

2021, Volume 16, ATEE 2020 - Winter Conference. Teacher Education for Promoting Well-Being in School. Suceava, 2020, pages: 172-190 |  
<https://doi.org/10.18662/lumproc/atee2020/13>

# How Can We Form the self-image of Students from Primary School by Receiving the Literary Text

Elena-Roxana IRINA<sup>1</sup>

<sup>1</sup>Casa Corpului Didactic Neamț, jud. Neamț, România,  
[roxirina2005@yahoo.com](mailto:roxirina2005@yahoo.com)

**Abstract:** *One of the premises that determines the research topic is that the methodologies for forming the self-image of the students of the primary classes in the process of receiving the literary text are not sufficiently known, systematized, valorized, applied. In addition, the literary text with its dual function of psychological and pedagogical resource is used in the educational approach more as a moral value. The emotional aspect, probed in the theories of art or more specifically of artistic literary education, which contributes to the development of the respective intelligence is less valued by teachers. The "poor" emotional intelligence developed at the students, the problems of the self-image made us preoccupied about this problem. The purpose of the research aims to reveal some methods corresponding to the literary-artistic education for the formation of the self-image of the students of the primary school in the process of receiving the literary text. The research aims to establish the psycho-pedagogical and literary-artistic landmarks for the formation of the self-image of the students of the primary school in the process of receiving the literary text; studying the practical situation regarding the formation of the student's self-image; applying questionnaires to investigate the student's self-image; highlighting, in the process of the pedagogical experiment, the tendencies and the particularities of forming the self-image of the student, as well as the validation of the formative approach within the control phase; creating opportunities to introduce didactic technologies specific to the system of literary-artistic activities for the formation of the student's self-image. Expected results: a comparative analysis of the curriculum and book of Romanian language and literature, 3rd / 4th grades in Romania and in the Republic of Moldova, regarding the existence of the competences / contents that lead to the formation of the self-image of the students, two lots (one experimental and one control) of 100 students from the 3rd / 4th grades from Romania and from the Republic of Moldova, on which questionnaires on the self-image will be applied, an optional curriculum Read and get to know yourself! for the 3rd / 4th grades, which aims at forming the self-image of the primary students in the process of receiving the literary text, an auxiliary for the 3rd / 4th graders and a guide for the teaching staff the optional class, with different contents aimed at forming the self-image of the students of the primary classes in the process of receiving the literary text, a training program and the course support, approved by the Ministry of National Education of Romania, 25 trained teachers. The research runs from November 2020 to June 2021.*

**Keywords:** *education; student; self-image; literature; methods; curriculum*

**How to cite:** Irina, E. R. (2021). How Can We Form the self-image of Students from Primary School by Receiving the Literary Text. In O. Clipa (vol. ed.), *Lumen Proceedings: Vol. 16. ATEE 2020 - Winter Conference. Teacher Education for Promoting Well-Being in School. Suceava, 2020* (pp. 172-190). Iasi, Romania: LUMEN Publishing House.  
<https://doi.org/10.18662/lumproc/atee2020/13>

## 1. Introduction

### *The chapter of introduction*

The educational ideal in school, through which it is possible to be treated in the Law on education no. 1/2011, of January 2011, art. 2, al. 3, of Romania, “remains free, integrated and harmonious for every human person, in the personal training of staff and to ensure a system of values that are cared for personal fulfillment and use (...)” (National Education Law no. 1, 2011)

Self-image is the way we perceive our own emotional, physical, social, cognitive and spiritual characteristics. The degree of self-esteem, respectively self-acceptance and self-appreciation that an individual has, is fundamental for self-confidence, in other words, self-image is the ability of an individual to integrate into a whole information, feelings that refer to his person and to identify on their basis its place among other individuals.

The totality of the beliefs that an individual has about himself-respectively the beliefs related both to the physical aspect and especially to characteristics related to behavior, cognitive, affective, social and moral, represent the self-image.

Self-awareness appears at the age of 1-3 years, so that between 3 and 7 years to take over what the adults in his life say about him. At preschool age, in contact with the surrounding reality, the child becomes aware of his own bodily characteristics, respectively the material bodily self, perceiving his status and role of group membership, respectively the social self, manifesting attitudes in activities, respectively the spiritual self. It is especially important that, from the age of 7, until the age of 10, the child creates a positive image of himself, which will last a lifetime, based on the assessments made by parents, teachers and classmates. The system of interrelationships with other colleagues, as well as the socio-affective climate, have an important role in the process of integrating the child in the school community. Personal dignity, a sense of honor, truth, justice, personal dignity, and honesty are formed.

