and creative personality and ensure the development of the competencies necessary for continuing studies in secondary education", among which necessarily includes the ability for creative writing. In Romania, the current regulatory framework is oriented towards promoting an education focused on values, creativity, cognitive abilities, volitional capacities, and action capacities, fundamental knowledge, and knowledge, competencies, and skills of direct utility, both in profession and in society, according to the National Education Law (2011), Article 2(1).

**The level of research on the issue.** The analysis of theory and educational practice has identified that creative writing is an important component of teaching, learning, and assessment at the primary education level in the educational systems of both the Republic of Moldova and Romania. International research on writing instruction has found a decrease in innovative or creative pedagogical practices due to the pressure on teachers to teach prescribed writing skills that are assessed in tests (Göçen 2019; Stock & Molloy 2020). The emphasis on tests and competencies has led to a lack of interest in creative writing (Hilton 2001). Students are less interested in creative writing when tasks are set and structured entirely by teachers and curriculum (Grainger et al. 2005; Myhill 2005). Reasons why teachers may feel difficulties in supporting students to express themselves freely could be the belief that they might lose authority in the

classroom and the fact that creative writing products are difficult to evaluate. If creative writing can benefit from more space and time, it will generate more interest and motivation in writing learning (Wang 2019). Under these conditions, primary education students will be interested in writing about their own experiences and emotions without imposed limits.

"An important element of cognitive, intellectual, and professional development, writing represents the mirror of human reflections and thoughts." (Șchiopu 2022, p. 209). In the context of increasing discussions about a school of the future and about pedagogically oriented formation of the reader of artistic literature through its axiological knowledge, teaching thinking in school becomes more than necessary. Good thinking can be developed through specific activities, and creative writing is one of them. A product of imagination and creativity, creative writing is not only a characteristic of geniuses; humans can be creative in any kind of activity. This postulate should shine with pedagogical optimism, animating projects to apply it in the broad practice of education. "Writing is at the same time a social necessity, a premise for personality formation, a benchmark for cultivating respect for the one to whom written communication is addressed, a means of self-assessment, and an intensification of attention in the writing process." (Marin, Golubițchi 2023, p. 6). "The school's task is to shape personalities capable of thinking and action, a goal that can be achieved not only by transmitting essential contents to students but also by developing their intellectual abilities, teaching them to communicate to exchange ideas, to take initiatives, and to make relevant decisions. It is not enough to teach students only to reproduce ideas; we must act to exercise their imagination, creativity, innovation spirit, developing behaviors indispensable for active integration into social life." (Ghicov 2019, p. 14). The Importance of Using Didactic Games as a Method for Developing Student Creativity, Language Skills, and Social Experience in Primary Education is Reflected in the Works (Patrașcu Dumitru, 2005, p.228).

Reading and analyzing literary texts provoke young students to experience a wide range of emotions and feelings, helping them form opinions and positive attitudes towards the surrounding world. A competent teacher realizes the importance of creating text as part of literacy competence (Gains & Graham 2011). Pedagogical approaches to creative writing are unique in shaping certain aspects such as accuracy, fluency, and creativity (Ibrahim 2013). Writing is a complex process that involves students making decisions about word choice, sentence structure, and ways to engage readers (Barton et al. 2023). Creative writing is important for the development of young students (Grainger et al. 2005) as it allows them to use their imagination and expand their problem-solving and deep thinking skills. According to Tin (2011), creative writing can contribute to the development of students' language and encourage them to use a richer vocabulary. Tok and Kandemir (2015) consider that creative writing stimulates language development from multiple perspectives: grammatical, lexical, phonological, and discursive. This process involves students speaking productively according to specific learning tasks for language development at the primary education level, to connect words into sentences and sentences into relevant descriptions, definitions, and narratives (Rini & Cahyanto 2020). There are positive effects of using creative writing in primary school on the development of logical reasoning and analytical skills in grammar learning. Involving students in the writing process helps them explore ideas before creating a written work. Creative writing not only can shape language acquisition (Lutzker 2015) but can also increase students' motivation and engagement in classroom activities (Avramenko et al. 2018). Creative writing trains young students to think creatively, enjoy work, and respect the work of others (Chen & Zhou 2010). Additionally, creative writing can engage students in critical thinking to discover solutions to various problems. Nasir (2021) specifies that creative writing encourages students to engage personally and enjoy the writing process. Through creative writing exercises, group learning is also stimulated (Sălcudean, Stănescu 2014). Creative writing can help students improve the quality of their writing in general by increasing autonomy, responsibility, and decision-making skills (Schlepphege 2010, p. 5). At the same time, evaluation is facilitated in order to experiment with different types of analysis and reflect on the writing process. However,

the results of some studies (Bražienė 2019) show that in primary school, teachers do not have enough time to develop students' creative writing skills in relation to the curriculum contents.

From here arises **the research problem**: What are the theoretical and methodological landmarks that ensure the development of creative writing skills in primary school students in the context of related reading activities?

**The research aim** is to establish the theoretical and methodological foundation of a pedagogical model for developing creative writing skills in primary school students based on related reading activities.

**The research objectives are as follows:**

1. Recording reading competence as a factor in developing students' creative writing skills.  
2. Determining the perspectives of creative writing based on its relation to the specifics of art.

3. Analytical comparison of students' creative writing abilities with the goals of linguistic and literary education.

4. Analysis of curriculum documents in the context of developing creative writing skills comparatively: Moldova and Romania (textbooks, programs, curriculum, methods of content utilization).

5. Development and practical application of the Pedagogical Model for Developing Creative Writing Skills in young students; implementation and validation of the Methodology for developing creative writing skills.

**The research hypotheses**

The development of students' creative writing skills in primary education can be productive if:

(a) It is based on a rational complex of pedagogical entities (communication competence - reading competence - creative writing; goals-methodological basis-results; model-technology-pedagogical experiment);

(b) It is operated based on a specific methodological reference, adequately instrumented.

**Research Methodology:**

*Theoretical level:* Scientific documentation; analysis and synthesis, induction and deduction, theoretical modeling, comparative analysis.

*Applied level:* Qualitative methods such as content analysis of school documents, hermeneutics.

*Practical level:* Pedagogical experiment, observation, statistics, quasi-experimental methods, grid for evaluating creative writing skills, mathematical processing of research results. In the experimental research, the grid developed by Vaezi and Rezaei (2018) was used.

**The scientific novelty and originality** result from the foundation of the *Pedagogical Model for developing creative writing skills in young students, starting from the relationship between literacy competence, reading state, and creative writing*.

**The obtained results contributing to the resolution of the important scientific problem** lie in the development of the Pedagogical Model for developing creative writing skills in young students, which underpins the structuring of the Methodology for developing creative writing skills to guide the developmental process, ensuring the development of creative writing skills at the level of young students.

**The theoretical significance** aims at theoretically and methodologically grounding activities for developing creative writing skills in primary school students; establishing the concept of referential literacy competence; determining the principles, criteria, and factors for developing creative writing skills; and elaborating the DASC Pedagogical Model.

**The practical value** of the work lies in implementing and validating the effectiveness of the Methodology for Developing Creative Writing Skills at the primary school level. This justifies

its application not only at this specific educational level but also at other educational stages, provided that specific principles, criteria, and factors are respected.

**Approval of Scientific Results:**

The research results have been approved at national and international scientific conferences and symposia, both within the country and abroad: *Effective Approaches to Educational Practices through Educational Project Implementation, National Conference*: February 2019, Bacău, Romania; *La violence détruit, l'amitié construit, International Conference, organized within the ERASMUS+ program L'amitié en partage*: May 2019, Bacău, Romania; *Innovation and Continuity in Curricular Planning. New Educations*: October 12, 2019, Bacău, Romania; *Scientific Conference of PhD Students, Chişinău*: May 2019, Chişinău; *Teaching-Promoter Framework of Educational Policies, International Scientific Conference, Chişinău*: October 11-12, 2019; *Creative Orientations in Romanian Education and Research 30 Years after the Revolution, International Scientific Conference, Bacău*: December 2019, Romania; *Aspects, Orientations, and Perspectives of Education Sciences in Contemporary Society, International Scientific Symposium, Bacău*: February 1, 2020, Romania; *Issues of Socio-Humanistic Sciences and Modernization of Education, International Scientific Conference, Chişinău*: October 8-9, 2020; *The Fifth International Conference on Innovation in Psychology, Education, and Didactics (ICIPED 2023), Bacău*: October 26-27, 2023; *Psycho-Pedagogical, Linguistic-Literary, Historical, and Didactic Approaches in Education Sciences, National Scientific Conference, "B.P. Hasdeu" State University of Cahul, Cahul*: December 20, 2023.

