

**TIRASPOL STATE UNIVERSITY**

Presented as manuscript  
C.Z.U.:373.2.015(043.2)

**BOUTBOUL MICHAL**

**THE IMPACT OF THE EDUCATIONAL ENVIRONMENT ON THE  
LINGUISTIC EVOLUTION OF CHILDREN FROM REGULAR AND  
LOGOPEDIC PRESCHOOL EDUCATIONAL INSTITUTIONS**

**SPECIALITY 531.01. GENERAL THEORY OF EDUCATION**

Abstract of the PhD thesis in Pedagogical Sciences

**CHISINAU, 2019**

The doctoral thesis was elaborated at the Department of Psychopedagogy and Preschool Education, Tirapol State University

**Scientific supervisor:**

BOTNARI Valentina, PhD in Pedagogy, University professor

**Official referents:**

1. PATRAȘCU Dumitru, habilitated doctor in Pedagogy, University professor
2. BODORIN Cornelia, PhD in psihology, Associate professor

**Composition of the Specialized Scientific Council D 36.531.01 – 04:**

1. SILISTRARU Nicolae, **president**, habilitated doctor in Pedagogy, University professor
2. MÎSLIȚCHI Valentina, **scientific secretary**, PhD in Pedagogy, Associate professor
3. GHICOV Adrian, PhD in Pedagogy, Associate professor
4. RACU Aurelia, habilitated doctor in Pedagogy, University professor
5. LUNGU Viorelia, PhD in Pedagogy, Associate professor.

The public defence will take place at 16th of April ,2019 at 14:00 in the session of the Specialized Scientific Council D36 531 .01-04 within the State University of Tiraspol, block 1, room 108, Gh. Iablocikin str., 5, Chisinau, MD-2069.

The doctoral thesis and the abstract can be consulted at the Scientific Library, the web page of the Tiraspol State University ([www.ust.md](http://www.ust.md)) and the ANACEC website ([www.cnaa.md](http://www.cnaa.md)).

The abstract was sent on the 15th March,2019.

**Scientific Secretary of the Specialized Scientific Council,**

MÎSLIȚCHI Valentina, scientific secretary, PhD in Pedagogy, associate professor

**Scientific supervisor,**

BOTNARI Valentina, PhD in Pedagogy, University professor

**Author,**

BOUTBOUL Michal

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## CONCEPTUAL HIGHLIGHTS OF THE STUDY

**The research theme actuality.** The linguistic evolution of the child reflects the peculiarities of the educational environment to which it belongs. The educational environment is the ensemble of impulses that form/develop the personality of the child, integrating in it the social, cultural, political particularities. The linguistic education of the becoming personality presents a prerogative of the current educational policies of different states [43]. Children with language impairments (SLI), as related by the statistical details of the Psychological Counseling of the Ministry of Education in Israel in 2006, are placed in the category of children with typical language difficulties: delayed development of language and other issues, for example: slow vocabulary development.

The population of children diagnosed with learning disabilities, including language impairment is estimated at 10% of the entire population [20, p.63]. There is a group of children with learning impairments and language impairments, which are defined as specific ones (S.L.I.). This type of impairments is defined as a developmental disorder. Therefore, it is attested that the indices of non-verbal intelligence of children with language impairments are correlated with their chronological age - indicating a common intelligence in relation to their chronological age, while the verbal indices are lower, with a difference at least 17 points between the verbal IQ and the executive IQ [27, p.160].

Both Israeli and Moldovan Educational Systems accord special attention to the integration principles and standards, which are based on the normalization universal mega-principle. We have identified several essential standards for promoting the integration policy such as: increasing active involvement of regular teachers, providing close supervision of the educational system in both educational environments, close cooperation between the two educational environments, (the logaoedic and the regular one) [4, 11, 42].

