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PSYCHO-PEDAGOGICAL AND METHODOLOGICAL BENCHMARKS OF MULTILINGUAL EDUCATION OF STUDENTS FROM A MOTIVATIONAL PERSPECTIVE IN ISRAEL AND THE REPUBLIC OF MOLDOVA

SPECIALITY 531.01 – GENERAL THEORY OF EDUCATION

Abstract of the Doctoral Thesis in Education Sciences

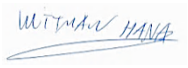
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The thesis defence will take place on **23.12.2024**, at **12.00**, in the public session of the Doctoral Committee within the Doctoral School of Humanities and Education Sciences at the State University of Moldova, building III, room 505, str. M. Kogălniceanu 65A, Chișinău, MD-2012. Doctoral thesis and the abstract can be found at the National Library of the Republic of Moldova, the Central Library of Moldova State University and on the website of the National Agency for Quality Assurance in Education and Research (www.anacec.md). The summary was sent on 15.11.2024**.**

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CONCEPTUAL FRAMEWORK OF THE RESEARCH

The relevance and importance of the research topic. The period in which we live is marked by complexity. Various social phenomena, alongside global economic crises, have a direct or indirect impact on the schools - institutions integrated within the broader social system. These phenomena influence not only the educational processes the schools carry out but also the way in which social actors perceive the value of education. Consequently, formal education has become subject to evolving conceptions, perspectives, and reforms aimed at modernizing the educational system, an institution increasingly viewed as out of step with contemporary needs. Bilingual (or multilingual) education, in general terms, refers to the use of two or more languages as mediums of instruction for part or all of the school curriculum. This definition excludes programs that merely involve the bilingual students without actually implementing bilingual (or multilingual) instruction. For a program to qualify as bilingual, both languages must be used as mediums of instruction. As scientific research has demonstrated, bilingual education becomes effective when multiple languages are used not only for teaching them as subjects in isolation but also for teaching the content of the curriculum, such as mathematics, social sciences, or the humanities. Bilingualism (or multilingualism) cannot be examined solely in relation to the language itself; it must always be understood in the broader social context, considering the specific circumstances of the linguistic communities concerned. These communities, in turn, occupy quite different position within the society, with varying degrees of access to power, recognition and opportunities.

Internationally, multilingual education has been established as a priority in numerous educational policy documents, such as Common European Framework of Reference for Languages and the Key Competences for Lifelong Learning, which emphasize the importance of multilingual competences. These skills pertain to the effective and appropriate use of multiple languages for communication. Multilingual competences integrate linguistic, historical, and intercultural components and are grounded in the ability to mediate between different languages and modes of communication.

In this context, it is worth noting that in the Republic of Moldova, Romanian and Russian serve as the primary languages of instruction. In schools with students of Ukrainian, Bulgarian, Gagauz, and Jewish ethnic groups, their mother tongues are taught alongside the foreign languages. In the in the case of the two schools in Chisinau with Jewish student populations, both Hebrew and Romanian are studied, with the latter as the state language. In these institutions, the students learn at least four languages, manifesting varying levels of motivation to learn them.

The concept of motivation has been the focus of extensive research, with significant efforts dedicated to defining and explaining its essence. In recent years, studies on learning motivation have expanded. Therefore, learning motivation is understood as a dynamic state that arises from the learner's perception of themselves and their environment, encouraging them to choose, engage in, and persevere with activities aimed at achieving a goal. It is highlighted that motivation in the educational context consists of three fundamental dimensions: it is a dynamic state that fluctuates over time; it is measured by the student's commitment and persistence in the activities carried out; and, it depends on the student's self-perceptions, the school and its objectives [16]. The work explores various dimensions of the study of bilingualism and multilingual education. Emphasis is placed on traditional methodological approaches, such as the comparative-historical method, audio-lingual and communication methods, translation and grammar-focused approaches, and the attitudinal and motivational theories. Attention is also given to the teacher's role and accumulated teaching experience. Moreover, linguistic geography is used: for instance, diachronic comparisons highlight the shared features of Romance languages derived from Latin, while the synchronic comparison elucidates the specifics of languages like Romanian and French. Through these methods, students become aware of the relationship between different linguistic repertoires and cultures, underscoring the interdependence of concepts and theories, which are often applied implicitly across countries and cultures [2].

From the above, we can conclude that motivation is one of the main factors in the learning process, significantly enhancing the effectiveness of activities and contributing to personality development. Thus, this raises the question of what underlies the formation of learning motivation and how it can be stimulated and maintained for optimal academic performance. Accordingly, three primary interests motivate the choice of this research topic: personal, social, and scientific. The personal interest arises from the author's experience as a teacher in both middle and high school. Working closely with students, parents and colleagues has highlighted the importance of understanding learning motivation, particularly the issue of low motivation and its negative impact on students' academic performance, as observed among students in Israel. The social interest is characteristic of every society. Society benefits from the well-educated middle school students who are prepared to become experts and professionals in the future. The scientific interest refers to the fact that, although motivation in middle school learners has been studied extensively, research on this topic within the Israeli context remains limited, especially concerning the Arab minority, whose ethnic and cultural characteristics are distinct. As part of this study, we proposed to address gaps in the literature by investigating the psycho-pedagogical

benchmarks of motivation to learn multiple languages among middle school students in Israel and the ways of its development.

Description of the Research Context and the Research Problem. While bilingualism has been extensively researched internationally, multilingualism has received comparatively less attention in research. Scholars agree that when learning multiple languages, the communicative component is essential and plays a dominant role. The principle applies equally to mother tongue and foreign language acquisition. The respective approach is prominently discussed in the works of N. Chomsky [4], who extend their theories to include elements beyond communication, the degree of students' preparation (student readiness), interpersonal relationships and mental processes involved in the acquisition of some languages. Another theory is proposed by M. Swain [19] who claims that speech production is an integral part of the language acquisition process when practiced under appropriate circumstances. However, the problem of learning two or more languages has been the object of research of several scholars. E. Shonamy [17] and B. Spolsky [18] explore language acquisition depending on contexts and individual needs; while J. Cummins [9] emphasizes the metalinguistic awareness in the need to learn languages and the integration of different teaching models. G. R. Tucker [21] argues that multilingualism is the norm in most countries. In the ***Republic of Moldova***, the problem of teaching and studying multiple languages, has been addressed by several education specialists. I. Guțu researched the topic from the perspective of curriculum design and competency standards [22], A. Solcan explored active methods for learning of multiple languages [23], while V. Goraș-Postica examined the role of the Romanian language as a means of socio-cultural integration for young people in the Republic of Moldova [24]. M. Ianioglo discussed the culture of communication in the context of intercultural dialogue [25]. ***Western researchers*** play a significant role in the study of motivation, with contributions from E. Deci [10], E. Bialystok [1], and others. The studies carried out refer to a very wide and varied range of issues, including: motivation and performance, motivation and competence development, motivational management, motivation and personality, the role of personality in fostering motivation, motivation and learning strategies, sources of motivation or motivation, motivation as enjoyment of learning and teaching in the classroom, motivation of students with learning difficulties, self-determination theory and learning, adult learning motivation. Despite the wealth of research, ***the contradiction*** resides in the pressing need to promote multilingualism and multilingual education of students from national minorities and the low level of intrinsic and extrinsic motivation in these students when it comes to studying multiple languages. Additionally, there is a lack of studies and methodological tools to enhance this learning process. This discrepancy raises the following

research question: What psycho-pedagogical and methodological approaches to multilingual education can effectively foster motivation among middle school students in Israel and the Republic of Moldova, thereby addressing the identified contradictions?