**Thesis-related Publications:** A total of 20 scientific publications have been developed, including two monographic books, five collective monographic books (with personal contribution specification), four articles in journals from the National Registry of Profile Journals (categories B and C), four scientific articles at international scientific conferences in Romania, and five articles in scientific event proceedings included in the Registry of Materials Published based on scientific events organized in the Republic of Moldova.

**Thesis Structure:** Introduction, three chapters, conclusions and recommendations, bibliography containing 161 titles, 5 appendices, 145 pages of main text, 26 figures, 53 tables. The obtained results and core content of the work are published in 20 scientific publications.

**Keywords:** creative writing, ability, capacity, creative writing ability, competence, communication competence, literacy competence, linguistic and literary education, young students, development/transformation.

## THESIS CONTENT

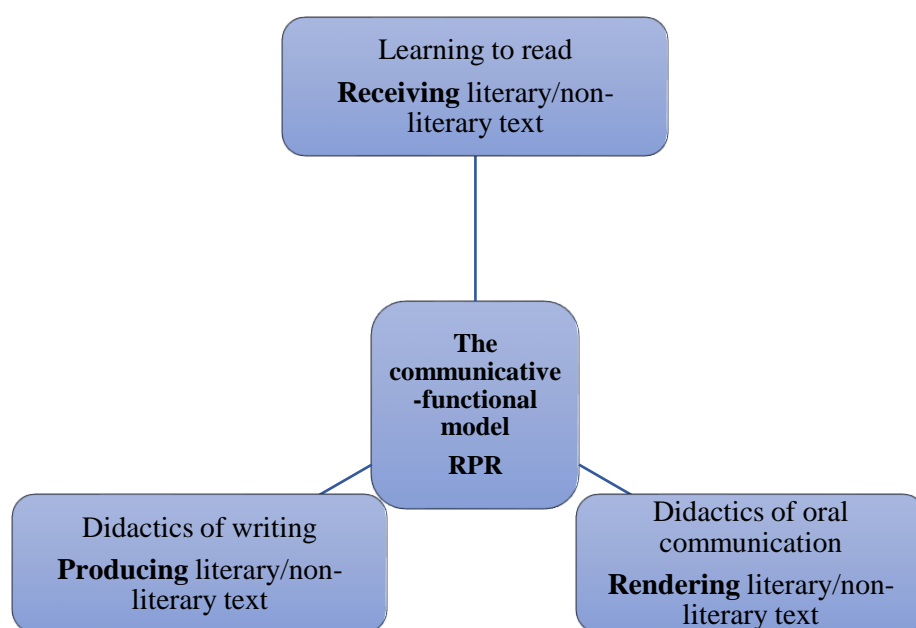
**Chapter 1. Theoretical Foundations of Reading Competence and Creative Writing Skills in Primary Education** covers the theoretical foundations of developing reading competence and creative writing skills in primary education. The first part of the chapter defines the concepts of competence, at a general level, and reading competence specifically. Reading competence, also known as literacy competence in the specialized literature, involves "developing the habit of reading, as well as the ability to understand and interpret what is read, to understand the meaning of words, and to experience the feelings conveyed by literary texts" (Paga 2021, p. 98). **Linguistic competence**, at the level of the mother tongue, is expressed through the ability to communicate effectively in writing and verbally, to read and understand various texts, to write different texts for publication, to distinguish between essential and non-essential information, and to express one's own opinions verbally and in writing (Cristea 2005). **Reading competence** consists of forming a reader "capable of conducting interrogative-interpretive readings of literary texts of various genres and species, distinguishing between value and non-value, interpreting literary phenomena in interaction with certain data from the fields of philosophy, history, sociology, ethics, aesthetics, arts, etc., as well as through the prism of its axiological universe" (Șchiopu 2014). According to another definition, literary competence is "an integrated set of literary-artistic, aesthetic-literary knowledge, reading skills, and literary-aesthetic attitudes, exercised spontaneously, which allow the true practice of reading activity" (Pâslaru 2013, p. 39). **Literary-reading competence (CLL)** represents "the main acquisition of the reading student, convertible into characteristic traits and literary-artistic and artistic-aesthetic behaviors, and in the case of gifted students, also into advanced aptitudes and talents for receiving-creating literary-artistic values" (Pâslaru 2013). The formation of literary-reading competence establishes that the student: knows and internalizes a representative number of Romanian literary works; correctly conducts, in accordance with the rules (principles) of literary-artistic reception, the reading and interpretation of a representative diversity of literary works; produces various interpretative and reflexive literary texts.

To provide an integrative vision of these competencies, explanatory models for the formation of reading competence are described in accordance with current trends in didactics (language learning theory in the sensitive period, Chomsky 1986; Saxton 2017; cognitive organizers theory, Ausubel & Robinson 1981; full learning model and the limits of reading in school, Carroll & Bloom, cited in Tiron & Stanciu 2019; experiential learning model, Kolb 2015; reading-oriented critical thinking development model, Reichenbach 2001; communicative-functional model, Pamfil 2009).

The general objectives of the literary-artistic education (ELA) conception are as follows (Pâslaru 2013, pp. 103-104): "Conscious preparation for the act of reading, commenting, and interpreting literary texts; actual reading - fluent, expressive, and comprehensive reading of a diversity of literary/educational/interpretative texts; formation/development of perception, imagination, thinking, and artistic creation; acquisition of theoretical-literary and reading-related tools for reading activity; detection/discernment/commentary/appropriate interpretation of the values of literary texts (messages) through decoding poetic language; production of a variety of interpretative texts (of literary-artistic works and phenomena, imaginative and reflective (about one's own cultural-spiritual experiences); critical evaluation of literary works and phenomena in a broad cultural context, national-regional-universal, and of one's own literary-reading acquisitions."



At the didactic level of the discipline, the communicative model has emerged as a key concept, along with the reform of educational structures and content, aiming for a profound change in the relationship between learning objectives and the student's insertion into the social sphere, by pursuing the causal relationship between the ability to produce and to receive both oral and written texts. In connection with this didactic model, the issue arises of restructuring the content of the discipline, in the sense of organizing it into three subdomains (Pamfil 2009, p. 17): "learning to read," which focuses on the reception of literary and non-literary texts, "learning to write," which aims at the production of literary and non-literary texts, and "learning oral communication," related to the comprehension and production of oral discourse. The three domains are closely related, as the development of communication skills in Romanian language education involves, among other things, the development of abilities to relate information from different domains (Figure 1.1.).



**Fig. 1.1. The communicative-functional model (RPR: reception, production, reproduction)**

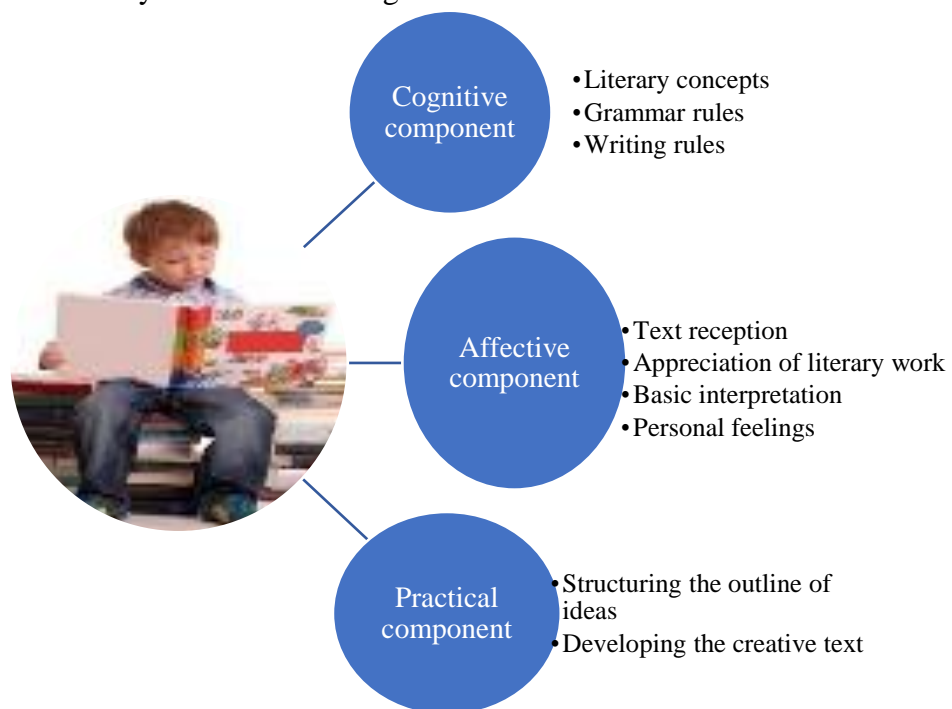
From a structural point of view, literacy competence is based on the following components Pamfil (2000, p. 64):

- knowledge regarding the text (genre, structure, message, author, vocabulary);
- reception skills, composing the outline of ideas, explaining words, narrating, characterizing the characters, etc.;
- attitudes regarding the expression of feelings experienced after reading the literary work, personal opinions about the presented phenomena, etc.