**Description of the situation in the research field and identification of research problems.** The problem of linguistic education of the developing personality as a prerogative of current educational policies is addressed by various policy makers in Israel [42] as well as researchers in the field of scientific pedagogy around the world [43]: Bissex G.L. [21, p.409]; Bodorin C.[3]; Botnari V. [1, 2, 4]; Cemortan S. [5]; Cuznețov L. [9, p.249]; Ghicov A. [10]; Korat O.& Shamir A. [26, p.110-124]; Levin I., Korat O., Amsterdamer P. [28, p.389-419]; Mislitchi V.[11, p.185-191]; Pâslaru Vl.; Patrascu D. [12]; Snow C.E., Teale W.& Sulzby E. [18, p.36]; Van Kleeck A. & Schuele CH, [29, p.13-31]; Silistraru N. [14,15].

The population of children with language impairment is institutionalized in regular kindergartens where the natural literacy method is implemented.

The children with linguistic impairments are mostly surrounded all over the day by their regular peers who do not have any specific linguistic difficulty, and thus naturally have to face

their personal difficulties of language that are highlighted in comparison with their peers linguistic progress. It has been established that preschool language difficulties play a central role in predicting difficulties in acquiring reading at school and increasing the risk of learning impairment.

In this context, we should mention the fact that various authors both from Israel, such as Feuerstein R.[22]; Klein P.S.[25]; Rom A., Zur B., Kreiser V.[ 20, p.62-64]; Tal K.[36]; Walden Z. [20, p.62-64], as well as from Moldova, Silistraru N.[14,15]; Russia, Vygotsky L.S.[30] and the USA, Ravid D.[ 20, p.62-64] Van Kleeck A.[29], and Bruner J.S.[39, p.4]; Western Europe, Morais J, [20, p.62-64], emphasized the importance of the family as an informal educational environment with a central value in the development of child language at the early stages of language acquisition and the further development of the child. These investigational results are valuable in the context of the current research for the purpose of the processing of the model and the eventual intervention program.

The problem of specific challenges encountered by children with language impairments has been investigated by Potter H and Rom A. [35, p.8-10].

The problem of continuity in the formation of regular preschool / no language difficulties was attested by researchers like Botnari V. [1, 2, 4]; Milsitchi V. [11, p.185-191]; Levin A.[34]; Tal K.[36, p.10-15]. Existing research body emphasize the fact that children with language difficulties are more likely to experience even more challenges than expected. As they cross the familiar educational environment of the kindergarten, confronting the additional requirements of the school environment.

The problem of the impact of the environment on children's development has been addressed by Feuerstein R., Rand Y., Hoffman M.B [22]; Klein P.S.[25]; Vygotsky L.S.[30]; Silistraru N. [14,15]; Tal K.[36, p.10-15].

With first-class crossing and the onset of formal reading and writing learning in school, these children face many difficulties and problems in reading acquisition compared to their classmates. On the other hand, children with similar difficulties surround children with language impairments who go to a logopedic kindergarten most of the day. They mostly study individually through the phonetic method, analytically synthetic gradual, the mechanisms of reading and writing. As a result of the present research, it is obvious that these children mostly arrive in the first class of the usual institution when they only "almost read", when their reading is mechanical or the difficulty of understanding the written text remains the same as in the initial phase - continuing further to be an unresolved challenge. A significant proportion of children with specific language impairments do not reach the level of language of their colleagues at a higher age. Between 30% and 60% of children, continue to experience difficulties in different areas of the language at school age and even at the age of maturity [13, p.62]. In fact, a child-centered

pedagogy is beneficial for all those studying under regular conditions, both regular children and those with special needs [25, p.100].

However, adequate logopedic therapy is not possible in certain situations, such as poor economic environments, where children are not under the supervision of a therapist or speech therapist, so that the educator is the only educational instance, the one who has the appropriate education in the field family counseling as well as providing support for the remedy of the child's impaired language.

It can be argued that the preliminary analysis of the field of study attested to a clear contradiction between the current legislation of the Ministry of Education in Israel that actually allows parents to freely choose the educational contexts of their children whether these are logopedic kindergartens or regular kindergartens, [44] and the lack of concrete means of practical adaptation of each of these educational environments for the sake of the linguistic abilities, reading and writing of preschool children with language impairments.