The Subject of the Research: the process of multilingual education of middle school students from a motivational perspective.

The Purpose of the Research: establishment of the psycho-pedagogical and methodological benchmarks for the multilingual education of middle school students from the motivational perspective.

Research Objectives: analyse specialized literature with reference to the studied phenomena, conceptualize students' multilingual education from a motivational perspective, develop a methodology for motivating students to learn multiple languages as a dimension of multilingual education, experimentally validate the methodology for motivating students to learn multiple languages.

Research Hypothesis: the establishment of a comprehensive and contextualized approach to motivating students to learn multiple languages simultaneously will positively impact their motivation to study these languages and enhance multilingual education in general.

The Methodological Framework of the Research. The research methodology was determined by the specific nature of the targeted research field and included the following methods: *Theoretical methods*, such as scientific documentation, theoretical analysis and synthesis, typological analysis, comparison, generalization, and systematization. *Empirical methods*: survey (questionnaire on students' attitudes towards academic subjects and the dominant motivation for learning), survey (the survey for middle school students from grades 7-9 (aged 12-15) regarding their views on language learning motivation); carrying out the psycho-pedagogical experiment (exploratory, training, and control). *Data analysis was conducted using several statistical-mathematical methods*: descriptive statistical methods (determining relative frequencies (%) and average values), inferential statistical methods (Student t-test for independent samples), one-way ANOVA test (comparison of average values).

The scientific novelty and originality of the research lie in: redefining the concept of multilingual education and identifying the particularities of learning multiple languages among middle school students of Jewish origin; developing an approach to simultaneous language learning based on the principles of transposition, transfer, and active, situational communication; establishing a motivational framework for multilingual education of middle school students based on personal, methodological and social factors.

The Scientific Problem solved: the contradiction between the need for multilingual education among middle school students and their low motivation to learn multiple languages was mitigated by substantiating psycho-pedagogical and methodological approaches to multilingual learning from a motivational perspective.

The theoretical significance of the research lies in the development of the theory and methodology of multilingual learning among middle school students from a motivational perspective: establishing the concept of multilingual learning among students; defining a motivational framework for the simultaneous learning of multiple languages; deriving the principles of transposition and transfer in active and situational/contextual communication; identifying motivational tools for learning multiple languages, including personal, social, behavioral, and educational factors.

The practical significance of the research consists in: capitalizing on multilingual education methodology for middle school students from a practical motivational perspective; implementing mechanisms to enhance student motivation for learning multiple languages in schools where diverse languages are taught; and applying research findings in the initial and continuous training of teachers of native and foreign languages.

Approval of Scientific Results. The results obtained during the theoretical and empirical research were discussed in meetings of the Department of Education Sciences at the Moldova State University and at various international scientific conferences where the author's scientific publications were presented, including: *The International Conference "EU: Building Links to Eastern Partnership Countries", EUforY, Chișinău, 2023; The Scientific and Practical Conference "Perspectives on Family Resilience in the Context of Multiple Crises", Republic of Moldova for UNESCO, Chișinău, 2023; The International Scientific Conference "Science. Education. Culture", State University of Comrat, 2023; The National Scientific Conference "Integration through Research and Innovation", dedicated to the International Day of Science for Peace and Development; and The International Conference on Adult Education: „Education for Peace and Sustainable Development", Moldova State University, Chișinău, 2023.* Additionally, five articles were published in international scientific journals.

Thesis Structure. The thesis consists of an introduction, three chapters, general conclusions, and recommendations, 184 bibliographic sources, 8 appendices, 140 pages of basic text, 11 figures, and 19 tables.

Keywords: multilingualism, multilingual education, multilingual learning, foreign language learning practices, strategies for learning multiple languages, simultaneous language learning, active communication, motivational theories, motivation for learning.

THESIS CONTENT

In the Introduction, the relevance and importance of the research theme are substantiated; the research situation is described, and the research problem is identified; the object, purpose, objectives, and hypothesis of the research are formulated; the research methods are presented; the novelty and scientific originality, the solved scientific problem, the theoretical significance of the research, and the practical value of the work are outlined; and the approval of the research results through dissemination and validation are detailed.

Chapter 1, titled *"Multilingual Education: Theoretical Framework,"* examines the conceptual approaches and delimitations of multilingual education. The theoretical analysis conducted has enabled us to discern the complexity of the multilingual education process, highlighting how it enhances cognitive, social, and economic skills. Multilingual education is defined as the teaching of multiple languages, including students' mother tongues, global languages, community languages, and heritage languages, with each language taught at different levels according to specific contextual needs [17]. This definition of multilingual education resonates with parallel definitions provided by other researchers in the field of sociolinguistics, who emphasize the necessity for students to learn more than one language to navigate between different languages through linguistic mixing. This approach aims to promote understanding among students from marginalized groups in the content area by utilizing their first language(s) in the classroom, and to enrich the linguistic repertoire and awareness of all students by establishing connections between similar patterns across different languages. Overall, multilingual education encompasses more than just language mastery; it involves embracing diversity, promoting inclusivity, and bridging gaps between people and cultures. It opens doors to new opportunities, enriches firsthand experiences, and contributes to a more connected and harmonious global community. To fully understand the meaning and significance of multilingual education, this paper presents definitions of key concepts such as monolingualism, bilingualism, multilingualism, plurilingualism, and polyglossia, along with their impacts on cognitive functions and cultural empathy. The main aspect of a multilingual policy is to increase the range of languages taught, deepen and improve the teaching methods for multiple languages, and prioritize 'heritage languages' - including indigenous, minority, and home languages - whose descendants now partially control them. Additionally, the chapter addresses the need for developing effective assessments and supporting language learners, proposing bilingual testing methods as a viable solution [17]. The chapter highlights how perspectives on bilingualism have shifted over the past fifty years. Once viewed negatively due to outdated research, bilingualism is now recognized for its cognitive, linguistic, and social benefits, supported by studies from Montreal. This research

demonstrates that bilingual students possess significant advantages in both language proficiency and cognitive processing [21]. Modern educational approaches focus on both communicative skills and formal language knowledge, marking a shift from traditional grammar-translation methods to communicative and interactive approaches. The chapter contrasts traditional grammar-translation methods with communicative and interactive approaches, reflecting a shift in modern education toward fluency over linguistic accuracy. This approach aims for fluency and introduces grammar as needed to facilitate communication, supported by theories like the Comprehensible *Input Hypothesis and the Output Hypothesis* [19]. The chapter also reviews the functional approach, which organizes curricula around practical language functions, and the holistic "whole language" approach, which integrates language learning with real-life experiences. Finally, the chapter explores multilingual education policies in Moldova and Israel, emphasizing how geopolitical and economic factors influence language curricula and student motivation. The Republic of Moldova integrates Romanian, Russian, and Gagauz into its curricula, while Israel emphasizes English and Arabic instruction alongside Hebrew, reflecting its geopolitical realities.

Chapter 2, titled "*Conceptual and Methodological Framework of Multilingual Education of Students from a Motivational Perspective*," analyzes multilingual education from various educational viewpoints. The psychopedagogical benchmarks of multilingual education constitute a theoretical framework based on general and specific principles that guide the teaching practice of educators and contribute to the achievement of educational objectives. The *general principles* of education include: the principle of student-centered education, the principle of valuing age-related characteristics, the principle of free choice (or intrinsic motivation), the principle of active learning, the principle of education as interaction, and the principle of ensuring continuity and transition. These are complemented by *specific principles* aimed at optimizing instruction, such as: the principle of the illustrative nature of teaching materials, the principle of accessibility of content, the principle of contextual adaptation, the principle of individualized and personalized approaches, the principle of active knowledge and skill acquisition, the principle of communicative and intercultural approaches, the principle of collaboration and active student participation, the principle of integrating information and communication technologies into the educational process, and the principle of success orientation. The *methodological benchmarks* provide a framework for the systemic approach to teaching, learning, and assessment, including the design, implementation, and evaluation of educational practices. The key components of this methodology are: teaching strategies, specific educational activities, professional development programs for teachers, and student motivation.