Creative writing skills become the reference notion of theoretical interpretation. Creative writing is generally perceived as writing that comes from the imagination. According to Sălcudean and Stănescu (2014, p. 74), creative writing is "the art of inventing, conceiving, and presenting in the most creative and convincing way possible, it is the telling of untruths to reveal truths about the world and our place in it." Wang (2019) defined creative writing as a form of original expression involving an author's imagination to engage a reader. Other definitions of creative

writing involve the notion of children's imagination, choice, and originality, and many studies have explored the concept of creativity in and through the writing process (Barton et al. 2023). According to Demir (apud İşçi et al. 2020), creative writing represents the capacity to reconstruct existing knowledge, concepts, events, by restoring and establishing associations between them, with the help of imagination. Creative writing means overcoming and challenging limits, conceiving, creating, an act of creation, the ability to shape a certain experience in new and different forms, finding new solutions, formulating original ideas. According to Hembrey (apud Şchiopu 2022, p. 210), creative writing means head (it is a mental activity: it conveys ideas), heart (it is an affective process: it conveys feelings), hand (it is an occupation, a skill that requires practice).

Creative writing is a product of creativity because it involves productive and expressive language skills (Alkhaldi 2023). The processes of creative writing, as outlined by Starko (2010, p. 127), are: fluency, which involves a multitude of ideas, flexibility, which relates to different categories or points of view, originality, which refers to unusual ideas, and elaboration, which consists of adding details to enhance ideas. According to Nasir (2021), creative writing refers to the knowledge, skills, and attitudes involved in improving flexible writing skills by relating to a variety of tasks and genres, transforming a text into a coherent one, and critiquing and analyzing a variety of written genres. Creative writing is closely related to literature learning, transmitting its uniqueness through various types of literary genres (Barbot et al. 2012). Writing activities in primary education take the form of simple narratives, poetry, folklore, historical narratives, biographies, rhymes. Figure 1.2 illustrates the relationship between the components of literacy competence and the ability of creative writing.



**Fig. 1.2. Components of literacy competence and the development of creative writing ability**

The place of creative writing between pedagogical practices and the tradition of the workshop model is analyzed. Theories and models following pedagogical practices are based on

the author-text-reader triangle, aiming to address the meaning and composition process. **The workshop model** involves expanding this approach and collaborating with other disciplines, such as performing arts and digital technology.

A new approach highlights creative writing as a form of art, integrating the expression of emotion, originality, and creativity. To reconsider the teaching of creative writing as an art form, three perspectives are highlighted. From *the perspective of freedom*, creative writing represents a significant way of free personal expression, which can help not only maintain the child's sensitivity to the outside world but also self-awareness in the process of growth. The second perspective is represented by *the aesthetic factor*. The experience of beauty plays an important role in generating inspiration and creativity in writing, which means that education should rely more on artistic significance. By considering *the motivation factor*, creative writing can help students show interest in language learning, providing them with more space and time for personal expression and helping them experience the beauty of language.

Furthermore, the characteristic elements, stages of the creative writing process, and main conditions of creative writing are described. It is recommended that the process of creative writing be carried out in multiple stages, through pre-writing, writing, and post-writing stages (van Waes et al., 2014). The writing process will help students explore ideas before creating a written work. Creative writing products such as poetry, rhymes, and prose (at the primary school level) evidently require these skills so that students can produce original writings and stimulate their appreciation for written literary works. This writing process is manifested through gradual writing tasks that guide students to write creatively, with a procedural approach followed (Table 1.1.).

**Table 1.1. Guide for Creative Writing Tasks (adapted from Rini & Cahyanto, 2020)**

Stages	Writing activity
<i>Preparation</i>	
	<p style="text-align: center;">STUDENTS</p> <ul style="list-style-type: none"> <li>• identify the text to be produced;</li> <li>• recognize the form and structure of the work;</li> <li>• observe writing prompts to explore ideas;</li> <li>• jot down their writing ideas;</li> <li>• discuss their ideas with the teacher;</li> <li>• establish their writing ideas.</li> </ul>
<i>Writing</i>	
	<ul style="list-style-type: none"> <li>• create a writing outline in the form of a mental map;</li> <li>• develop each part of the outline into a text;</li> <li>• write as much as possible to present their ideas.</li> </ul>
<i>Revision</i>	
	<ul style="list-style-type: none"> <li>• reread the written content;</li> <li>• analyze the alignment of content and theme;</li> <li>• evaluate their writing results;</li> <li>• discuss the evaluation outcomes;</li> <li>• refine their writing based on evaluation and guidance from the teacher.</li> </ul>

<b><i>Editing</i></b>	
	<ul style="list-style-type: none"> <li>• They share their writings with their friends.</li> <li>• They evaluate their friends' writing based on an evaluation guide.</li> <li>• They mark the parts of the writing that are incorrect.</li> <li>• They discuss the evaluation results and receive guidance from the teacher.</li> <li>• They improve their writing based on the evaluation and guidance from the teacher.</li> </ul>
<b><i>Publishing</i></b>	
	<ul style="list-style-type: none"> <li>• present their written work in a traditional way or in groups, display their written work in class, or participate in a writing competition to publish their work;</li> <li>• receive rewards for their writings to stimulate motivation in writing</li> </ul>

Teaching for the development of creative writing skills involves several requirements (Assimonye & Ibe 2019): devising creative planning, activating relevant and interesting experiences, establishing a context for creative engagement, stimulating innovation, and conducting specific activities for developing creative thinking.

Following the analysis of studies focused on investigating creative skills in primary education, several categories of research have been delineated: a) studies based on examining the effects of creative writing on the development of components such as reading and writing skills (Babayigit 2019), vocabulary enrichment, and personal development (Stukavcová 2017), empathy (Tsatsou-Nikolouli, & Mavrogeni 2021); b) research highlighting the measurement of the impact of different activities on the development of creative writing skills, such as the use of collaborative digital storytelling (Uslu & Uslu 2021), the cubism strategy (Al-Tamimi & Jaber 2022), or digital resources such as iPads (Hashim et al. 2023); c) studies aiming to validate instruments for evaluating creative writing products of primary school students (İşçi et al. 2020; Vaezi & Rezaei 2018); d) research focused on the systematic analysis of literature in the field of creative writing (Barton et al. 2023).

**Chapter 2. The compositional significance of the Pedagogical Model of Developing Creative Writing Skills in Young Students** entails an analytical-synthetic and hermeneutic incursion into the aims of linguistic and literary education in correlation with creative writing skills. Through synthetic analysis, arguments have been formulated for the importance of pedagogical approaches to creative writing in the development of young students, as they stimulate imagination, problem-solving abilities, and deep thinking. Highlighting these aims defines the rationale of the undertaken actions, indicates the vector of development, and the possibilities of reaching a projected, rationally anticipatable destination. The main purpose of Romanian language and literature, as a component discipline, is the progressive formation and development of basic skills in oral and written communication (Pamfil 2009). Through the new paradigm, learning from and for communication competence is proposed, which involves the balanced development of the four integrating skills: receiving oral and written messages and oral and written expression. According to the model of literary-artistic education, three components in the formation of competencies are highlighted (Pâslaru 2013): the cognitive aspect, psychomotor aspect, and attitudinal aspect. *The cognitive aspect* of literary-reading competence is represented by a knowledge system. *The psychomotor domain* of reading competence consists of literary-reading

capacities: imagining literary phenomena; artistic thinking: establishing, highlighting, analyzing, commenting, and interpreting (including comparative) literary phenomena and works; literary and non-literary creation. *The attitudinal domain* manifests in: expectations; aesthetic emotions and affective states (the reading state); acts of will in the valorization of literary phenomena and works; evaluation of literary phenomena and works, one's own reading state, and the acquisitions of literary-reading thinking and creation, etc.

In order to develop creative writing skills, *the interdisciplinary perspective* is relevant, based on *the principle of learning through action*, which encourages positive interaction, motivation, and student involvement in their own learning process. The holistic approach to the school subject Romanian Language and Literature involves the interaction and correlation of communication construction elements (phonological, lexical, and grammatical units), as well as the equivalence of processes that define oral expression (speaking) and those that define written expression (writing), prominently involving the affective, motivational, and attitudinal functions of communication and student behavior in general. These achievements are also based on literary/non-literary texts, which outline and develop the necessity and usefulness of learning the Romanian language in linguistic, communicative, and literary-artistic dimensions (Implementation Guide for the Primary Education Curriculum, Chisinau 2018). In the curriculum for the Romanian Language and Literature discipline in Romanian and Moldovan education systems, there are suitable contents for forming creative writing skills (Table 2.1.).