Only later, from 10 to 14 years old, the child discerns the correctness of the appreciations of those around him, identifying or not, with them.

The formation and development of self-image begins in the first years of life, continuing throughout life and being closely related to the knowledge of one's own person and values.

In *Self-knowledge and personality knowledge* (Pavelcu, 1982), Vasile Pavelcu states that the formation of self-image is not an external process, it penetrates organically, being the essential direction of becoming the

personality itself. The individual is both a subject, carrying out the process of processing and integrating information, and an object, providing information.

Over time, several authors have given self-image definitions, depending on the different theoretical perspectives adopted by them:

- Self-image is influenced from the first childhood by parents, the educational environment, the social environment in which they develop, the conflict between generations, belonging to different social groups with which an individual comes into contact during his life;
- Self-image is the result of a process of self-evaluation;
- Self-image is “the concretized expression of the way in which a certain person sees or represents himself; as living the unifying aspect of personality cohesion” (Șchiopu, 1997);
- In the work *Ego and personality*, Mielu Zlate, presents the self-image as “the totality of the representations, ideas, beliefs of the individual about his own personality” (Zlate, 2004, p. 53);
- Self-image or self-perception is dependent on the individual's self-knowledge abilities, on self-demands, and can be a correct or erroneous perception (based on over or underestimation) (Zlate, 2004, p. 26);
- In terms of evolution, the self-image has a specific trajectory. In childhood it is more dependent on what the individual would like to be and less than what it is in reality, so that at older ages it is built according to what man is or has been, of what he does or has done.
- In the *Dictionary of Psychology*, author Paul Popescu-Neveanu, EUL is the core of the personality system, which includes knowledge and self-image, as well as attitudes either conscious or unconscious to the most important interests and values. The ego understood as the set of personality traits is made up of the following ensembles: the physical or biological self that considers the bodily attitudes that identify with the body scheme, the spiritual self made up of all innate or acquired psychic dispositions, the social self that considers the social relations of individual. (Popescu-Neveanu, 1978)
- Self-image, or how the individual perceives himself, what he thinks about himself, what place he assigns in relation to others
- Aurora Perju-Liiceanu says that the self-image represents an integrator and organizer of the psychic life of the individual, with a major role in choosing values and goals (Perju-Liiceanu, 1981)

- Nicolae Bogatu, defines it as the central nucleus of the personality, landmark, its indicative constant, defining element of the status and social role.
  - There are a number of factors that influence an individual's self-image, namely:
    - His emotional and mental habits
    - The values and beliefs of his life
    - Everything you feel and think about yourself at different times in life
    - The feeling of belonging and personal value
- The forms of self-image (Ilieş, 2019)

**1. The claimed self:**

- the image based less on who the individual is in reality, which he shows to the world, who claims the individual to be.
- answer to the questions: *How does the individual like to be perceived? What aspects of his personality do you hope people will notice first? What is the most important thing people know about the individual?*

**2. The negative self-image**, the negative traits that an individual has.

**1. The authentic self:**

- shows who the individual really is, he knows himself very well;
- is formed by finding a balance between the physical self-the spiritual self and the social self.

Self-confidence is the transformation of the self-image into action, if the individual knows who he is, has a self-image, he can implement what he is, having self-confidence.

Self-confidence is not innate and does not depend only on the education I received as a child, being realistic and predictable, it is based on awareness of one's own skills and knowledge and on the positive results obtained previously.

If self-confidence depends on our ability to do certain things, self-esteem is the result of an assessment, having a role in establishing the identity of the individual.

Self-esteem is the way in which the individual evaluates, in relation to their own expectations, being directly proportional to the awareness of its value.

***The research gap***

**The actuality of the subject.** Reading as a dimension of literary-artistic education remains a fundamental objective that is found in all school

curricula. Self-knowledge and self-image formation are very complex activities, and reading can fundamentally influence them, developing in students a vision of the world, on the coordinates of the real self, the future self, the ideal self.