The contradiction between the need to achieve the goals of the Ministry of Education of Israel aimed at including preschoolers with language impairments and the lack of reasoned recommendations on the appropriate educational context for the development of language skills in preschool children with language impairments has outlined **the research problem**: what is the impact of natural and special educational environment on the provision of linguistic development progress in preschool children with language impairments?

**The research purpose** is directed toward the theoretical foundation, elaboration, and experimental validation of the Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language impairments.

**Research objectives:**

1. Identifying the potential of formal, nonformal and informal educational environments in the linguistic evolution of the developing personality.
2. Characterization of the peculiarities of the linguistic evolution of preschool children.
3. Diagnosis of linguistic development level within preschool children institutionalized in regular and logopedic kindergartens.
4. Ascertaining the existential educational experiences of ensuring the linguistic progression of the children with language impairments in the context of natural and special educational environments.
5. Elaboration and validation of the the Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language impairments.

6. Interpretation of experimental results, deduction of conclusions and elaboration of practical recommendations.

**The scientific research methodology.** *Methods of theoretical research:* theoretical analysis and synthesis, typological analysis, systematization and classification of theoretical concepts. *Empirical research methods:* pedagogical experiment, questioning, testing. *Statistical and mathematical methods* of data processing. Research tools: the Gorelnik test, the Tuval and Ziller Emergency Literacy Assessment Test, the Doitch Writing Test, the Katzenberger Phonological Awareness Test.

**The scientific novelty and originality** of the research consist of substantiating the conceptual procedures deduced from the analysis of the approaches concerning the significance of educational environment for the evolution of personality at the early stages of its development, implicitly the linguistic ascent; identifying the specificity of valorizing the principles of constructivist education in the linguistic development of children with language impairment in the context of their age-matched linguistic social group of regular peers.

**The important scientific problem solved in the thesis** consists in identifying the optimal educational environment which may facilitate linguistic development progress of preschool children with language impairments.

**The theoretical significance of the research** lies in:

- The epistemological foundation of the process of valorisation the educational environment in ensuring the linguistic evolution of children with language impairments.
- Developing a system of indicators for assessing the level of linguistic development and identifying language impairments in preschool children.
- The foundation of the Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language impairments..
- The determination of significant principles for directing the monitoring of children's linguistic development in regular and special educational environments.

**The applicative value of the research** consists in:

- Developing the Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language impairments.
- Elaborating and validating the Experimental Program on the basis of The Pedagogical Model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language impairments.
- Elaborating on the basis of experimental research results, recommendations for preschool teachers regarding the advantages of the educational environment, both for children with language impairments and for those ones with linguistic evolution according to age.

- Providing contents for the disciplines of continuing education courses aimed at preschool and elementary education teachers from Israel and the Republic of Moldova.

**Main scientific statements submitted for defense:**

1. The natural educational environment presents a facile context for the interrelation of preschool children with language impairments with their peers who display regular linguistic development, which incites the former to strive to be "equal among the peers", to engage in an undeclared unthreatening competition, to maximize their efforts, to imitate the conquerors and to show obvious progress in their own linguistic development.
2. Simultaneous valorisation of formal, nonformal and informal educational environment potential leads to the achievement of expectancies envisaged by the principles of constructivist education.
3. The Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language imparments relevant interconnections derived from the priorities of modern education, fully demonstrating its educational value.
4. The gradual and monitored introduction of the traditional perceptual training method in regular kindergarten institutions is beneficial for both children with language impairments and children with ordinary linguistic development.
5. The conceptualization of literacy skills formation strategies based on epistemological and praxiological reference points provides a complex approach to the process of guidance by educators and parents of preschool child's linguistic evolution.