**Table 2.1. Suitable Contents for Forming Writing Skills (4th Grade)**

<b>FIELDS of content</b>	<b>CONTENTS School curriculum for Romanian Language and Literature, 4th grade, Romania</b>	<b>CONTENT units</b>	<b>CONTENTS National Curriculum, Primary Education, Romanian Language and Literature, Grade IV, Republic of Moldova</b>
<b>Functions of language (speech acts)</b>	<ul style="list-style-type: none"> <li>- Description (of imaginary characters, from a movie/book)</li> <li>- Narration of an imagined event</li> <li>- Providing information about the school or extracurricular universe</li> <li>- Formulating formal and informal requests</li> <li>- Presentation (of results/projects)</li> <li>- Initiating and maintaining a verbal exchange</li> </ul>	<ul style="list-style-type: none"> <li>Dialogic communication</li> <li>Monologic communication</li> <li>Descriptive communication</li> <li>Nonverbal communication</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue: theme, dialogues, expressing agreement/disagreement, elliptical responses.</li> <li>Oral expression methods: monologue.</li> <li>Description of one's own person (guided).</li> <li>Gesture, mime. Conventional signs</li> </ul>
<b>The text</b>	<ul style="list-style-type: none"> <li>- The reading text consists of a minimum of 800 words.</li> <li>- It is a narrative literary text.</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Understanding and interpreting what is read in one's mind.</li> </ul>

	<ul style="list-style-type: none"> <li>- It includes a descriptive portrait-type text.</li> <li>- Short poems suitable for the age level are also included.</li> </ul>		<p>Literary text. Narrative literary text. Description. The excerpt containing the description.</p> <p>Logical-semantic organization of the text. Text components: title, author, content. Theme, idea, setting, and time of action.</p> <p>Literary characters. Physical characteristics, moral traits (as described in the events).</p> <p>Literary genres: story, narrative, fable, anecdote, poem, riddle, proverb, pastoral.</p>
<b>Variability of language and communication in different contexts.</b>	<ul style="list-style-type: none"> <li>- Intuition of person, time</li> <li>- Intuition of simple word relationships: subject-verb</li> </ul>	<p>Writing</p> <p>Contexts of realization</p>	<p>Aesthetic organization of the text on the page. Drafting the content of the text.</p> <p>Composition (writing): drafting original texts with and without references. Types of compositions</p>

For the formation and development of creative writing skills, the study and writing techniques proposed by M. E. Dulamă (2008) can be utilized. These techniques are valuable because they facilitate the autonomy of students, helping them become capable of: "identifying their needs and interests, setting personal goals and objectives, prioritizing tasks, planning, organizing, monitoring, and directing their own learning and activities, deciding and applying learning and self-assessment strategies, developing metacognitive abilities, choosing and efficiently using material resources, managing and optimizing time resources." Through these strategies and techniques, students learn how to learn, show initiative, engage in activities with their full intellectual, physical, volitional, and emotional potential, demonstrate critical and creative thinking, acquire knowledge and skills transferable to new contexts. A *methodological package* has been developed, which includes a set of techniques that outline the writing activity. Analytically recorded ideas in the research content have led to the theoretical-methodological foundation of the *Pedagogical Model for the Development of Creative Writing Skills in Young Students (Pedagogical Model DASC, Fig. 2.1)*. The Pedagogical Model DASC represents theories, models, concepts of reading and reading competence, specification of reading competence and communication competence, conferring them a *referential status*, recording the state of reading as a concomitant of the constituent elements of reading, the field of creative writing, perspectives on creative writing as an art form, the principles, criteria, and factors of creative writing ability. ***The Pedagogical Model for the Development of Creative Writing Skills in Young Students*** (abbreviated as the *DASC Pedagogical Model*) is based on a series of theoretical-methodological landmarks, structured in the following conceptual levels.

**Level 1. Theoretical Framework of Reading Learning**, which encompasses a series of theories, models, concepts of reading, reading competence, student reader formation, relevant in the context of creative writing ability: *the theory of language learning in the sensitive period, the theory of cognitive organizers; the model of reading-oriented towards the development of critical*

*thinking; the Reading and Writing for Critical Thinking (R.W.C.T.) model; the communicative-functional model; the conception of literary-artistic education, etc.*

**Level 2. Reference to Competencies**, which represents a set of competency packages: *competency in general*, as a *modus operandi*; *communication competence*; *reading competence*. Competency in general implies knowing and being able to do, being a result of knowledge, skills, abilities through which an action is carried out according to prescriptions. Communication competence refers to the ability to express and interpret concepts, thoughts, feelings, facts, and opinions, both orally and in writing (listening, speaking, reading, and writing), to linguistically interact in an appropriate and creative manner. Communication competence in the mother tongue is one of the eight key competencies for lifelong learning. *Reading competence* includes two types of reading (referential and aesthetic) and encompasses the skills to find, select, interpret, and evaluate information from various texts.

**Level 3. Reading State**. Even at the most elementary level of development, reading competence ensures the production of the *reading state*, the most important outcome of reading activity, which represents the *simultaneous* exercise/manifestation by the student reader of acts of reception, imagination, thinking, and artistic creation, converted into aesthetic emotions and feelings, capable of fully exploiting and perfecting the student's spirituality. Reading is an act of great complexity that presupposes the presence of both a reader and a text, as well as their interaction. Moreover, reading is influenced by the context in which it takes place. The text represents the attitudes of the author, which highlight certain concepts of life, beliefs, ideals, convictions. The reader brings his cognitive structures (based on his knowledge of language, about the world, etc.) and affective structures (based on his emotional particularities, on the state in which he finds himself at a given moment), but also with the actions through which, in the reading process, he finds, discovers meanings in the text.

**Level 4. Creative Writing Ability** includes the domain of creative writing as such. This is a form of communication of an experience because it is based on the student's personal experiences and his ability to convey them in words. Creative writing is not exclusive, not academic, and does not require specialization. Therefore, it is accessible, comprehensive. The content of creative writing is unified with the idea and feeling it wants to convey and represent. Creative writing is recognized for its freedom of form. The characteristics of the creative writing process are: fluency, which involves a multitude of ideas, flexibility, which refers to different categories or points of view, originality, which refers to unusual ideas, and elaboration, which consists of adding details to improve ideas. To reconsider the teaching of creative writing as *a form of art*, three perspectives are highlighted: the perspective of freedom, aesthetics, motivation. The ability of creative writing, as a skill, dexterity, is based, eminently, on principles (the principle of active learning, interdisciplinarity, the integrative principle), on a series of criteria (ease, speed, quality of application; adaptation of the task, etc.), factors (imagination, invention, original expression, modeling in new forms, original ideas, free expression, inspiration, freedom of form, etc.), relationships (reading activity-writing activity; reception-transmission; reception-transformation, etc.).