The chapter emphasizes the development of tailored instructional strategies, personalized learning, and motivational techniques informed by psycho-pedagogical research. It also highlights the importance of supportive environments, effective assessment methods, and differentiated instruction for addressing learning disabilities. The chapter contrasts content-based teaching, which integrates language learning with meaningful content, with structuralist approaches that focus on grammar instruction. It proposes enriched-content instruction, which teaches linguistic elements (e.g., grammar) within relevant content. This approach is well-suited for international settings with limited exposure to the target language, aligning vocabulary, grammar, and cultural content to meet students' needs. Finally, the chapter explores the growing interest in using linguistic landscapes to enhance multilingual awareness and critical literacy.

The chapter examines both the general psycho-pedagogical approach and the methodological approach, as well as the specific motivational perspective. The theoretical foundations for our research are based on the following theories regarding the essence and development of motivation, including A. H. Maslow's theory of needs [15]; R. C. Gardner's modern theory of motivation [13]; and motivational theories with direct educational implications, such as the educational objectives theory by S.H. Chan and L. Collins [3, 7], J. Cummins' causal attribution theory [9], D. Crabbe's socio-cognitive theory [8], T. Goetz's self-esteem theory [14], and P. Cirila's learning theories [6].

The development of learning motivation involves a dual exploration of the subject matter. The *first approach* focuses on analyzing academic motivation within a school context. The explicit objective of this section is to highlight the specific characteristics of learning motivation, including its typologies, influencing parameters, learning profiles, personality traits, and attitudes towards student motivation. It also examines the evolution of motivation as evidenced by various studies conducted in different countries, along with the distinctive features of learning motivation specific to the Arab context in Israel. This analysis serves as the foundation for establishing a representative model aimed at enhancing learning motivation. In this context, it has been determined that the reasons for learning can be subjected to a comprehensive classification, with a fundamental distinction between intrinsic and extrinsic motivation. Intrinsic motivation is characterized by a disinterested orientation towards the learning process, reflecting an altruistic interest in both the content and the process of learning. Its sources stem from the need for autonomy and self-determination, which are particularly significant during adolescence. Conversely, extrinsic motivation is result-oriented and views learning activities not as an end in themselves but as a means to an end. The core of intrinsic motivation is rooted in the cognitive need for knowledge, while extrinsic motivation is primarily driven by social needs. The major

factors that influence learning motivation refer to the attribution of causes for success or failure in tasks, perceptions of intelligence, and the objectives set by the school or teaching staff. Current models facilitate the prediction of declines in motivation and the anticipation of school dropout in the presence of significant risk factors. However, predicting the evolution of motivation among students without such risk factors poses greater challenges, as it is sensitive to contextual and local factors that may vary significantly from one teacher to another, from one class to another, and from one subject to another [12]. The *second approach* addresses the *complexity of the motivation for learning*, which is widely explored in this paper, considering the fact that this investigation adopts a multidimensional and integrative-functional perspective on the studied phenomenon. This approach has led to the delineation of several essential dimensions in motivation research, which emphasize that the various aspects and components of motivation cannot and should not be considered and established independently [10]. At the same time, the multidimensional approach emphasizes the presence of multiple dimensions likely to influence the examination, stimulation, and development of motivation for learning. These dimensions have been organized into a logical framework that correlates them with the proposed goal, enhancing the understanding of their interaction as a coherent system or in regrouped forms aligned with this objective. The relationships between the targeted dimensions were assessed, particularly concerning the implications of their interaction, thus providing a solid foundation for the findings presented in the paper. This multidimensional approach forms the basis for the development of a formative approach aimed at increasing motivation in foreign language teaching. Next, we will present the elements of this formative approach:

1. *Direct method:* creating a dynamic and fascinating learning environment for the explanation of the experience of language studies and achievements, thus stimulating motivation. (1) *No translators*: monolingual approach. That is, only the language taught in class is used. An idea that direct exposure to the language being learned without translation fosters a more intuitive understanding of the language. It encourages thinking in the language being learned instead of translating back and forth between the mother tongue. (2) *Speech actions*: Strong emphasis on speaking and listening skills. From the very beginning, the student is encouraged to communicate orally in the language being learned. This is how the pronunciation skills, fluency and listening comprehension of a message will develop. (Reading and writing skills will be introduced later, after a solid oral foundation has been established. (3) *Learning from the context***:** vocabulary of the foreign language being studied will be learned through demonstration, play, objects, or visual aids. This will help students associate words and phrases in the new target language with their meanings, without having to translate it into their own language. (4) *Learning grammar from*

inference: to promote the learning of the rules of grammar through the use of language. An institution will expose them to grammatical bricks within the context and expect them to deduce the rules from the examples they are exposed to. All this to promote a more natural and intuitive understanding of grammar, similar to the way children acquire grammatical rules in their first language. (5) *Immersive learning environment*: students will be constantly exposed to the language through technology that mimics natural language use. This approach accelerates language acquisition and helps students become comfortable with the sounds, structures, and rhythms of the language. (6) *Development of intuitive language understanding*: instead of memorizing grammar rules and vocabulary lists, students will learn to understand the new language and use it naturally, in the way they understand their own language. (7) *Improving conversation skills*: Production will develop strong conversational skills. Regular practice in speaking the new foreign language being learned will not only improve pronunciation and fluency, but also build confidence in using the language. The listening comprehension aspects will help students to be better at understanding the language in real life situations. (8) Encouraging thinking in the target language: the goal is to encourage students to think in the language being studied. Removing the translation step from the learning process forces the processor to process thoughts and ideas in the new foreign language. This ability to 'think' in the language being studied is a crucial step to achieving fluency, and effective communication in the language.

2. *Content-integrated language teaching:* (Integrated content and language learning - CLIL) language learning through learning content. The principle of the method is to achieve positive results - both in learning a language, and in learning a field of thought - through the combination of both. An example of the use of CLIL could be, for example: a class at school studying geography (field of knowledge) in class all conducted in the English language (foreign/second language). As well as the possibility of teaching a poem, which was taught in a literature class in an Arabic class.

3. *Teaching language in a natural way:* Emphasize the spoken language according to the natural learning order of the language, which is: listening, speaking, reading, and writing, an order that emerges both within the linguistic development of the child and within the linguistic-cultural development of human civilization in general. Interest: "imitating" the natural course of learning a language. Three structured stages: 1. Hearing-speech (or "speech" for short); 2. Reading; 3. Writing (the ability to write is a performance technical skill of putting writing marks on paper). In this way, of course, the learner must be taught the corresponding system of writing marks. Also, in the first steps it is important not to exaggerate the enrichment with words and not

to overload the memory too much - instead to impart a minimal number of necessary words and basic linguistic patterns that will later serve as a kind of "templates " for the vocabulary that will gradually expand. This way will make it easier for the student to feel a quick connection to the foreign language, and a desire to continue to deepen it.

4. The methodological basis for projects: The teacher will be tasked with learning about the cultural competence of the foreign language, areas such as heritage, family lifestyles, gender relations, intergenerational relations, health customs, community institutions, rituals, history, folk tales, leisure and many other.