**Implementation of scientific results.** The scientific results of the present research have been applied: in the preschool institutions involved in the experiment during the period 2012-2015; in the process of didactic-educational activities carried out by the author of the study; in programs and workshops for the continuous training of teachers from regular and logopedic kindergartens within the Human Leadership Center of Israel during 2014-2015.

**The scientific results were approved** by being reported and discussed within the meetings of the Chair of Psychopedagogy and Preschool Education, TSU, RM, within national and international scientific conferences (Alba-Iulia International Conference: 1 Decembrie 1918 University, 2013. Fifth Conference of Da-Gan, Ministry of Education, Israel Ramat-Gan: Bar-Ilan University, 2012, International Scientific Conference, Chişinău: Institute of Education Sciences, 2013) and reflected in the publications of scientific journals and collections of the Republic of Moldova and Israel.

**Publications on the research topic:** The essence of the thesis was reflected in 9 scientific papers, 3 of which are in scientific journals from the National Register of Class C Profiles. 1 article was published in international scientific conferences (abroad) and 1 article in

the papers of the international scientific conference that took place in the Republic of Moldova. 1 article appeared in the materials of the national scientific conference with international participation and 3 articles were published in electronic format.

**Thesis summary.** The research is exposed in 260 pages of basic text and contains: annotation (3 p.), Introduction (8 pages), three chapters: 1. The potential of the language environment for facilitating the linguistic development of preschool children with language impairments; 2. Experimental research on the linguistic development of children from different backgrounds; 3. Valorification of the educational environment in the linguistic development of children with and without language impairment, Conclusions and recommendations, Bibliography with 211 sources, annexes (22), tables (3), figures (26).

**Key words:** Educational environment, natural educational environment, preschool children, regular preschool education institution, logopedic kindergarten institution, linguistic development, children with language impairments, literacy, mediated teaching, mediation for intent and reciprocity, constructivism, capacity establishing mediation, phonological awareness, perceptual preparation method, emergent literacy, writing, reading, literacy, partnership with parents and community.

**List of Abbreviations:** et al.– “and others” in Latin; etc.– et cetera, a Latin expression meaning „and other things”; IQ – Intelligence quotient; IRA – International Reading Association; M – Mean; NAEYC – National Association for the Education of Young Children; NJCLD – National Joint Committee on Learning Disabilities; SD – Standard Deviation, S.L.I – Specific Language Impairment; TV – Television.

## CONTENT OF THE THESIS

In **the Introduction** we present the actuality and relevance of the problem, the research problem is outlined, the research purpose and objectives are formulated; followed by the scientific novelty of the results, the theoretical importance and the applicative value of the research and the specification of the main research results. The introductory part finalizes with the summary of the thesis compartments.

In Chapter 1. **The potential of the educational environment for facilitating the linguistic development of preschool children with language impairments**, the most relevant concepts, theories, principles of the educational environment are analyzed. There have been examined the theoretical approaches referring to the educational environment and its forms from the perspective of preschool children linguistic development. The epistemological and praxiological benchmarks related to the strategies explored while teaching and acquiring the ability to write. The complex process of teaching and learning reading in children, identifying the basic skills that include phonetic processing, written language awareness and spoken language use.



Physical environment is considered as an important determinant factor of social life models, often called environmental determinism. The natural environment, in spite of the potential sociological significance as a territory where a human action is carried out and as an object modified by the human agent, appeared in sociological thinking more in relation to the heredity versus environment debate. UNESCO's research develops, in this sense, the thesis of progressive transformation of social environment into an "Educational fortress" [apud.7]. According to N.Silistraru, the educational environment starts where the educated meets the educable [14]. "The pedagogical opening of environment to education engages its capacity of institutional structuring of its activities oriented towards the formation and development of human personality in this sense, "on its superior positions: at the level of its socio-cultural components and socio-communicative derivatives, environment is prolonged in education, unites with education [7]. Educational environment determines the psychosocial climate necessary to create distinct and permissive conditions for inter-relationship and mutual support, securing conditions for dialogue and communication, fostering personal and collective reflection, accepting and respecting the differences between individuals, transparency in communication, empathetic attitude, observing communicative ethics (listening actively and interactively, paying attention to the interventions of others, respecting the opinions of others, valuing a speech, being tolerant, etc.), ensuring a balance between the competitive and the cooperative atmosphere.