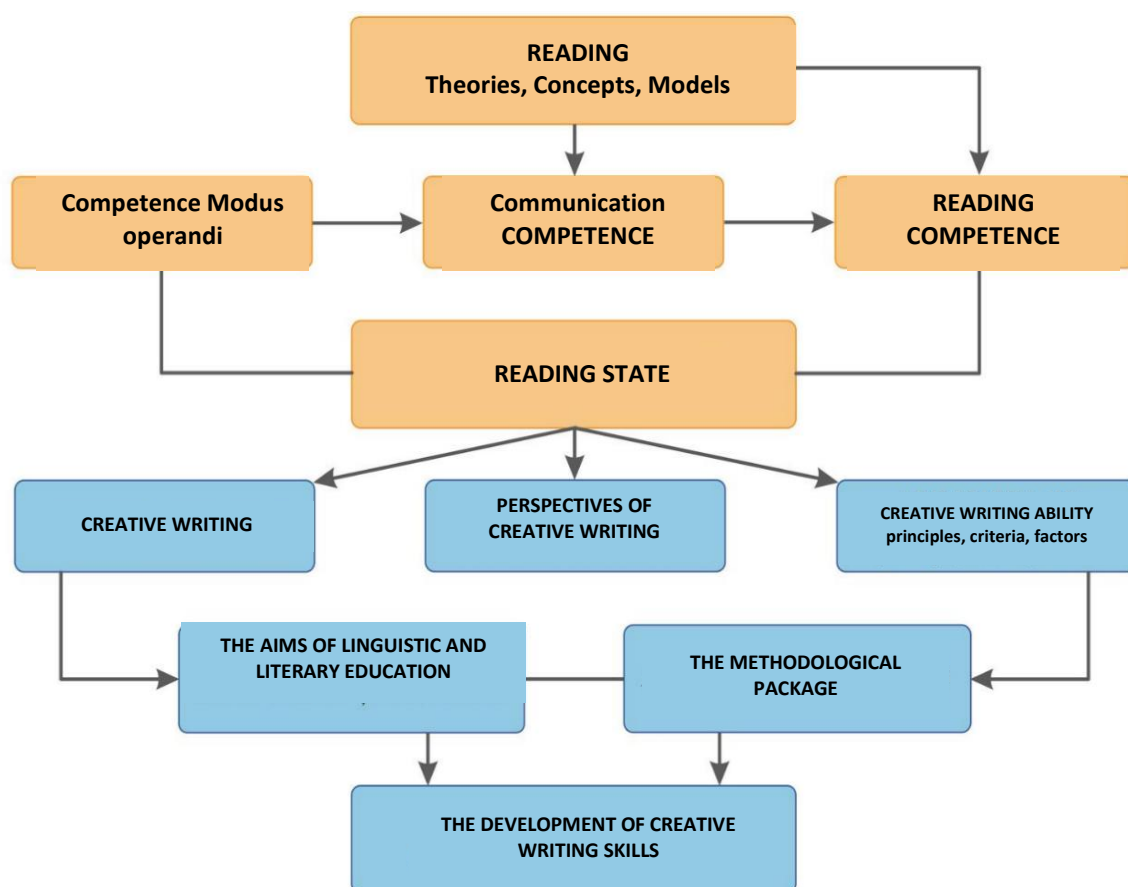
**Level 5. Development of Creative Writing Skills**. Relating to *the aims of linguistic and literary education* for harnessing reading and writing in primary classes is relevant in the context of the result-oriented approach to developing creative writing skills. Highlighting these objectives

defines the rationale for the actions taken, indicating the vector of development, the possibilities of reaching a projected destination, rationally anticipated.

*The proposed methodological package* is constituted based on the understanding of development as a possibility to improve the writing ability of young students. What we want to highlight are the advantages of these techniques as formative alternatives, in relation to creative writing. Each of these techniques represents a certain vision and does not offer a complete overview. *The methodological package* consists of: explanatory reading, author interrogation, SINELG, concept maps, hermeneutic method, reading with the drafting of written text, proficient reading, RAFT, circular revision, clepsydra method, writing a response.

*Development of creative writing skills.* The most important signs of development are: differentiation, disintegration of the previous single element; the emergence of new aspects, new elements in the development itself; restructuring the connections between the sides of the object. In relation to the reciprocal relationship between quantitative and qualitative determination, growth is both a condition and a consequence of *qualitative development*. The process of changing quality is called *transformation*, the changes caused by this process regarding the essence of the system or its essential properties. Transformation is the expression of the structural instability of phenomena, in this case, of creative writing ability. Based on Hegel's dialectic, related to the idea of developing students' abilities, the initial ability is the *thesis*, educational action forms the *antithesis*, and the new level of ability constitutes the *synthesis*.

All these levels are presented in Figure 2.1.



**Fig. 2.1. Pedagogical Model of Developing Creative Writing Skills in Young Students (DASC Pedagogical Model)**



The grid for assessing the level of students' creative writing skills is based on nine criteria, as follows (according to Vaezi & Rezaei 2018): narrative voice, characterization, mood and atmosphere, language and technical aspects of writing, dialogue, narration, setting, imagery, and plot. This grid serves as a useful tool for self-assessment and evaluation of students. Several advantages of using the grid can be identified, including enhancing students' level of engagement and responsibility, as well as facilitating their understanding of creative writing techniques.

The DASC pedagogical model has involved the development of a viable instrument for fostering the creative writing skills of young students, assuming an investigational area that would allow for the establishment of a formative framework that would complete the picture of the level of development of the respective ability. In order to identify this developmental framework, the *Methodology for Developing Creative Writing Skills in Young Students* has been elaborated (Table 2.2.).

**Table 2.2. Methodology for Developing Creative Writing Skills in Young Students (DASC Methodology)**

<b>Aims and curriculum content</b>	<b>Criteria and indicators</b>	<b>Methodological package</b>	<b>Criteria reference points</b>
Reception of oral/written messages in various communication contexts	Imagination Inspiration Original expression Establishment of associations Modeling into new forms Free expression Experience of beauty Freedom of form Personal attitude	<ul style="list-style-type: none"> <li>• Explanatory reading</li> <li>• Author interrogation</li> <li>• Clepsydra method</li> <li>• SINELG</li> <li>• Conceptual maps</li> <li>• Hermeneutic method</li> <li>• Reading with writing technique</li> <li>• Performance reading method</li> <li>• RAFT</li> <li>• Circular revision</li> <li>• Writing a response</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative voice</li> <li>• Characterization</li> <li>• Mood and atmosphere</li> <li>• Language and technical aspects of writing</li> <li>• Dialogue</li> <li>• Narration</li> <li>• Setting</li> <li>• Imagery</li> <li>• Plot</li> </ul>
Expressing oral/written messages in various communication situations			
Describing imaginary characters from movies/books			
Narrating an imagined event			
The text for reading The narrative literary text The descriptive text, portrait-type text			

The purpose of blending and activating these elements foreshadows the development of creative writing skills, with transformation being the expression of development. Here, the *DASC Methodology* is described, which aims at the educational process of developing creative writing skills in young students, specifically fourth graders, delineating the content, criteria, and actions of this process, as well as assessing and appreciating the level of development of this ability. In order to obtain relevant data and draw conclusions, it was necessary for the DASC Methodology to encompass a representative framework of units (subjects, time, dimensions, data, etc.).

**In Chapter 3, the approach to developing creative writing skills in young students (fourth grade)** is presented, with one part focusing on qualitative research methodology and the other describing quasi-experimental methodology. The qualitative research includes a comparative analysis of curriculum documents from the Romanian and Moldovan education systems, from the perspective of educational goals and specific themes of creative writing. In the content analysis of curricula and textbooks, three types of *categories* were considered: acquisition of knowledge and norms of creative writing; formation of positive attitudes towards creative writing; formation of behaviors. These three categories of indicators correspond to three types of domains: cognitive, affective, and psychomotor. For the *cognitive domain*, aspects related to expressing personal opinions, narrating events based on personal experience, formulating new ideas, crafting creative texts, and creating dialog-based sequences are included. For the *affective domain*, aspects related to expressing emotions triggered by text/image or the emotional experiences of characters in writing are integrated. For the *psychomotor domain*, relevant aspects include interpreting roles created by students and creatively illustrating incidents from texts through drawing.

The frequency analysis of specific learning tasks (Table 3.1) indicates that tasks predominantly focus on the cognitive domain in both the Romanian Language and Literature manual from Romania and the manual from the Republic of Moldova. Regarding the specific learning tasks for the cognitive domain, it is observed that the Romanian Language and Literature manual from Romania contains more tasks based on expressing personal opinions (26) and narrating events based on personal experience (9), while in the Romanian Language and Literature manual from the Republic of Moldova, tasks focused on formulating new ideas (21) predominate. Regarding the learning tasks characteristic of the affective domain, it is noted that the Romanian Language and Literature manual from the Republic of Moldova integrates more aspects related to *expressing emotions triggered by text/image or the emotional experiences of characters* (25), unlike the manual from Romania (6). Regarding the specific learning tasks for the psychomotor domain, it is observed that the Romanian Language and Literature manual from Romania contains more tasks based on interpreting roles created by students (5), while in the manual from the Republic of Moldova, more tasks focus on creatively illustrating incidents from texts through drawing (10).

**Table 3.1. Analysis of the frequency of specific learning tasks**

<b>Domain</b>	<b>Categories of learning tasks</b>	<b>Frequency in the Romanian Language and Literature textbook in Romania</b>	<b>Frequency in the Language and Literature textbook in the Republic of Moldova</b>
<b>Cognitive</b>	Expressing personal opinion (1)	26	15
	Narrating personal experiences(2)	9	1
	Formulating new ideas(3)	6	21
	Developing creative texts(4)	29	32

	Realization of some dialogue-based sequences (5)	6	4
	Total	76	73
<b>Affective</b>	Expressing in writing the emotions induced by text/image or the emotional experiences of characters	6	25
<b>Psychomotor</b>	Interpreting roles created by students (1)	5	2
	Creative drawing based on events from texts (2)	4	10
	Total	9	12

The data obtained from the analysis of learning tasks contained in the two Romanian Language and Literature manuals for the fourth grade, along with the graphical representations, illustrate a greater number of tasks targeting creative writing in the affective and psychomotor domains in the manual from the Republic of Moldova compared to that from Romania.