5. *Learning about ways of dealing with the language community*: understanding its organization, the various roles within it, relationships with the surrounding environment, guiding concepts for action, and the behaviours that characterize individuals in the community. The teacher's research work is essential for collecting data. Additionally, the teacher will engage in consultations, learning from shared experiences and collaborative processes in the field to seek assistance in addressing challenges. Training sessions will expand their perspective and provide support, legitimacy, guidance, and knowledge to tackle issues. Throughout and at the end of the projects, teachers will reflect on the materials collected and the processes implemented, using predetermined milestones as a framework for this reflective practice. *The purpose of the projects:* The goal is to increase motivation and foster a passion for learning a new foreign language among students while deepening their connection to the community of speakers and its heritage. The projects will enhance social and emotional learning, promote a greater understanding of similarities and differences, and help students practice essential interpersonal skills such as active listening, respectful communication, intercultural dialogue, collaboration, and language use.

6. Social-emotional learning within the context of language acquisition plays a pivotal role in fostering students' abilities to identify and manage their emotions, make responsible decisions, and build positive relationships. This holistic approach emphasizes the interconnection among cognitive, emotional, and behavioral skills that are essential for effective communication in a foreign language. By developing decision-making skills, interpersonal abilities, self-management, and a sense of satisfaction, students more effectively navigate the complex process of language learning. Through pedagogical flexibility and a focus on meaningful communication, teachers can leverage students’ existing linguistic repertoires while also encouraging the development of metalinguistic awareness.

Below, we present the The psychopedagogical model for stimulating students' motivation to learn multiple languages. (Figure 1).

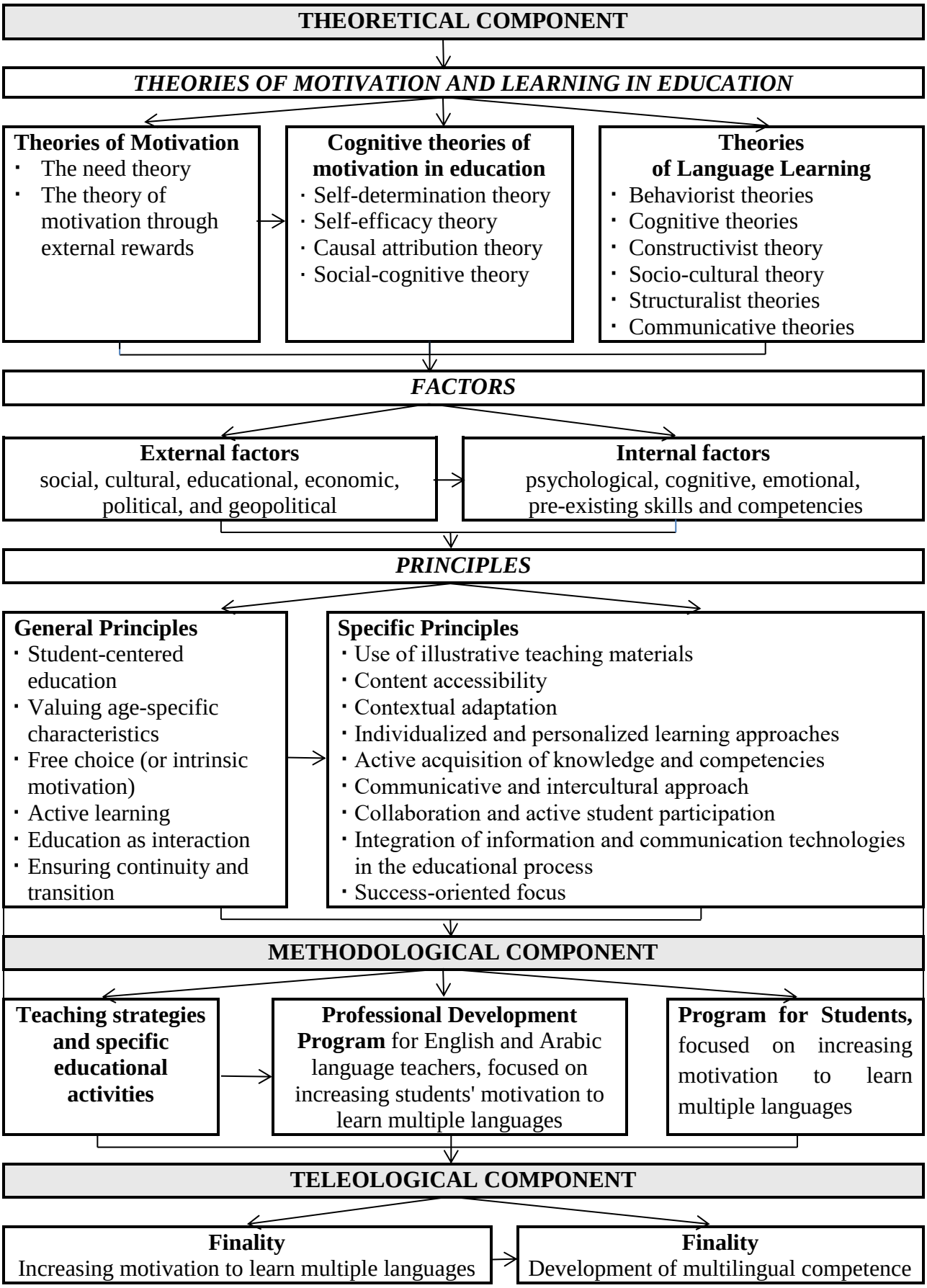


Fig. 1. The psychopedagogical model for stimulating students' motivation to learn multiple languages.

The motivational aspects of learning multiple languages are particularly important, as they inspire both teachers and students to strive for excellence and continuous improvement. By aligning pedagogical practices with the personal and cultural interests of learners, educators can significantly enhance the language acquisition experience.

Ultimately, the synthesis of the components and elements presented in the *Psychopedagogical model of students' motivation to learn multiple languages* fosters a dynamic learning environment in which both teachers and students can excel, cultivating a generation of competent multilingual communicators prepared to thrive in an increasingly interconnected world.

Increasing motivation for learning multiple languages is a critical factor in developing multilingual competence, with profound implications for effective communication in intercultural contexts and for diversifying personal and professional experiences. In a globalized world, the ability to interact fluently in multiple languages becomes not only a competitive advantage but also a necessity, facilitating the exchange of ideas, an understanding of diversity, and collaboration in multicultural environments.

Enhancing motivation, and consequently elements of multilingual competence, also supports the development of critical thinking and empathy—fundamental aspects in the context of intercultural interactions. Openness to learning foreign languages fosters individuals' willingness to accept and understand diverse perspectives, thereby promoting social inclusion and openness to other cultures. Thus, a positive and motivated attitude toward language learning facilitates the formation of a more integrated community receptive to cultural differences.

At the same time, heightened motivation for language learning enhances adaptability in a globalized society, where academic and professional mobility is increasingly valued. Multilingual education thus serves as a foundation for international careers and a long-term development opportunity. Individuals with multilingual skills benefit from greater adaptability to diverse cultural and professional contexts, preparing them well for the challenges of the global job market.

In conclusion, genuine motivation for foreign language learning not only supports linguistic and intercultural competence but also contributes to building a modern, open, and inclusive society. This process promotes international collaboration and mutual understanding, essential elements for multilingual education and sustainable global development.

Chapter 3 "*Experimental Validation of Methodology for Motivating Students to Learn Multiple Languages*." The research design, methods, and tools used to investigate the problem are presented. The pedagogical experiment was structured into three stages: the identification of

students' motivation levels, the organization of a formative experiment aimed at enhancing motivation for learning multiple languages from a motivational perspective, and the execution of a control experiment. The research aimed to investigate whether motivational gaps could be effectively addressed and how the learning program could be refined based on the obtained findings. It emphasized the importance of enhancing communication and literacy skills to bolster students' motivation.