Thus, **the topicality** of the topic is determined by the following factors: activities that engage the personality in a permanent exploration of oneself, one's consciousness or the surrounding world, development of character, aspirations, human ideals, solving difficult situations in everyday life, determining one's identity, lack of motivation for reading. The questions posed by the text develop self-knowledge and self-reflection. Confrontation with various scriptural events or experiences can reveal multiple aspects of the reader's personality: "Self-knowledge is an individual cognitive, affective, and motivational process, but it bears strong environmental influences."

**The novelty and originality of the research.** The formation of self-images of primary school students in terms of text reception can be natural in a didactic approach validated by experiment, it is using the design of teaching activity from curricular perspectives. The research results will be used by teachers for pre-university education. At the same time, in the bases of the applied methodology other didactic materials can be elaborated, in order to be able to contribute to the optimization of the formation of self-images of the students of the primary classes regarding the reception of the literary text.

**The object of research** of the establishment of specific methodologies for literary-artistic care is aimed at the formation of self-images and students of primary classes in case of receiving the literary text.

Thus, **the research problem** is presented by questions: care are repetitive theoretical and methodological conditions for the development and application of teaching technologies specific to literary-artistic education in the formation of self-images of a primary classical classes, care of a profile and use of documentation: methods necessary for literary-artistic education for the formation of self-images of primary school students in case of receiving the literary text.

## 2. Research questions/Aims of the research

**Purpose of the Study:** revealing methods corresponding to literary-artistic education for the formation of self-images of primary school students in terms of the reception of the literary text.

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

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

**The objectives of the research:**

1. establishing the psycho-pedagogical and literary-artistic landmarks for the formation of the self-image of the primary school students in the process of receiving the literary text;
2. studying the practical situation regarding the formation of the student's self-image;
3. application of questionnaires to investigate the student's self-image;
4. revealing, in the process of the pedagogical experiment, the tendencies and the particularities of forming the student's self-image, as well as the validation of the formative approach within the control stage;
5. creating opportunities to introduce didactic technologies specific to the system of literary-artistic activities for the formation of the student's self-image;
6. formulating general conclusions and recommendations regarding the formation of self-image of primary school students in the process of receiving the literary text;

***The research variables***

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

• **independent variables:**

- application of methods corresponding to literary-artistic education for the formation of the self-image of primary school students in the process of receiving the literary text
- participation at the optional discipline *Read and get to know yourself!* by using a curriculum and a specific manual / auxiliary

### **3. Research methods**

#### ***3.1. Participants***

The research group has the following characteristics:

- 200 students from urban areas
- 100 students from Romania, 100 students from the Republic of Moldova
- 100 students from the third grade, 100 students from the fourth grade
- 100 students aged 9-10, 100 students aged 10-11
- 65% girls and 35% boys (as shown by a preliminary check of the composition of the classes of students IIIa, and aIVa-in which the number of boys is much lower than the number of girls)
- all students have attended kindergarten and previous classes and have parental consent for research

Volume: the research group size is 200 students from the 3rd and 4th grades, from urban schools in Romania and Republic of Moldova

- type of the research group: it is a representative sample for the population of primary school students, from Neamț, Romania and Chișinău, Republic of Moldova.
- there will be non-random sampling, in which we will use “available subjects”.
- Research sample: 200 students from the 3rd and 4th grades, from schools in Romania and in the Republic of Moldova
- Experimental group: 50 students from the third grade (25 students from Romania and 25 students from the Republic of Moldova) and 50 students from the fourth grade (25 students from Romania and 25 students from the Republic of Moldova)
- Control group: 50 students from the third grade (25 students from Romania and 25 students from the Republic of Moldova) and 50 students from the fourth grade (25 students from Romania and 25 students from the Republic of Moldova)

The pedagogical experiment will take place in 4 school units, in which there are students from grades I-IV, from Neamț, Romania and Chisinau, Republic of Moldova.

#### ***3.2. Materials and instruments***

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

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

**The research methodology** will include the following types of methods:

**1. pedagogical:**

**1.1. theoretical:** bibliographic, monographic research: scientific documentation - the method of researching curricular documents and other school documents - through which will be analyzed the authentic, contemporary methodological trends of the curriculum and textbooks of Romanian language and literature, in grades III and IV,

**1.2. empirical:** the pedagogical experiment of finding, formative and control, as a method of data collection, for this study, by applying the questionnaire instrument (annex 1), and for measuring the data, the Likert Scale was used.