The quantitative research is represented by the pedagogical experiment aimed at developing the ability of creative writing in fourth-grade students. The pedagogical experiment involved 146 subjects, students from six school institutions including elementary classes. The experimental sample consisted of 73 subjects in the intervention group (training) and 73 students in the control group. The concept of creative writing skills was operationalized based on the nine criteria: narrative voice, characterization, mood and atmosphere, language and technical aspects of writing, dialogue, narration, setting, imagery and plot. The dependent variables are represented by the main indicators of creative writing ability. The independent variables are as follows: gender (female/male), age (10 years/11 years), academic performance in the Romanian Language and Literature subject (Sufficient/Good/Very good), participation in school competitions (yes/no), winning prizes in school competitions (yes/no), reading frequency (daily/weekly/monthly/very rarely).

To verify the impact of utilizing the DASC Methodology on the development of creative writing ability, three main stages were carried out: pre-testing, intervention (training) stage, and post-testing. The pre-testing of the experimental and control groups was conducted in September 2022 to assess the level of development of creative writing ability. During the intervention (training) stage, which took place from October 2022 to May 2023, the DASC Methodology was applied, taking into account the requirements of the school curriculum for the Romanian Language and Literature subject. The activities within the experiment to develop the respective ability were carried out using specific tools to stimulate creative writing ability (Table 3.2). The post-testing of the two groups was conducted in May 2023. A test was administered to identify the level of development of creative writing ability. This stage is necessary for comparing performances to highlight the role of the intervention program in stimulating creative writing ability.

**Table 3.2. Activities for Developing Creative Writing Ability**

<b>Period</b>	<b>Activities</b>	<b>Criteria landmarks of creative writing</b>	<b>Methods and techniques of creative writing</b>
3rd - 21st October 2022	Tell an interesting story, tell a boring story, tell a dream, "tell" an image.	The narrative voice	Explanatory reading Conceptual maps
October 31st - November 18th, 2022	Describe the hero of the story, the personality of the hero, the name of the hero, the positive characters, the negative character, create an imaginary character	Characterization	SINELG Hermeneutic method
21st - 29th November - 5th - 9th December 2022	Play with different events from your life, overcome challenges, keep your readers on the edge of their seats.	The mood and atmosphere	Interrogating the author The method of performative reading
12th - 22nd of December 2022 9th - 13th of January 2023	Write a news article, Ocean's Corner, Forested Land, Desert Valley	Language and technical aspects of writing	RAFT Circular Revision
January 16th - February 3rd, 2023	Stage Plays: "The Emotion Detective," "The Sugar Land," "The Dream Machine"	Dialogue	The hermeneutic method Circular revision
6th-17th February 27th February- 3rd March 2023	Think about different worlds, the cosmic space, the eerie spectral city.	The narrative.	The hourglass method Circular revision
6th - 24th March 2023	Describe the world of the story, Mega-metropolis, Animal Kingdom.	Setting	The technique of reading with writing down the written text Circular revision
27th of March - 5th of April, 2023 19th - 21st of April, 2023	Magic Objects, Punctuation Park, Favorite Food Mountain	The Image	The Hermeneutic Method Circular Revision
24th April - 12th May, 2023	Disturbing the state of equilibrium, Obstacles that the negative character puts in the hero's way, Unexpected events and characters	The plot	The method of performance reading Circular revision

Significant differences are observed in all components of creative writing ability, according to the statistical data of the Paired Samples T-test and the means for the components of creative writing ability, before and after intervention, at the level of the experimental group.

- Regarding the narrative voice variable, there are significant differences between the two conditions before-after, at the level of the experimental group [ $t(72) = 24.541$ ,  $p = 0.000$ ]. The mean before intervention is 2.01, and after intervention is 3.26.

- Concerning the characterization variable, significant differences exist between the two conditions before-after, at the level of the experimental group [ $t(72) = 20.906$ ,  $p = 0.000$ ]. The mean before intervention is 1.64, and after intervention is 3.04.

- Regarding the mood and atmosphere variable, significant differences are found between the two conditions before-after, at the level of the experimental group [ $t(72) = 20.764$ ,  $p = 0.000$ ]. The mean before intervention is 1.96, and after intervention is 3.15.

- Referring to language and technical aspects of writing, significant differences exist between the two conditions before-after, at the level of the experimental group [ $t(72) = 15.720$ ,  $p = 0.000$ ]. The mean before intervention is 2.56, and after intervention is 3.41.

- Regarding the dialogue variable, significant differences are observed between the two conditions before-after, both at the level of the experimental group [ $t(72) = 25.228$ ,  $p = 0.000$ ] and at the level of the control group [ $t(72) = 3.764$ ,  $p = 0.000$ ]. The mean before intervention is 1.18, and after intervention is 3.21.

- Concerning the narrative variable, significant differences are found between the two conditions before-after, at the level of the experimental group [ $t(72) = 22.669$ ,  $p = 0.000$ ]. The mean before intervention is 2.56, and after intervention is 3.41.

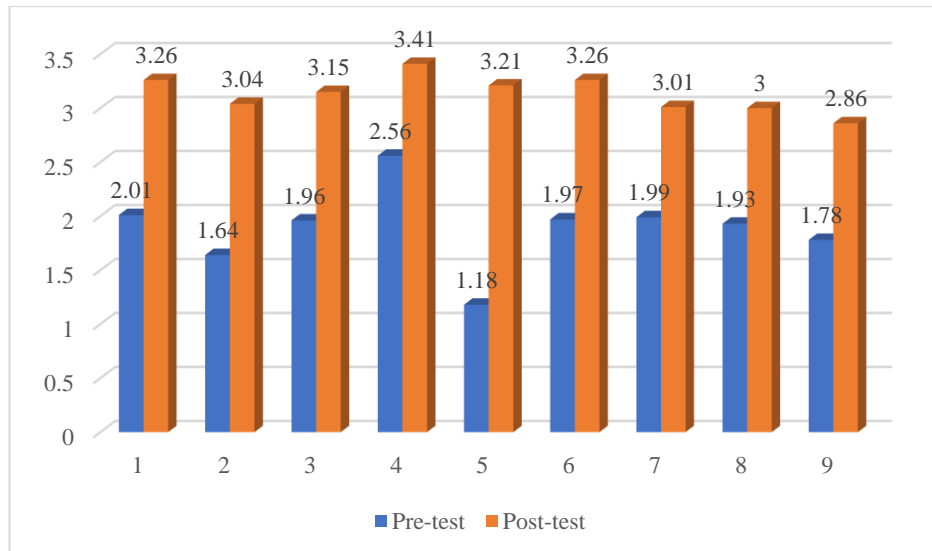
- Regarding the setting variable, significant differences exist between the two conditions before-after, at the level of the experimental group [ $t(72) = 53.405$ ,  $p = 0.000$ ]. The mean before intervention is 1.99, and after intervention is 3.01.

- Concerning the imagery variable, significant differences are observed between the two conditions before-after, at the level of the experimental group [ $t(72) = 23.729$ ,  $p = 0.000$ ]. The mean before intervention is 1.93, and after intervention is 3.00.

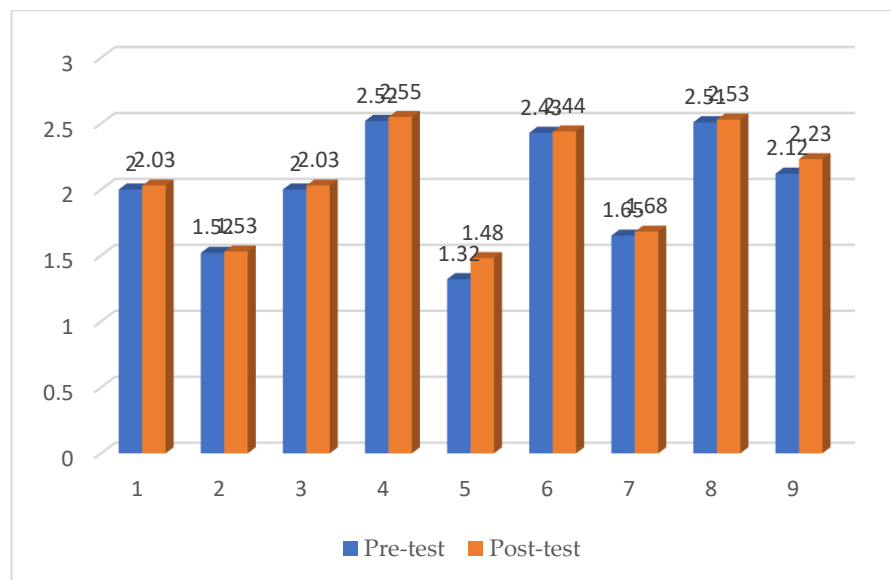
- Regarding the plot variable, significant differences are found between the two conditions before-after, at the level of the experimental group [ $t(72) = 23.129$ ,  $p = 0.000$ ]. The mean before intervention is 1.78, and after intervention is 2.86.