The study was grounded in the concept of second language acquisition, focusing on the acquisition of a language that is not the learner's native tongue but is spoken within their environment, such as in a bilingual context. The foreign language (referred to as the acquired foreign language) was defined as a language that is neither spoken in the learner's place of residence nor is it their mother tongue.

The research involved an empirical investigation of claims that could be validated or refuted through the collection and analysis of data. This study adopted a quantitative approach, allowing for the application of findings to the knowledge of learning multiple languages, given that sufficient information was gathered to infer quantitative models.

The study examined differences between bilingual and monolingual students in learning a foreign language, focusing on the specific contexts of the Republic of Moldova and Israel. In Chisinau, students at two Jewish schools, where Russian and Romanian were spoken, were required to learn Hebrew as a foreign language. Similarly, Hebrew-speaking students in Israel were required to learn Arabic. This comparison highlighted the relationship between bilingualism and foreign language acquisition.

An intermediate goal of the research was to identify existing gaps in foreign language education, assess if these could be addressed, and refine the learning program based on the findings. This included guiding teachers to improve students' communication and literacy skills to increase motivation. The study was grounded in second language acquisition theory, exploring both bilingual and foreign language learning. In this context, a second language was defined as one present in the learner's bilingual environment, while a foreign language was one that was neither spoken in the learner's community nor their native tongue.

The research followed a quantitative approach, focusing on empirical validation or refutation of hypotheses through data collection and analysis. It did not address evaluative or moral questions and excluded issues that could not be reconstructed.

In the initial phase, questionnaires were administered to 7th- to 9th-grade students (aged 12-15) from two schools: the "Herzl" Jewish School in Chișinău, R.Moldova, and a secular state school in Israel's Sharon area. A total of 200 questionnaires were distributed, comprising a

general questionnaire on multilingual education and a motivation-focused questionnaire. Data were collected throughout 2023, followed by statistical analysis. The selected methods were applied in both schools, ensuring appropriate instruments for each participant.

Following the analysis, a pedagogical model to enhance motivation was developed and implemented in Israel over an entire school year, aimed at addressing low motivation levels for foreign language learning. At the conclusion of this period, 50 feedback questionnaires were distributed to Israeli students to gather insights on their experiences with the model. Statistical analysis of the feedback data assessed validity, reliability, and consistency. These methods were chosen to yield reliable answers to the research question, employing various questionnaire formats, including closed questions and statements.

The purpose of the questionnaire was to establish the differences between bilingual and monolingual students in learning multiple languages and to attempt to find out what helped these students and teachers to learn a foreign language optimally. Students' achievements, teachers' difficulties, and students' difficulties were examined. The formulation of the research questions was grounded in a theoretical framework that examined the relationship between two key variables: the number of mother tongues spoken by a child and their capacity for learning an additional foreign language. In formulating the research questions, reference was made to the types of inquiries commonly found in the social sciences: ontological questions concerned with understanding the nature of reality; epistemological questions focusing on how we learn from reality and seeking to understand the relationship between the learner and the learned; and finally, methodological questions assessing the best methods and approaches. The placement of a question within the questionnaire, or even its presentation, depended on the responses to previous questions. The questions were designed to identify the existing differences among students and to explore what factors contributed to optimal learning for both students and teachers. The research question was: "What was the relationship between multilingual education and student motivation?" To assess the initial level of students' motivation for learning multiple languages, two surveys were conducted among 200 students, with 100 from Israel and 100 from the Republic of Moldova.

Socio-Demographic Properties of the Sample. The Israeli sample consisted of 54 boys (54.0%) and 46 girls (46.0%). Most participants (51.0%) were in the grade 8, and the majority were born in Israel (97.0%). In the Moldovan sample, there were 48 boys (48.0%) and 52 girls (52.0%). Most were in the grade 7 (42.0%) and were born in the Republic of Moldova (88.0%).

The internal reliability of the study variables was assessed, with reliability considered acceptable if it exceeds 0.7. Therefore, results indicate that the reliability for most variables is

good, suggesting that the items measure consistent content for each rater. However, in the Israeli sample, the internal reliability for the motivation for a second foreign language variable was found to be low. To compare the motivation to acquire a language between students in Israel (who have one mother tongue) and students in the Republic of Moldova (who have two mother tongues), a t-test for independent samples was conducted. The comparative analysis of language acquisition motivation revealed significant differences between students in Israel and the Republic of Moldova. T-test results indicated that Moldovan students exhibited higher motivation for learning both the first foreign language (English) and the second foreign language compared to their Israeli peers.

Additionally, Moldovan students demonstrated greater language proficiency and enhanced oral expression skills. However, no significant differences were found in writing and reading abilities between the two groups. Gender differences also emerged, with girls in both countries showing significantly higher motivation for language acquisition than boys. These findings highlighted the impact of linguistic environment and gender on language learning motivation.

Fostering motivation for learning a second foreign language is crucial in empowering students to develop essential linguistic and communicative skills. By leveraging motivational theories and focusing on the interrelated factors that influence student interest and proficiency beliefs, we can create a framework that enhances language learning outcomes in an increasingly interconnected world.

The formative approach of the research: This inter-linguistic and inter-cultural sharing is unique, the presented work plan caters on three principles: sharing knowledge between mother tongue studies and other languages, highlighting the common components in language learning and teaching; the perception of language as an integral part of society and culture; and the belief that multiculturalism is the foundation of a pluralistic and democratic society.

The formative approach of the research reflects the unique multilingual and multicultural reality of Israel today. In this context, language teachers form a group that shares knowledge and adopts an approach viewing language as a constructive and mediating factor across various social and cultural contexts, particularly in the field of education. Therefore, the program emphasizes the system of interrelationships of different languages and cultures, placing joint studies at the centre of all its specializations.

The organizing element of the various projects consists of 'super questions' which form the foundations of motivation such as, How does language motivate students and reflect the socio-cultural and professional-educational contexts of the participants in the educational process? And What is the relationship between language, society, and culture? In addition, in the various

projects introduce common concepts that stimulate student engagement, such as: language-society-culture, multiculturalism, societal dialogues, the perception of the 'self' and the 'other', the importance of different perspectives and multiple points of view and more.

Objectives of the Program: The projects aim to emphasize the joint training of the teachers as a foundation for a comprehensive understanding of the role language in society, and as an infrastructure for the collaborative action among language teachers within the school system. We view language as a central tool in personal and professional life.

Effective use of this tool may stimulate motivation in teaching and learning processes in the multicultural classroom, motivation in developing curricula and school projects in the fields of literacy and multiculturalism, motivation in solving personal and school problems, in understanding the "other" and ensuring appropriate self-presentation in diverse circumstances. (1) Encourage teachers of different languages in the Israeli school to adopt a multilingual approach as a guiding principle and as a foundation for their lifelong professional development. (2) Motivate the students to examine the concept of multiculturalism in both society and school, as well as its impact on their personal identity and linguistic, literacy and social development; to take on roles as curriculum planners and researchers within their classrooms, schools, and communities; to develop skills that will enable them to be pluralistic and multicultural; to cultivate personal, social, and cultural linguistic awareness, providing them with the tools to use language effectively outside of formal settings.

Professional Development Program for English and Arabic language teachers, focused on increasing students' motivation to learn multiple languages (Sequential).

Teacher training consisted of 5 sessions, delivered twice weekly in 90-minute segments via Zoom. These sessions focused on English and Arabic language teachers participating in the school's projects.