**2. statistics:** statistical processing and interpretation of data in terms of quantity, quality, graph and indicators of variation.

**The questionnaire**, which will be used in the ascertainment stage, is a data collection tool, a basic tool in gathering information.

This is a set of questions aimed at collecting the data needed to achieve the research objectives. In drawing up the questionnaire, compliance was taken into account the following objectives: transforming the necessary information needed in research into a set of questions that students can answer, motivating and encouraging students to communicate and cooperate - minimizing the risk of boredom and fatigue, minimizing the risk of errors.

The questionnaire technique was initiated in pedagogy by Alfred Binet, in 1903. The pedagogy dictionary defines it as a series of standardized oral or written questions, asked in a survey.

Chelcea S. defines it as "a technique and correspondingly an investigation tool consisting of a set of questions and possibly graphic images, logically and psychologically ordered, which by administration by survey operators or by self-administration, determine from the respondents answers to be recorded in writing."

On the other hand, Abon states that the list of questions is in fact a list of items, because the questionnaire is not always structured around questions, but around positive or negative assertions, statements and negations.

The Likert Scale will be used to measure the data. This is part of the category of those scales of the ordinal type, which lead to non-parametric information.



**The Likert Scale** “consists of a series of elements to which the subject must respond; the respondent indicates agreement or disagreement on each element on an intensity scale; The Likert technique produces an ordinal scale that usually requires non-parametric statistics. The scale is very reliable if it is used for the coarse hierarchy of individuals regarding a certain attitude or a complex of attitudes; the score includes a measure of intensity, as expressed in each sentence tested. ” (Grigore et al., 2016)

- we have put together a set of sentences that represent statements of a favorable or unfavorable nature to the stimulus under investigation,
- the sentences are presented to each of the subjects whose opinions will be scaled in relation to that information contained in the sentence
- we used five gradations of the scale, from total agreement to total disagreement.
- the sentences are presented to the subjects and they have to present their agreement.
- the distance between the different points of the scale is perfectly equal
- after the administration of the questionnaire, if it is a favorable statement, as the case may be, the following numerical values are attached to each gradation: + 2, + 1, 0, -1, -2 (in case of an unfavorable statement, the order of values numeric is reversed)
- the score that will be achieved by a subject is calculated by making the algebraic sum of the numerical values, which characterizes his opinion regarding each sentence of the questionnaire.

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

The application of the questionnaires to investigate the student's self-image is the study of the practical situation regarding the formation of the student's self-image, in order to confirm or refute the research hypothesis and will be applied after students (the experimental sample) will follow the optional discipline, which will create opportunities to introduce didactic technologies specific to the system of literary-artistic activities for the formation of the student's self-image. Students will go through a specially created curriculum, study from a specific textbook and use an appropriate auxiliary, also made in the research.

Early diagnosis of unfavorable self-image will allow the development of an appropriate self-image training program, which would reduce the risk of behavioral problems and learning outcomes in the immediate periods: preadolescence and adolescence.

In addition to the questionnaire, **exploratory research on secondary data** will be used, both for data on laws, textbooks, in the education system in Romania and in the Republic of Moldova.

Secondary data will be based more on an analysis of the web pages of some public institutions, as well as on a research of online documents.

The bibliographic research will be performed according to the following procedures, as follows:

- I identified the database that interested me, the name or e-mail address on the internet may be known before or if it is not, there are possibilities to identify with the help of Google or Yahoo search engines. I accessed one of these, wrote the address or searched for it by "keywords", the search engine offering more possibilities or indicating various exits from critical situations in case of failure;
- I searched and accessed the section in the library, which is also interesting from there what you want to search for, books or periodicals.
- the book, the review, the magazine can be identified by its name, by the author's name, or in case of not knowing them by "keywords" that suggest the content of those searched.
- once the work has been identified, at first consultation only the abstract or a brief review of the library can usually be accessed, followed by the initial study of the raw material, which consists of a quick, general review of the material to identify the parts that shows interest from the total data collected.