It is observed that at the level of the experimental group, the mean for the development of creative writing ability before intervention is 1.96, and after intervention is 3.15.

Significant differences exist in all components of creative writing ability. While in the pre-test stage, both groups started at similar levels in terms of the level of development of creative writing ability, in the post-test stage only the experimental group showed a significant improvement in results (Figure 3.1.), compared to the control group (Figure 3.2.).



**Figure 3.1. Graphical representation of the arithmetic means for the components of creative writing ability, before and after intervention, at the level of the experimental group**



**Figure 3.2. Graphical representation of the arithmetic means for the components of creative writing ability, before and after intervention, at the level of the control group**

The results clearly indicate a significant difference between the arithmetic means in the pre-test and post-test stages for all nine components of creative writing ability (narrative voice, characterization, mood and atmosphere, language and technical aspects of writing, dialogue, narration, setting, imagery, and plot). While in the pre-test stage, the scores are lower for both the experimental and control groups, in the post-test phase, higher averages were recorded for the experimental group. Therefore, creative writing skills can be significantly improved through the use of various teaching methods and creative techniques within the intervention program.

## GENERAL CONCLUSIONS AND RECOMMENDATIONS

The research conducted addresses a current and complex issue that is of great importance for the entire educational system in both the Republic of Moldova and Romania. The investigative approach allowed us to formulate the following conclusions:

1. Highlighting a series of aspects related to current orientations for the subject of Romanian Language and Literature has allowed us to specify the idea that language is a living organism, an organic whole, creative and constantly active, a dynamic process that is constantly changing. Therefore, the process of language learning in schools is also in constant flux, represented by a series of theories, concepts, and models, the visualization of which demonstrates action-oriented structures of stimulating importance in the context of writing learning in general and creative writing development in particular. Through synthetic analysis, evidence has been brought forth regarding the importance and role of these aspects, especially those related to reading, communication, cognition, and affectivity, in structuring a developmental approach to students' creative writing in primary education. The interpretative concept of competence at a general level has been noted, invoking continuous reorganizations of existing structures of knowledge, skills, abilities, attitudes. In connection with the conceptualization of competence, comparative features of capacity, ability, skill, aptitude, behavior have been highlighted. A particular focus is placed on *reading competence*, which involves the development of reading ability, as well as the ability to understand and interpret what is read, to understand the meaning of words, to experience the feelings conveyed by literary texts, and the abilities to find, select, interpret, and evaluate information from various texts. The central concept in all of these theoretical analyses is the *state of reading*, which represents the simultaneous exercise/manifestation by the student-reader of acts of reception, imagination, thinking, and artistic creation, converted into aesthetic emotions and feelings.

2. Building on these theoretical assumptions, the notion of *creative writing* is hermeneutically valorized, which records the process of imagination, the art of inventing, conceiving in the most creative and convincing way possible, the ability to reconstruct existing knowledge, concepts, events, by establishing and creating new associations between them. A special role in this referential context is played by the perspectives of creative writing as a form of art: the perspective of freedom, as a significant means of free personal expression; the aesthetic perspective, in which the experience of beauty plays an important role in generating inspiration and creativity in writing; the motivation perspective, which directly influences the development of students' creative writing ability. Through synthetic analysis, arguments have been formulated for the fact that pedagogical approaches to creative writing are an important domain in the development of young students, as they stimulate imagination, problem-solving ability, and deep thinking. Through the contribution of research in the field, in relation to primary school students, the need to stimulate their active thinking has been identified, a fact achievable through the contribution of an approach focused on the development of creative writing ability.

3. In order to delimit the lines of action in the developmental process, the educational objectives at the level of the Romanian Language and Literature discipline have been established, which are oriented towards the formation of communication competencies, with all their basic components, and the relationship between these objectives and the development of basic capacities/skills regarding the reception of oral and written messages, as well as basic capacities/skills regarding oral and written expression, has been specified. Highlighting these

objectives defines the rationale for the actions taken, indicates the vector of development, and the possibilities of reaching a projected destination. Moreover, for the development of creative writing ability, a **Methodological Package** has been elaborated, which includes a series of techniques that pinpoint writing activity: author interrogation, hermeneutic method, reading technique with writing text, performance reading method, RAFT, circular revision, hourglass method, etc. The hermeneutic ensemble of valorized ideas, the selection and conceptual recording of a series of development factors, the specificity of the research purpose have led to the theoretical-methodological foundation of the **Pedagogical Model of Creative Writing Ability Development in Young Students (DASC Pedagogical Model)**, which is based on five conceptual levels: level 1. The theorization of reading learning; level 2. The reference of competencies; level 3. The reading state; level 4. Creative writing ability; level 5: Creative writing ability development. The DASC Pedagogical Model includes communication competence and reading competence, conferring them a referential status, the state of reading as a concomitance ensuring the "transition" to writing, in general, and to creative writing, in particular, the perspectives of creative writing as a form of art, the principles, criteria, factors of creative writing ability. The purpose of combining, activating these elements prefigures the development of creative writing ability, its transformation, with transformation being the expression of development.

4. As a reference in determining the level of students' creative writing ability, the respective grid is recorded, which is based on the following criteria: narrative voice, characterization, mood and atmosphere, language and technical aspects of writing, dialogue, narration, setting, image, and plot. To instrument the valorization of the *Pedagogical Model for the development of creative writing ability in young students (4th grade)*, the **Methodology for the Development of Creative Writing Ability in Young Students (DASC Methodology)** has been developed, which encompasses objectives and curricular content related to creative writing ability, criteria and indicators of this ability, the Methodological Package itself, the criteria for assessing the development of creative writing ability. *The DASC Methodology* aims at the educational process of developing creative writing ability in young students, 4th grade, pinpointing the content, criteria, and action of this process, valorizing and appreciating the level of development of this ability. The valorization of the DASC Methodology in the vision we propose retrieves a rather complex process of developing creative writing ability, as the nine criteria for assessing this ability (narrative voice, characterization, mood and atmosphere, language and technical aspects of writing, dialogue, narration, setting, image, plot) represent different degrees of development.

5. By organizing and conducting activities to develop the creative writing ability of the experimental subjects, both the qualities of the subjects' abilities in relation to the literary material used were highlighted: their ease of engaging in the activity, the speed of task resolution, the quality of the products, as well as the attributes of creativity in the writing process: imagination, original expression, establishing associations between facts, phenomena, situations, transforming the content of analyzed texts into new forms, formulating original ideas, and aspects of beauty in the elaborated texts. The analysis of the results of the experimental subjects regarding the level of development of creative writing ability illustrates that there are significant differences at the level of all components of creative writing ability, according to the statistical data of the Paired Samples T test and the means for the components of creative writing ability, before and after the intervention, at the level of the experimental group. If in the pre-test phase the scores were lower in the intervention experimental group, in the post-test phase higher averages were recorded in the



intervention experimental group. The results obtained by the experimental subjects in the intervention (training) group increased, on average, by 1.24 compared to 0.29 in the control group. This illustrates that the initial premise of granting a determinant formative status to the DASC Methodology through the distributive organization of activities within the pedagogical experiment confirmed the validity of the presumptive idea. In this way, the purpose and objectives of the research were achieved.

*The limitations of the research* emerge from the complexity of the pedagogical phenomenon of creative writing, which is quite challenging at this age stage, as children are less "attached" to such a process as writing. They prefer, in this era of digitalization, ready-made selections from internet sources, without contributing their own thinking and imagination.

## RECOMMENDATIONS

1. Based on the results of the analysis of the Romanian and Moldovan Language and Literature school manuals, which illustrated a significant focus on the cognitive domain of learning tasks for students, to the detriment of the affective domain, it is advisable to invigorate the experimental results so that the values of the DASC Methodology are reflected in these manuals for fourth-grade students. In this regard, it is necessary to develop a *methodological guide* entitled "*DASC - a factor of academic success in primary education*".

2. To ensure the success of forming and developing the creative writing ability of primary school students, it is recommended to guide school teachers in this direction through continuous training activities, during which *specific course materials* would be utilized, such as, for example, "*Formation of writing ability - conceptual-methodological landmarks*" and "*Reading state - factor of creative writing*".

3. Development of *Writing Workbooks* for primary school students, containing very clear explanatory guidelines for students to create various types of written compositions, by involving personal creativity, originality, innovative thinking, drawing, digital applications, etc.