1. Presentation of the research and selecting a lead teacher for each project: explanation of the research and presentation of the rationale in the model designed to enhance students' motivation for learning a foreign language.

2. Revealing the research and selecting a lead teacher for each project: development of work stages for a spray booth combining pedagogical knowledge, content knowledge and technological knowledge of the teachers who operate the project and creation of a schedule and a detailed work plan.

3. **Program implementation - integrating theory and practice:** simulation - the presentation of the practical plan to all program teachers prior to implementation.

4. Program implementation – exposure: documentation of the actions conducted in the project with students.

5. **Program evaluation and feedback:** student assessment via a project presentation by the students, sharing their experiences and teacher evaluation and feedback in an open dialogue (on the entire process).

Formative Program for Students Focused on Enhancing Motivation to Learn Multiple Languages, Implemented with Students in Schools in Israel (Sequential)

Duration: Throughout the school year (9 months)

Project Title No. 1: *Annual Project "Jewish and Arab Leaders Forging a Path"*

Students were introduced to various topics related to the State of Israel and its achievements in multiple fields. Following this learning experience, they participated in competitions, including drawing contests, essay writing, or recitals. In May 2024, a virtual event showcased recorded contributions from all Haftzivah schools. This initiative was conducted in both Arabic and English.

Project Title No. 2: *"Muslim Holidays and Festivals"*

Students studied the holidays and festivals of the people of Israel as well as those of Muslims and Christians, gaining an understanding of these traditions. They learned about the holidays and celebrations of the Muslim-Arab community (Ramadan, Eid al-Fitr, and Eid al-Adha) through informational videos and clips.

Project Title No. 3: *"My Journey in Israel – The First Step"*

Students engaged in in-depth research about their families, focusing on those with roots in Arab and European countries. They were encouraged to conduct detailed investigations, particularly into their Arab heritage.

Project Title No. 4: *"Arab-Zion – Music Video and Singing Contest"*

Students explored prominent Israeli and Arab singers, learning relevant vocabulary and historical context related to Israeli and Arab songs and bands. In preparation for the Ramadan celebration, an Arab-Zion music video contest was organized. Students became familiar with leading Arab singers, Arab culture and society both in Israel and globally, and contemporary Arabic works. Songs in the new foreign language were also played during lessons.

Project Title No. 5: *"Creating and Strengthening an Ongoing Connection Between Students from External and Israeli Schools"*

Students reinforced their connection to Israel through interpersonal relationships with Arab students from other schools and with peers from English-speaking Europe. Ongoing connections were established and maintained both online and offline between students who speak Hebrew as a

first language and those who speak a foreign language (e.g., Arabic). Educational links were established with an Arab school, exposing students to the lifestyles of their Arab peers. The Yilmodu program provided a platform to explore the interests and knowledge of partners, engaging in the values and culture of both sides.

Project Title No. 6: *"School Olympiad for Deepening Knowledge and Inter-Class Competition in Arabic and English"*

Students deepened their knowledge in the fields of history, culture, tradition, and vocabulary in both Arabic and English. To reinforce the connection and affinity for the Arabic language, competitions, games, and quizzes with prizes were organized among classes studying the language.

Results of Implementing the Methodology for Motivating Students in Learning Multiple Languages. The study was based on a questionnaire consisting of 10 questions, formulated after students had spent one year with a professional foreign language teacher using the presented model to enhance motivation for learning multiple languages.

This questionnaire was administered to 50 students from a central regional division in Israel, who studied multiple languages in school: Arabic and English, in addition to their native language, Hebrew. According to the results from the first phase, these students demonstrated an average to low level.

Table 1. Socio-Demographic Characteristics of the Sample (N= 50)

Percentage	Number of subjects	Variable
		Gender
56.0%	28	Male
44.0%	22	Female
100.0%	50	**Class** / 8
100.0%	50	**Country of Birth** / Israel
100.0%	50	**Native language** / Hebrew

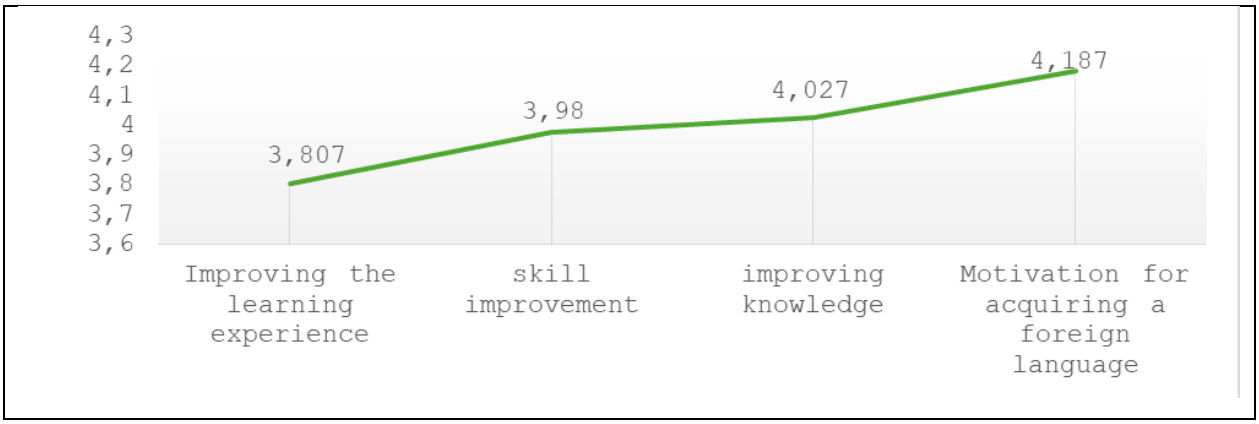


Fig. 2. Descriptive Statistics of the Research Variables in Israel - After the Implementation of the Methodology 2023

1. *General Descriptive Statistics:*

- Motivation to Acquire a Foreign Language: The average score is M=4.187 with a standard deviation of SD=0.629. This suggests a prominent level of agreement among participants regarding their motivation to learn a foreign language.
- Knowledge Improvement: The average score is M=4.027with a standard deviation of SD=0.656 Participants agree that their knowledge has improved.
- Skill Improvement: The average score is M=3.980 with a standard deviation of SD=0.714 Participants tend to agree that their skills have improved.
- Learning Experience: The average score is M=3.807 with a standard deviation of SD=0.735 Participants agree that their learning experience has been enhanced.

2. *Correlation Analysis*:

- There is a significant positive relationship between motivation and knowledge improvement ($r=0.708$ $p<.01$). Higher motivation is associated with greater knowledge acquisition.
- There is a significant positive relationship between motivation and skill improvement ($r=0.544$ $p<.01$). Higher motivation correlates with better skill development.
- There is a significant positive relationship between motivation and the learning experience ($r=0.477$ $p<.01$). Increased motivation is linked to a better learning experience.

3. *Impact of a Comprehensive, Context-Driven Methodology for Motivating Students to Learn Multiple Languages:*

The substantial increase in motivation for both languages following the implementation of the methodology demonstrates its effectiveness.

The increase from 52% to 95% for English and from 31% to 63% for Arabic reflects a significant enhancement in students' enthusiasm and engagement with language learning.

The research confirms that higher motivation in foreign language acquisition is directly linked to improvements in knowledge, skills, and overall learning experiences, emphasizing motivation as a key factor for success.