### ***3.3. Procedure***

#### **Stages of experimental research (period and purpose)**

The research will take place in the period 2019-2023:

1. 2019-2020- scientific documentation and delimitation of the perspectives of theoretical and practical approach, documentary analysis with reference to the proposed topic and establishment of the experimental sample
2. 2020- analysis of the curriculum and textbooks of Romanian language and literature for the third and fourth grades, from the two countries,
3. 2020- performing the initial diagnostic experiment, which includes the comparative analysis of the Romanian language and literature curriculum and of the Romanian language and literature textbooks for grades III and IV, in Romania and in the Republic of Moldova

4. 2020-designing the optional subject *Read and get to know yourself!* and applying to the classroom
5. 2020- Designing the guide for teachers and the auxiliary for students, for the optional subject Read and get to know yourself! And use in the classroom
6. 2020- elaboration of the training program *Formation of self-image of primary school students in the process of receiving the literary text and related course support*, inclusion in the Offer of training programs of the Casa Corpului Didactic Neamț and proposal for approval by the Romanian Ministry of Education and Research; training of 25 teachers on the proposed topic
7. 2021-application to the selected classes of the optional subject *Read and get to know yourself!*
8. 2021-2022-selection of the research methodology, realization of the pedagogical experiment of finding, processing and interpretation of the collected data:
9. 2023-systematization of research materials in thesis format.

## 4. Results

### ***4.1. The study on how the national curriculum in Romania and the Republic of Moldova contributes to the formation of students' self-image in the process of receiving the literary text in Romanian language and literature, 3rd and 4th grade.***

At this point of the research, we can present **the result of the study on how the national curriculum in Romania and the Republic of Moldova**, contributes to the formation of students' self-image in the process of receiving the literary text in Romanian language and literature, 3rd and 4th grade.

We did an exploratory research on secondary data, both for data on notions of psych pedagogy, for clarification of terms, and for the identification of legislative documents, which regulate the chosen topic.

The purpose of the school is to respond to the request to ensure a good educational preparation of the student, offering equal opportunities for study, pursuing the development of the child's intellectual and emotional capacity, offering the student the opportunity to make optimal use of his native potential.

Contemporary education has highlighted the difference between an education that is based on the respective curriculum, focused on the design activity and the analytical program-focused on programming the students' path to a goal known and imposed only by adults. In the context of

compulsory education, focus on objectives is the only way to make the phrase focus on the student not a phrase without content.

The term curriculum comes from Latin and designates, among other things, the road to. Therefore, the road to knowledge and personal development, traveled by a child, in his status as a student.

The national curriculum, in Romania, proposes a flexible offer, allowing the teacher to adapt the formal framework to his personality and to the specifics of the class of students he works with. The matrix in which the students' self-image crystallizes is constituted by the family, the class of students at the school and finally the professional work group.

The national curriculum for primary education focuses on the training of key competences, the training profile of the pre-university graduate being structured on the basis of the eight key competences recommended by the European Parliament and the Council on key competences for lifelong learning and knowledge, skills and attitudes necessary for any person throughout life. The first competence is to communicate in the mother tongue and is based on identifying facts, opinions, emotions in oral or written messages, in familiar communication contexts, expressing thoughts, opinions, emotions in simple messages, in familiar communication contexts, participation in verbal interactions in familiar contexts, to solve school or life problems (Institute of Education Sciences, 2015).

The self-image represents, in the conception of Pantelimon Golu, 1998, "a complex mental construct, which is gradually elaborated during the ontological evolution of the individual, in parallel and in close interaction with the elaboration of the consciousness of the objective world through a long series of processes and operations. of comparatives, classification, hierarchy, generalization, integration" (Golu, 1998).

Self-image influences behaviors, contributes to the assessment of reality, determines the harmonious relationship with others.

Given that the national curriculum is represented by the set of curricula-educational policy documents and school curricula, and includes a set of documents designed to regulate the ways in which the school, in essence, can ensure the achievement of goals. in Romania, new framework plans are applied in primary education, from 2013, replacing those from 2003 (those for grades I and II) and from 2004, for grades III and IV, in relation to the training profile of the graduate. The school curricula for the third and fourth grades, which replaced the curricula developed in the period 2003-2005, were approved in 2014, by order of the Minister of National Education no. 5003 / 2014. The novelty brought in the design model was the skills approach. Thus, a central element, organizer of the school curricula

were the general and the specific competences, the emphasis being not only on the learning contents, but on all the components of the competence. School curricula become a facilitating framework for the transfer as well as the mobilization of knowledge and skills, in various life contexts and the development of appropriate attitudes. Focusing on key competencies has as a curricular implication the recognition of the need to build various interdisciplinary bridges.