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## ADNOTARE

**Gavriluț Monalisa-Laura „Dezvoltarea abilității de scriere creativă la elevii treptei primare de învățământ”, teză de doctor în Științe ale educației, Chișinău, 2024**

**Structura tezei:** introducere, trei capitole, concluzii și recomandări, bibliografie din 161 de titluri, 5 anexe, 145 pagini de text bază, 26 de figuri, 53 de tabele. Rezultatele obținute și conținuturile de bază ale lucrării sunt publicate în 20 de publicații științifice.

**Cuvinte-cheie:** scriere creativă, abilitate, capacitate, abilitate de scriere creativă, competență, competență de comunicare, competență lectorală, educație lingvistică și literară, școlari mici, dezvoltare/transformare.

**Scopul cercetării** constă în fundamentarea teoretico-metodologică a Modelului pedagogic de dezvoltare a abilității de scriere creativă la elevii din învățământul primar în baza lecturii eferente.

### **Obiectivele cercetării:**

1. Consemnarea competenței lectorale ca factor de dezvoltare a scrierii creative a elevilor.
2. Determinarea perspectivelor scrierii creative în baza raportării acesteia la specificul artei.
3. Raportarea analitică a abilității de scriere creativă a elevilor la finalitățile educației lingvistice și literare.
4. Analiza documentelor curriculare în contextul dezvoltării abilității de scriere creativă în plan comparativ: Republica Moldova și România (manuale, programe, curriculum, modalități de valorificare a conținuturilor).
5. Elaborarea și valorificarea aplicativă a Modelului pedagogic de dezvoltare a abilității de scriere creativă a școlarii mici; implementarea și validarea Metodologiei de dezvoltare a abilității de scriere creativă.

**Noutatea și originalitatea științifică** rezidă în fundamentarea *Modelului pedagogic de dezvoltare a abilității de scriere creativă la școlarii mici*, pornind de la raportul *competență lectorală – stare de lectură – scriere creativă*, care au drept trăsătură de bază *eferența*.

**Rezultatele științifice care au contribuit la soluționarea problemei științifice** rezidă în elaborarea Modelului pedagogic de dezvoltare a abilității de scriere creativă la școlarii mici, care a întemeiat structurarea Metodologiei de dezvoltare a abilității de scriere creativă în vederea direcționării procesului dezvoltativ, valorificarea acesteia asigurând dezvoltarea la nivel a abilității de scriere creativă a școlarii mici.

**Semnificația teoretică a lucrării** vizează fundamentarea teoretico-metodologică a activităților de dezvoltare a abilității de scriere creativă la elevii din învățământul primar; întemeierea ideii de competență lectorală eferentă; determinarea principiilor, criteriilor, factorilor de dezvoltare a abilității de scriere creativă, elaborarea Modelului pedagogic DASC.

**Valoarea aplicativă a lucrării** constă în implementarea și validarea rezultativității Metodologiei de dezvoltare a abilității de scriere creativă la nivelul treptei primare de învățământ, fapt ce întemeiază aplicarea acesteia și la alte trepte de învățământ, prin respectarea unor principii, criterii și factori specifici.

**Implementarea rezultatelor științifice:** Rezultatele științifice au fost implementate în următoarele instituții de învățământ din România: Școala Gimnazială „Spiru Haret” Bacău, Școala Gimnazială Nr. 10 Bacău, Școala Gimnazială „George Bacovia” Bacău

## ANNOTATION

### Gavriliuț Monalisa-Laura "Developing Creative Writing Skills in Primary School Students", doctoral thesis in educational sciences, Chisinau, 2024

**Thesis Structure:** Introduction, three chapters, conclusions and recommendations, bibliography containing 161 titles, 5 appendices, 145 pages of main text, 26 figures, 53 tables. The obtained results and core content of the work are published in 20 scientific publications.

**Keywords:** creative writing, ability, capacity, creative writing ability, competence, communication competence, reading competence, linguistic and literary education, young students, development/transformation.

**The research aims** to theoretically and methodologically substantiate the pedagogical model for developing creative writing skills in primary school students based on relevant reading.

**Research Objectives:**

1. Recording reading competence as a factor in developing students' creative writing skills.
2. Determining the perspectives of creative writing based on its relation to the specifics of art.
3. Analytical comparison of students' creative writing abilities with the goals of linguistic and literary education.
4. Analysis of curriculum documents in the context of developing creative writing skills comparatively: Moldova and Romania (textbooks, programs, curriculum, methods of content utilization).
5. Development and practical application of the Pedagogical Model for Developing Creative Writing Skills in young students; implementation and validation of the Methodology for developing creative writing skills.

**The scientific novelty and originality** lie in the foundation of the *Pedagogical Model for developing creative writing skills in young students*, starting from the relationship between *reading competence, reading state, and creative writing*, characterized by the basic feature of *reference*.

**The scientific results contributing to solving the scientific problem** reside in the elaboration of the Pedagogical Model for developing creative writing skills in young students, which has established the structuring of the Methodology for developing creative writing skills to guide the developmental process, its utilization ensuring the development of creative writing skills at the level of young students.

**The theoretical significance of the work** aims at theoretically and methodologically substantiating activities for developing creative writing skills in primary school students; establishing the concept of referential reading competence; determining the principles, criteria, and factors for developing creative writing skills; and elaborating the Pedagogical Model DASC.

**The practical value of the work** lies in the implementation and validation of the effectiveness of the Methodology for developing creative writing skills at the primary education level, which justifies its application at other education levels by respecting specific principles, criteria, and factors.

**Implementation of scientific results:** The scientific results have been implemented in the following educational institutions in Romania: Spiru Haret Primary School in Bacău, No. 10 Primary School in Bacău and George Bacovia Primary School in Bacău.



## АННОТАЦИЯ

**Gavriluț Monalisa-Laura "Развитие навыков творческого письма у учащихся начальной школы", докторская диссертация по наукам об образовании, Кишинёв, 2024**

**Структура диссертации:** введение, три главы, заключение и рекомендации, библиография из 161 заголовка, 5 приложений, 145 страниц основного текста, 26 рисунков, 53 таблицы. Полученные результаты и основное содержание работы опубликованы в 20 научных изданиях.

**Ключевые слова:** творческое письмо, навык, способность, творческое письмо, компетенция, коммуникативная компетенция, читательская компетенция, языковое и литературное образование, начальная школа, развитие/трансформация.

**Цель исследования** заключается в теоретико-методологическом обосновании педагогической модели развития навыков творческого письма у учащихся начальной школы на основе эффективного чтения.

**Цели исследования:** 1. Закрепление лекционной компетенции как фактор развития творческого письма студентов.

2. Определение перспектив творческого письма исходя из его отношения к специфике искусства.

3. Аналитический отчет о творческих способностях учащихся к письму для целей лингвистического и литературного образования.

4. Анализ документов учебных программ в контексте развития навыков творческого письма в сравнительном плане: Республика Молдова и Румыния (учебники, программы, учебные планы, способы капитализации содержания).

5. Разработка и прикладное внедрение Педагогической Модели развития творческого пись 1. Закрепление лекционной компетенции как фактор развития творческого письма студентов.

**Новизна и научная оригинальность** заключаются в обосновании *Педагогической модели развития навыков творческого письма у младших школьников, исходя из взаимосвязи читательской компетенции - состояния чтения - творческого письма, которые имеют в качестве основной черты эфферентность.*

**Научные результаты, способствовавшие решению научной проблемы,** заключаются в разработке Педагогической модели развития навыков творческого письма у младших школьников, которая легла в основу структурирования методологии развития навыков творческого письма с целью направления развивающего процесса; использование этой модели обеспечивает развитие навыков творческого письма у младших школьников.

**Смысл теоретической части работы** заключается в обосновании теоретико-методологических основ развития навыков творческого письма у учащихся начальной школы; утверждении концепции эфферентной читательской компетенции; определении принципов, критериев, факторов развития навыков творческого письма, разработке Педагогической модели развития навыков творческого письма (DASC).

**Практическая ценность работы** заключается в реализации и подтверждении результативности методологии развития навыков творческого письма на уровне начальной школы, что обеспечивает возможность применения ее и на других уровнях образования, с учетом определенных принципов, критериев и специфических факторов.

**Внедрение научных результатов.** Научные результаты были внедрены в следующие образовательные учреждения Румынии: Школа "Спиру Харет" города Бакэу, Школа № 10 города Бакэу, Школа "Георге Баковия" города Бакэу.

**GAVRILUȚ Monalisa-Laura**

**DEVELOPING CREATIVE WRITING SKILLS IN PRIMARY  
SCHOOL STUDENTS**

**Specialty 531.01 - General Theory of Education**

**Abstract of the Doctoral Thesis in Educational Sciences**

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