Educational environment is represented by three forms of educational influence: informal (represents the totality of unsystematic, non-organizational educational influences, unsubordinated to explicit objectives and ends that exert on the individual), formal (represents the assembly of systematic and organized actions, designed and carried out in specialized institutions, pursuing explicit objectives with the aim of forming and developing the human personality) and nonformal (represents the ensemble of educational influences structured and organized within an institutionalized framework but carried out outside the education system) [41]. As N.Silistraru states, the family (as an informal educational institution) represents the first living environment of the child. The development of the child in the family must be appreciated, therefore, by its unique atmosphere, the affective and educational climate that this environment creates [15]. An example of informal education is when young children learn to speak. They learn it through listening and imitation. Researches on school success frequently use language performance tests (the Coleman report in the U.S.or the Plowden report in the UK [16], and highlight the differentiated performances of children from different socio-professional categories. N.Silistraru notes that after the family, the formal type of education is the institutionalized environment (nursery, kindergarten) that offers the first life experience of the child in society. Here, the child learns about activities and objects that stimulate his drive for investigation and action, provokes him to express himself and proposes to engage in social group

relationships. Education is the process by which the formation and development of human personality is achieved. It is a necessity for the individual and for society [15, p.8]. Human personality is so as the social group asks him/her to develop.

For example, in primitive societies, society is undifferentiated, and personality is undifferentiated in his/her turn. However, as society evolves, with the continuous differentiation influenced by the division of labor and the differentiation of values, the personality starts to separate from the group and becomes more and more differentiated. We can talk about maximum development in modern societies, where we can find the most distinct and more autonomous personalities. These are nothing more than the product of social evolution. Personality is seen by some as a crossing of social circles [6]. So, the social environment that perpetuates the values accumulated by humanity and undoubtedly might also have some educational valences, offers the personality the needed contexts that facilitate learning. We attest to the constructivism theory and the clear-cut principles of V. Botnari who discusses the relatively new concept of learning as competence, considering that the competence to learn, represents a valuable educational mega result [2]. Monitoring children, learning would reach high levels if the teacher were to focus on the principles of constructivism, namely: the principle of autonomy and individualization/personalization, the principle of contextual learning, the principle of collaborative learning, the principle of formative evaluation priority. The nominated forementioned principles set out normative theses for learning as a whole but are also valid for learning linguistic, reading and writing abilities.

A scientific analysis of written works of small children who did not have a systematic learning on how to read and write brought research in different languages, such as English, Spanish and Hebrew, to the conclusion that the stages of general development can be observed in an alphabetic writing system [21, p.408, 28, p.401]. The concept of literacy is attested in the legislative acts of Israel which focuses on education strategies such as language and communication development, coherent speech, lexicon, grammar structure, and speech culture, reading and writing, as well as in the works of many researchers. The term "literacy" is based on a post-modern holistic approach that interprets reading and writing assimilation as a meaningful learning process that includes OMR aspects: the initials for the relevant concepts: "erech" - values, "meleravuth" - implication and "relevantiuth" relevance [42]. The notions of literacy and alfabetisation have univocal semantic connotations, their similarity being confirmed in the educational policy documents of Israel. which focuses on Education Strategies focused on the development of language and communication, coherent speech, lexicon, grammar structure and speech culture, reading and writing.

In the Republic of Moldova, curricular review of general education in 2010 was focused on the incorporation of competence concept, starting with key competences (knowledge, abilities

and attitudes adequate to specific contexts), targeted by European documents, to specific competences of school disciplines [8, 13, p.17]. In school, official acquisition of literacy is achieved throughout the formal learning of reading and writing, despite the fact that emergent literacy, meaning the evolution of writing role perception, develops at a very young age, without any official instruction, especially in an environment abounding in written material. Verbal behavior includes speech culture development, communication capacity, vocabulary enrichment, formation of phonic culture and grammatical correctness [5, p.8-12].