The Education Code of the Republic of Moldova, at art. 5, presents the mission of primary education: "Primary education contributes to the formation of the child as a free and creative personality and ensures the development of skills necessary to continue studies in lower secondary education." "The mission of primary education: Primary education contributes to the formation of the child the competencies necessary to continue their studies in secondary education", and at art. 6 presents the educational ideal, which "consists in the formation of a personality with a spirit of initiative, capable of self-development, which possesses not only a system of knowledge and skills necessary for employment in the labor market, but also independence of opinion and action, being open to dialogue intercultural in the context of assumed national and universal values." (Law of the Education Code of the Republic of Moldova, 2014)

According to the UNESCO Curriculum Glossary, competence is not limited to cognitive elements (use of theory, concepts or tacit knowledge), but also includes functional aspects (technical skills), and interpersonal attributes (social or organizational skills) and ethical values. Approaches to the concept of competence can also be found in the OECD (Organization for Economic Cooperation and Development) and, of course, in all curricular policy documents in all countries. The OECD has classified skills into: the use of tools, interaction in heterogeneous social groups and how to act.

The second competence is to interact in heterogeneous social groups, which as the first sub competence the ability to establish good relationships with others. This translates into the formation of individuals capable of respecting and appreciating the values, beliefs, culture and history of others, in order to create an environment in which they feel good, to integrate and to succeed. To cooperate well with others, the individual must have empathy, be able to manage his emotions, be self-aware, and be able to interpret his and others' emotions and motivations (Gremalschi, 2015).

The analysis followed the way in which the key competencies with a role in the formation of the students' self-image are found, in the curriculum for the Romanian language and literature, in the 3rd and 4th grades.

Therefore, we analyzed whether in the national curriculum - Romanian language and literature, grades III and IV, in Romania and in the Republic of Moldova the aim is to form the self-image of primary school students in the process of receiving the literary text, having with a view to complying with European and international standards for the full development of the personality. The attitudes generated by this competence are: a positive attitude for constructive dialogue, appreciation of aesthetic qualities and the desire to promote them, interest in communicating with others, awareness of the impact of language on others, the need to understand and use language in a positive and responsible (Gremalschi, 2015, p. 13).

***4.2. Comparative analysis of the Romanian language and literature manuals for III and IV grades, in Romania and the Republic of Moldova, regarding the existence of contents aimed at forming the students' self-image in the process of receiving the literary text***

In the analysis of the textbooks we carried out a documentary research, in which we followed the following stages:

1. I identified the textbooks of Romanian language and literature that are used in the 3rd and 4th grades, where the research will be done, in Romania and in the Republic of Moldova

2. I studied the Catalog of pre-university textbooks, valid in the school year 2020-2021, to check if they are approved by the Ministry of Education and Research (Catalog of pre-university education textbooks, 2020).

3. I checked the website <https://www.manuale.edu.ro/>, where I chose the textbooks of Romanian Language and Literature, for the 3rd and 4th grades, which are studied by the students from the schools selected from Romania (<https://www.manuale.edu.ro/>)

4. I checked the website <http://ctice.gov.md/manuale-scolare/>, where I chose the textbooks of Romanian Language and Literature, for the 3rd and 4th grades, which the students use from selected schools in the Republic of Moldova (Centrul Tehnologii Informationale si Comunicationale in Educatie, n.d.)

The contents of education are represented by the set of specific and dominant values in a society, selected from what has created humanity most valuable, structured in knowledge that leads to the formation of skills and abilities, abilities, models of action and emotional feelings, according to the requirements current and future perspectives of society (Nicu, 2017).

The main curricular products are: curricula, curriculum, textbook.

The auxiliary curricular products are: curricular auxiliaries, methodological guides for teachers, guides for students, educational software, etc.

The contents of the training, elaborated in any context of the educational process, reflect the general pedagogical values, which are the basis of the general contents of education.