At "Rupin" school, the notable increase in motivation levels among students demonstrates the effectiveness of the applied methodology in enhancing both English and Arabic learning outcomes.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

This research addresses a current issue related to optimizing the multilingual education process for middle school students by enhancing their motivation to learn multiple languages simultaneously. The study focused on analyzing the concept of multilingual education from various theoretical perspectives and conceptualizing it from a motivational standpoint. A comprehensive, contextualized approach was established to motivate students to engage in simultaneous language learning, which was experimentally validated through the implementation of a specific methodology.

Based on the research aim and objectives, we present the following conclusions:

1. Theoretical analysis indicates that multilingual education has become a global standard, with an increasing number of citizens using two or more languages daily. This trend is particularly obvious in Europe, where students often study two or three languages simultaneously. The European Union's educational policies support this diversity through the "Strategy for Multilingualism", which promotes not only linguistic diversity but also the integration of languages in citizens' communication with governmental institutions.

2. Multilingual education integrates multiple languages into the learning process, fostering the development of educational policies, curricula, and teaching methods. It aims at the effective design of curricula and the adoption of teaching-learning-assessment methods to provide comprehensive multilingual education.

3. Psychopedagogical benchmarks, reflecting fundamental theories and principles, have established functional methodological guidelines aimed at motivating students in multilingual learning. These include didactic methods such as the comparative-historical approach, audio-lingual and communicative methods, grammar and translation centered approaches, as well as theories related to attitudes and motivation.

4. According to the established theoretical framework, we developed a methodology for motivating students to learn several languages simultaneously, applied in a pedagogical experiment. The use of this methodology has led to a significant increase in motivation for language learning, from 52% to 95% for English and from 31% to 63% for Arabic, reflecting the enthusiasm and involvement of the students at the “Rupin” School in Israel.

5. The theoretical and applied results obtained through this research allow us to conclude that fostering students' motivation for learning multiple languages is a complex process requiring deep student commitment, as well as coordinated support from educators. This support is demonstrated through openness, adaptability, and flexibility across diverse learning contexts, along with a sustained interest in their own continuous professional development.

6. The research acknowledges the resolution of the scientific problem, addressing the contradiction between the need for multilingual education for middle school students and their low motivation to learn multiple languages, through the development of psychopedagogical and methodological approaches from a motivational perspective.

Based on the results obtained in the research, we suggest ***recommendations***:

1. ***Dimension of Continuous Teacher Training***: ensuring continuous professional development for teachers to enhance the knowledge and skills necessary for adopting strategies to support and motivate students in learning multiple languages in schools in Israel; implementing a mentoring process for novice teachers, supported by experienced colleagues, as well as promoting interaction and the sharing of best practices among teachers through technological and digital means. for example, creating an e-guide of best practices based on teachers' previous experiences, which would include activities designed to facilitate the simultaneous learning of multiple languages.

2. ***The Processual Dimension of Student Motivation in Learning Multiple Languages:*** constantly reviewing and adapting strategies for supporting and motivating students based on their feedback and learning needs; implementing teaching methods to develop standardized learning at three levels: basic, intermediate, and advanced, in accordance with the four skills: speaking, listening, reading, and writing; minimizing the use of translation to primarily develop speaking skills; implementing teaching methods that use natural language; developing common grammatical terminology as a prerequisite for learning multiple languages; linguistic knowledge should be assessed not only through monolingual activities but also through linguistic dialogue and continuous feedback to enhance students' learning; promoting multiculturalism in language teaching by exploring the culture of the language speakers and integrating the foreign language into other subject areas; encouraging individual study and stimulating learning through projects that make lessons more engaging; collaborating with native teachers for a more efficient and enjoyable learning experience; developing textbooks, training brochures, presentations, and digital software for multilingual education.

3. ***The Dimension of Assessing Student Motivation:*** student motivation for learning multiple languages should be assessed continuously, considering factors such as the absence of stereotypes related to language and its speakers, interest-based learning, the learning context, and the recognition of language importance for personal development. additionally, enthusiasm, autonomy, and creativity should be monitored, along with the impact of multilingual education on students' personal and professional outcomes; it is recommended to develop questionnaires to explore students' attitudes towards multilingual education and their support for it, as well as to

involve students in the planning, organization, execution, and evaluation of activities dedicated to foreign language learning.

4. ***The Dimension of Diversifying the Learning Process:*** diversifying the learning process by introducing engaging extracurricular activities, such as language clubs, film sessions, or literary readings, aimed at fostering students' interest in foreign languages and providing them with opportunities to apply the knowledge acquired in practice.

5. ***The Dimension of Interpersonal Relationships:*** creating an educational climate favorable to learning multiple languages by supporting interpersonal cooperation in the classroom, developing social skills, and promoting a constructive and inclusive learning environment; utilizing intergenerational study groups and extracurricular activities through which students can interact and develop the social skills necessary for integration into society.

6. ***The Dimension of Community and Parental Involvement:*** close collaboration between teachers, parents, and the local community to promote multilingual education, through organizing parent meetings, debates, and discussions that emphasize the benefits of this education, as well as through training courses for parents designed to provide them with the necessary tools to support their children.

7. ***The Dimension of Research in Educational Sciences and Suggestions for Future Research:*** expanding the approaches to developing motivation for learning multiple languages among students at all educational levels, across various educational contexts, including remote-learning; conducting longitudinal studies to determine the long-term impact of the methodology on student motivation for learning multiple languages and their progress; developing and publishing methodological guides on motivating students to learn multiple languages; investigating how external factors, such as political crises, wars, or economic instability, affect students' motivation to learn a foreign language; evaluating teachers from diverse cultural backgrounds in relation to the effectiveness of the methodology and its impact on student motivation.

Considering the complexity of the multilingual education process in general, and student motivation in learning multiple languages in particular, our research presents certain ***limitations:*** it is important to mention the influence of current political and economic events worldwide, especially in the context of the political crisis; there are limitations related to the attitudes of teachers in other subjects towards multilingual education, their resistance to change, and, consequently, insufficient involvement; another challenge is ensuring that multilingual teaching is culturally appropriate, particularly when teachers do not share the same cultural background as their students.

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1. **WITTMAN, H.** *Psycho-pedagogical and Methodological Approaches to the Multilingual Education of Students: The Analytical Framework*. In: „Online International Interdisciplinary Research Journal" [Online]. WEB of Science, 02 April 2023. vol. 13(2), pp. 19-25. ISSN: 2249-9598. Disponibil: https://oiirj.org/oiirj/?s=Wittman&submit=Search
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ANNOTATION

Wittman Hana, "*Psycho-Pedagogical and Methodological Benchmarks of Multilingual Education of Students from a Motivational Perspective in Israel and The Republic of Moldova*", Doctoral Thesis in Education Sciences, Moldova State University, Chisinau, 2024.

Volume and Structure of the Thesis: The thesis consists of an introduction, three chapters, general conclusions, and recommendations, 184 bibliographic sources, 8 appendices, 140 pages of basic text, 11 figures, and 19 tables. The research results are published in 10 scientific papers.

Keywords: multilingualism, multilingual education, multilingual learning, foreign language learning practices, strategies for learning multiple languages, simultaneous language learning, active communication, motivational theories, motivation for learning.

Field of Study: General Theory of Education

The Purpose of the Research: establishment of the psycho-pedagogical and methodological benchmarks of multilingual education of middle school students from the motivational perspective.

Research Objectives: analyse specialized literature with reference to the studied phenomena; conceptualize students' multilingual education from a motivational perspective; develop a methodology for motivating students to learn multiple languages as a dimension of multilingual education; experimentally validate the methodology for motivating students to learn multiple languages.

The scientific novelty and originality of the research lie in*:* redefining the concept of multilingual education and identifying the particularities of learning multiple languages among middle school students of Jewish origin; developing an approach to simultaneous language learning based on the principles of transposition, transfer, and active, situational communication; establishing a motivational framework for multilingual education of middle school students based on personal, methodological and social factors.