Another significant aspect of precocious literacy abilities development is the educational environment, including the family environment, where the child grows up. Through the epistemological analysis of the "the chosen training"- educational process, it was found that the activity with younger children requires an appropriate adaptation of the methodology to their specific individual peculiarities. In the United States, for example, official bodies such as NAEYC (National Association for the Education of Small Children) and IRA (International Reading Association) [19, p.59] detail how learning and writing abilities should be taught in a way to correspond to children development. Learning reading and writing is an interactive process. The Department of Pre-Primary Education, representing the Ministry of Education of Israel, adopted the NAEYC and IRA instructions [19, p.59] as expressed in the Levin Report, published in August 2001.

The analysis of the evolution of approaches to the environmental impact on the general education of the child towards school, in particular of that of the "learning to learn" "the chosen training", as well as that of literacy "the chosen training", have highlighted the concerns of the research on the factors that influence the premises of reading and writing. A. Gezel mentions that special "the chosen training" for school is conditioned by the level of neuro-psychological maturation of the child and its general preparation for school [39].

The scholars of the given concept, have expanded their opinions by pointing out that "school maturation" also depends on the child's authentic experience, his own rhythm in general ontogenetic evolution. Moreover, scientists state that this premise must be respected [24].

At the beginning of the twentieth century, pedagogues capitalized on the method of perceptual "the chosen training" in the formation of literacy prerequisites. In the 30-40 years of the last century, with the invention of tests for identifying the child's education level for school entering, the methodology of preparing children for reading-writing was re-conceptualized. Mentioning as important the following acquisitions: vocabulary, copying ability, voice perception, auditory differentiation, visual perception, and visual-motor perception. In this context, both researchers and practitioners have reflected more deeply on the various factors impacting children's linguistic evolution. As a top factor, the educational environment was highlighted, thus the logopedic service was established in certain educational institutions, but at

the same time some of the children did not benefit from this service. The curriculum content with reference to reading and writing preparation as well as the training methods, implicit literacy [11, 20, p.63].

Based on the analysis of the literature, we decided that in this study, we would use the method of mediated learning and the perceptual "the chosen training" method that will be implemented in the common daycare and logopedic institutions for the development and preparation of the children for the school. The results obtained will help us find the tangents in the implementation of the nominated methods.

Chapter 2. **Experimental research of linguistic development of children from different educational environments** - presents the research results regarding the linguistic development of preschool children from regular and logopedic preschool institutions.

Table 2.1. The sample characteristics involved in the experiment

Experimental group (with intervention)			Control group (without intervention)		
Logopedic kindergartens	Regular kindergartens		Logopedic kindergartens	Regular kindergartens	
Children with linguistic impairments	Children with linguistic impairments	Children with regular linguistic development	Children with linguistic impairments	Children with linguistic impairments	Children with regular linguistic development
N1	N2	N3	N4	N5	N6
N=50	N=50	N=50	N=50	N=50	N=50
150			150		
300					

Five research tools were used in the ascertaining and control experiments. The language difficulty of children and the level of language mastery were diagnosed by the applying of Goralnik test. The last four research tools were used at the control experiment to assess the following linguistic abilities: emergent literacy, the writing level, phonological awareness, and letter recognition.