The contents of the training, elaborated in any context of the educational process evolve in relation to the historically affirmed paradigm that fixes their position in the specific dynamics of each promoted design model (Cristea, 2017).

The curriculum is the fundamental curricular document that officially sets the necessary framework for organizing formal training activities at all levels and levels of education (Cristea, 2017).

The curriculum is an official document for the global design of the training content, which establishes, according to the value / pedagogical criteria adapted to the level of education policy (Cristea, 1998).

The curriculum is an official document for planning the content of education based on "a set of actions specifically designed to stimulate training": defining general and specific objectives; establishing the contents to be taught-learning-assessment; anticipation of evaluation methods and techniques; presentation of the necessary materials for the learning activity (school textbooks, etc.); specifying the provisions necessary for the initial and continuous training of teachers (Cristea, 1998, p. 247).

The school textbook is an official document of education policy, which ensures the concretization of the school curriculum in a form that aims to present knowledge and skills at the systemic level, through different teaching units, operable, especially from the perspective of the student: chapters, subchapters, groups of lessons / courses, seminars; learning sequences etc. (Cristea, 1998, p. 247).

As an **official curricular document** that concretizes the curriculum of a subject for a certain class, dealing with chapters, subchapters, lessons, the textbook is for the teacher an orienting tool, a guide in designing and carrying out teaching activities, and for the student is a tool information and work.

The functions of the **textbook** are divided into: functions that refer to the student and functions that refer to teachers. The functions that concern students are: knowledge transmission, capacity building, acquisition consolidation, acquisition evaluation, support for the integration of acquisitions, reference, social and cultural education. The functions with reference to teachers are: scientific and general information, pedagogical

information related to the discipline, support in learning and organizing lessons, support in the evaluation of acquisitions (Nicu, 2017).

The elaboration of school textbooks must respect the scientific requirements (correctness, coherence, interdisciplinary approach of the contents of the study disciplines), psycho-pedagogical (accessibility of language and systematization of contents, ensuring students' activism, promoting independent activities, stimulating students' imagination, learning, thinking, evaluation and self-assessment tests), hygienic-aesthetic (text readability, textbook format, paper and ink quality, illustrations, color, cover design), economic (textbook cost) (Nicu, 2017, pp. 21-22).

## 5. Results

At this point of the research, we obtain:

- Two syllabus of Romanian language and literature for the 3rd and 4th grades, analyzed.
- A set of conclusions in order to draw up a new program for the optional discipline.
- An analysis of the textbook from the two countries
- A set of conclusion in order to draw up a new textbook for the optional discipline.

## 6. Discussions

In conclusion, reading as a dimension of literary-artistic education remains a fundamental objective that is found throughout the school curriculum. Self-knowledge and self-image formation are very complex activities, and reading can fundamentally influence them, developing in students a vision of the world, on the coordinates of the real self, the future self, the ideal self.

The methodologies of self-image formation of primary school students in the process of receiving the literary text are not sufficiently known, systematized, capitalized, applied. In addition, the literary text with its double function of psychological and pedagogical resource is used in the educational approach more as a moral value.

The emotional aspect, probed in the theories of art or more specifically of literary and artistic education, which contributes to the development of that intelligence is less valued by pedagogues. To the "poorly" developed emotional intelligence in students, the problems of self-image made us worry about this problem.



The analysis of the Romanian language and literature textbooks from the 3rd grade, from Romania and from the Republic of Moldova was performed, then with the Romanian language and literature textbooks from the 4th grade, from the two countries, establishing from the beginning a dysfunction of concepts in order to establish a strategic continuity of textbooks.

Some authors, especially those from the Republic of Moldova, mainly in the textbook for the fourth grade, aim to form the self-image of primary school students in the process of receiving the literary text, but it is not something rhythmic. Given the fact that man perceives and forms a cognitive informational model, he also perceives himself, self-analyzes - as a psychosocial reality in terms of abilities, possibilities, skills, forming the image of the psychic self - and self-interprets.

Through reading, the student has access to a new, challenging, stimulating world. Even if the reading is not specific to a certain age, it begins in the primary cycle of education and must be continuous.

Given the fact that self-knowledge is an individual cognitive, affective and motivational process, it supports strong environmental influences, so reading must be continuous and reading must be educated, being an active component of education.