The scientific problem solved: the contradiction between the need for multilingual education among middle school students and their low motivation to learn multiple languages was mitigated by substantiating psycho-pedagogical and methodological approaches to multilingual learning from a motivational perspective.

The theoretical significance of the research lies in the development of the theory and methodology of multilingual learning among middle school students from a motivational perspective: establishing the concept of multilingual learning among students; defining a motivational framework for the simultaneous learning of multiple languages; deriving the principles of transposition and transfer in active and situational/contextual communication; identifying motivational tools for learning multiple languages, including personal, social, behavioral, and educational factors.

The practical significance of the research capitalizing on multilingual education methodology for middle school students from a practical motivational perspective; implementing mechanisms to enhance student motivation for learning multiple languages in schools where diverse languages are taught; and applying research findings in the initial and continuous training of teachers of native and foreign languages.

Application of the scientific results. The research results was approved and validated through publication in scientific journals, and collections of materials from scientific conferences.

ADNOTARE

Wittman Hana, „*Repere psihopedagogice și metodologice ale educației multilingve din perspectivă motivațională în Israel și Republica Moldova”,* teză de doctor în științe ale educației, Chișinău, 2024.

Volumul și structura tezei. Teza este constituită din introducere, trei capitole, concluzii generale și recomandări, 184 surse bibliografice, 8 anexe, 140 pagini text de bază, 11 figuri, 19 de tabele. Rezultatele cercetării sunt publicate în 10 lucrări științifice.

Cuvinte cheie: multilingvism, educație multilingvă, învățare multilingvă, practici de învățare a limbilor străine, strategii pentru învățarea mai multor limbi, învățarea simultană a mai multor limbi, comunicare activă, teorii motivaționale.

Domeniu de studiu: Științe ale Educației

Scopul cercetării: Fundamentarea reperelor psihopedagogice și metodologice ale educației multilingve a elevilor din învățământul gimnazial, dintr-o perspectivă motivațională.

Obiectivele cercetării: analiza literaturii de specialitate cu referire la fenomenele studiate**;** conceptualizarea educaţiei multilingve a elevilor din perspectivă motivațională; elaborarea metodologiei de motivare a elevilor pentru învățarea mai multor limbi ca dimensiune a educației multilingve; validarea experimentală a metodologiei de motivare a elevilor pentru învățarea mai multor limbi.

Noutatea și originalitatea științifică a cercetării constă în: redefinirea conceptului de educație multilingvă și stabilirea particularităților învățării mai multor limbi de către elevii de gimnaziu de origine evreiască; abordarea învățării simultane a mai multor limbi pe baza principiilor de transpunere și transfer, comunicare activă și situațională; fundamentarea cadrului motivațional pentru educația multilingvă a elevilor de gimnaziu, bazat pe motive personale, transversale, metodologice și sociale.

Problema științifică rezolvată*:* contradicția dintre nevoia de educație multilingvă a elevilor de gimnaziu și nivelul scăzut de motivație a acestora pentru învățarea mai multor limbi s-a redus prin fundamentarea abordărilor psihopedagogice și metodologice ale acestui proces din perspectiva motivațională.

Semnificația teoretică a cercetării constă în: dezvoltarea teoriei și metodologiei învățării mai multor limbi de către elevii din învățământul gimnazial, din perspectiva motivațională; fundamentarea conceptului de învățare a mai multor limbi de către elevi; stabilirea cadrului motivațional pentru învățarea simultană a mai multor limbi; deducerea principiilor de transpunere și transfer în comunicarea activă și situațională/contextuală; identificarea instrumentelor motivaționale pentru învățarea mai multor limbi, incluzând factori personali, sociali, comportamentali și educaționali.

Semnificația practică a cercetării constă în: valorificarea metodologiei educației multilingve a elevilor din învățământul gimnazial, dintr-o perspectivă motivațională practică; aplicarea mecanismelor de motivare a elevilor pentru învățarea mai multor limbi în gimnaziile unde sunt predate diverse limbi; utilizarea rezultatelor cercetării în formarea inițială și continuă a cadrelor didactice, vorbitori nativi, dar și de limbi străine.

Rezultatele cercetării au fost discutate în cadrul ședințelor Departamentului de Științe ale Educației din cadrul Universității de Stat din Moldova, aprobate și validate prin publicarea în reviste ştiinţifice, culegeri ale materialelor conferinţelor ştiinţifice naţionale şi internaţionale.

АННОТАЦИЯ

Виттман Хана, „*Психо-педагогические и методические ориентиры многоязычного образования с мотивационной точки зрения в Израиле и Республике Молдова*”, докторская диссертация в области педагогических наук, Кишинев, 2024.

Объем и структура дипломной работы: Дипломная работа состоит из введения, трех глав, общих выводов и рекомендаций, 184 библиографических источников, 8 приложений, 140 основных текстовых страниц, 11 фигур, 19 таблиц. Результаты исследования опубликованы в 10 научных работах.

Ключевые слова: многоязычие, многоязычное образование и обучение, практики изучения иностранных языков, стратегии изучения нескольких языков, одновременное изучение нескольких языков, активная коммуникация, теории мотивации.

Область исследования: Общая теория образования.

Цель исследования: обоснование психо-педагогических и методических ориентиров многоязычного образования учащихся гимназий с мотивационной точки зрения.

Задачи исследования: анализ специализированной литературы, касающейся изучаемых явлений; концептуализация многоязычного образования учеников с мотивационной точки зрения; разработка методологии мотивации учеников к изучению нескольких языков как области многоязычного образования; экспериментальная проверка методологии мотивации учеников к изучению нескольких языков.

Научная новизна и оригинальность исследования заключается в: переосмыслении определения понятия многоязычного образования и установлении особенностей изучения нескольких языков учащимися средних школ еврейского происхождения; в разработке подхода к одновременному изучению нескольких языков, основанного на принципах транспонирования и переноса, активного и ситуативного общения; в обосновании мотивационной структуры многоязычного образования учащихся средних классов на основе личностных, методических и социальных факторов.

Решена научная задача: уменьшено противоречие между необходимостью многоязычного образования учащихся средних классов и их низким уровнем мотивации к изучению нескольких языков путем обоснования психо-педагогических и методических подходов этого процесса с мотивационной точки зрения.

Теоретическая значимость исследования заключается в: разработке теории и методики изучения нескольких языков учащимися гимназий с мотивационной точки зрения; обоснование концепции изучения учащимися нескольких языков, использование дидактических инструментов изучения нескольких языков: личного, социального, поведенческого, образовательного; концептуализация педагогической основы развития мотивации к изучению нескольких языков.

Практическая значимость исследования: применении методологии многоязычного образования для учащихся средней школы с практической мотивационной точки зрения; внедрение механизмов повышения мотивации учащихся к изучению нескольких языков в школах, где преподаются различные языки; применение результатов исследований в начальной и непрерывной подготовке учителей родного и иностранного языков.

Результаты исследования одобрены и подтверждены публикациями в международных научных журналах, сборниках материалов научных конференций.

WITTMAN HANA

PSYCHO-PEDAGOGICAL AND METHODOLOGICAL BENCHMARKS OF MULTILINGUAL EDUCATION OF STUDENTS FROM A MOTIVATIONAL PERSPECTIVE IN ISRAEL AND THE REPUBLIC OF MOLDOVA

SPECIALITY 531.01 – GENERAL THEORY OF EDUCATION

Abstract of the Doctoral Thesis in Education Sciences

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