Reading is a formative factor in the becoming of the self, in the formation of the self-image, being an educational and organizational factor.

A particularly important role in the child's development (body schema, self-perception, motor skills, independence, autonomy), has the self-image, which underlies the formation of self-esteem and the development of a child's abilities as a future adult. It begins to build students' self-image by differentiating between myself and others, between my needs and the world around me. The child must be encouraged to discover, to explore, to experiment, to enjoy the fact that he is an autonomous person.

## **7. Conclusions**

In 3rd and 4th grade, one of the fundamental objectives of the Romanian language, as a school subject, is the formation and cultivation of the taste for reading, for reading, and the book must become the inseparable friend.

One of the fundamental objectives of the Romanian language, as a school subject in small classes, is the formation and cultivation of the taste for reading, for reading, and the book must become the inseparable friend. (Șerdean, 1991)

Analyzing the textbooks, it can be seen that they do not necessarily follow the ascension or essential contribution in terms of relating students' emotional affective sphere to the message of the texts read, highlighting their position in confirming the perennial values of the work, creating communicative models that would contribute to image formation. self of students in the study of the literary text.

It can be appreciated, however, the existence of the existing contents, meant to contribute to the formation of the student's self-image, in the study of the literary text, concretized in:

- capitalizing on the language of the studied text for the purpose of a value evaluation;
- highlighting the learning sequences regarding the inscription of the literary work in the system of constructing the student's self-image;
- revealing the contribution of the literary text and the learning sequences in the formation of the student's self-image;
- finding the special importance that the literary text exerts on the student, after the contact with him.

In conclusion, we affirm that in the current didactics there are tendencies of the formation of the students' self-image in the process of receiving the literary text, only that the need to complete, systematize and present the contents in a logical sequence is highlighted.

---

## References

---

- Cristea, S. (1998). *Dictionary of pedagogical terms*. Didactic and Pedagogical Publishing House. pp. 247, 364.
- Cristea, S. (2017). *The contents of the training of the educational process*. Didactic and Pedagogical Publishing House. p. 14
- Golu, M. (1998). *Fundamentals of Psychology* (Vol. I). Romania of Tomorrow Foundation Publishing House. p. 819.
- Gremalschi, A. (2015). *Training of key competencies in general education: Challenges and constraints. Study of educational policie*. Institute of Public Policies. p. 19.
- Grigore, A., Ipate-Toma, C., Ionică, N. S., Crivac, G. M., Negrițoiu, C. D., Anghel, A., & Țîroi, E. O. (2016). *Handbook of Romanian Language and Literature, 4th grade, first semester*. Ars Libri Publishing House.
- Ilieș, V. (2019). *Course support Personal development and personal branding*. University Babeș-Bolyai.
- Nicu, A. (2017). *Pedagogy course*. Lucian Blaga University. pp. 4, 18,19, 20.
- Pavelcu, V. (1982). *Self-knowledge and personality knowledge*. Didactic and Pedagogical Publishing House. p. 4.

- Perju-Liiceanu, A. (1981). Self-knowledge and self-assessment behavior. *Journal of Psychology*.
- Popescu-Neveanu, P. (1978). *Dictionary of Psychology*. Albatros Publishing House. p. 248.
- Șchiopu, U. (1997). *Encyclopedic dictionary of psychology*. Babel Publishing House.
- Șerdean, I. (1991). *Methodology of teaching the Romanian language and literature in grades I-IV*. Didactic and Pedagogical Publishing House. p. 174.
- Zlate, M. (2004). *Ego and personality*. Three Publishing House. p. 53.
- Law of the Education Code of the Republic of Moldova no. 152 2014, July 17 Official Gazette no. 319-324 / 634 of 2014, October 24 (Republic of Moldova)*.
- Catalog of pre-university education textbooks, valid in the 2020-2021 school year
- Institute of Education Sciences. (2015). Landmarks for designing and updating the national curriculum. (Document of educational policies). Bucharest: Institute of Education Sciences. p. 4, 13.
- National education law no. 1/2011 January 2011*, art. 2, al. 3
- Centrul Tehnologii Informationale si Comunicationale in Educatie. (n.d.). *Manualele școlare în formatul PDF*. Government of Moldova.  
<http://ctice.gov.md/manuale-scolare/>