We then describe the description of the research tools:

1. The language diagnostic test after Goralnik E. [32]. The tool allows the assessment of the language level of the examined child as compared to the Hebrew children of its chronological age. The content of the test is divided into 6 subtests: vocabulary subtest, subtest of pronunciation, subtest of understanding, imitation subtest, expression subtest, subtest of storytelling. The items were focused on examining different dimensions of linguistic behavior: phonological, morphological, syntactic, semantic and pragmatic. The test allows children to identify specific language difficulties.
2. Emergency literacy evaluation test by Tuval H. and Ziller I. [37]. This tool contains 23 items centered on the level of comprehension, "conceptualizing what is written in a book." Tasks allow to identify the child's level of independence in reading a book, in particular, what can the child

do for himself and what he does with adult support. The results obtained allow the estimation of the child's "proximal developmental area" [37]. The instrument's items are grouped and rallied to the structural elements of literacy: meeting with a book; the transition from the chronological order to the special order; juxtaposition of the spoken/spoken word and the written word; knowledge of punctuation marks; knowledge of the structure and rules of the language; the distinction between written and script; critical view on the message of the work; Reading strategy.

3. A test for examining the level of writing after Doitch E. [31]. The test is designed to evaluate the prerequisites of writing skills. The tool included items asking for six pairs of words. Each pair included the same word in singular and plural. The subject examined was graded according to the level of writing and comprehension of those written at the time the task was performed. The results of the test were compared with the estimates provided by the educators and parents in the individual conversations with them, which allowed the validation of the grade assigned to the child.

4. Testing for literacy and literary-sound relations. This test was designed by the researcher in this study to examine the recognition and identification of letters by the child. In this test, the examined subjects were presented with all the letters of the Hebrew alphabet. The child was given the task of naming the letter and sound encoded in that letter. Through the given instrument, the subject under review received a cumulative score for the correct recognition of letters and sounds.

5. Phonological Awareness Test - Katzenberger's Diagnosis, a set of 19 items for the assessment of preschool language [33]. The test examines the following dimensions of phonological awareness: recognition of an opening unit, determined by seven items; recognition of a particular unit, determined by seven other items; isolation of the open consonant, estimated by 5 items. Each child received a final score based on the amount of points earned for the correct answers.

Through this research we determine whether there are differences in the achievements of children with language impairment in the preschool logopedic institution and children with language impairment in the regular preschool institution; if children with language impairments in the logopedic kindergarten have a lower performance than their ordinary kindergarten peers in spontaneous literacy (emergent literacy) and if they have achieved better results in writing, letter recognition and phonological awareness. Differences in achievements were examined by comparison with preschool children who were not diagnosed with language impairments (children with ordinary linguistic development) and who meet the standard's criteria in literacy development according to their age.

Following the Goralnic test, the language of children with and without language impairments was estimated in regular kindergartens and logopedic institutions, which allowed

the distribution of subjects in two groups according to results: a group of children with language impairments and children with ordinary linguistic development (without language impairments).

It is worth mentioning some comparative conclusions with regard to the initial data of the experimental data. Of course, no initial differences had been detected between the experimental and the control groups, but significant differences were found between the kindergarten groups. Significantly higher scores in all the tests were noted at the children in regular kindergarten, in comparison to the children with linguistic disabilities in a regular kindergarten and a logopedic kindergarten. The children from the experimental and the control groups with linguistic impairments did not differ from one another.

The assessment of the initial writing ability of a small child before the beginning of formal writing based on the Doitch test. Children with language impairments attending logopedic kindergartens have demonstrated better results in letter recognition and writing than did preschool children with language impairment attending regular kindergartens, demonstrating the same level of the evaluated variable compared to preschool children in regular daycare institutions. Children with language impairment attending logopedic kindergarten have demonstrated the same level of phonological awareness as preschool children with language impairment in the regular kindergarten. Children with language impairment in the logopedic kindergarten and those in the regular preschool institution showed almost the same level of phonological awareness as children with normal linguistic development.

The existential pedagogical experiences focused on the valorization of the educational environment in the linguistic education of preschoolers are focused on the child's ability to distinguish the writing design; in writing practice, a graphical system can be utilized and not necessarily linked to the familiar writing system [34, p.64]. Pedagogues are concerned with respecting the five levels in the initial writing skills proposed by E. Ferreiro and A. Teberosky, namely: the first level - the unrepresentative drawing; the second level - script-like scripting; the third level - random letters; the fourth level – phonetic writing; the fifth level - orthographic writing [21, p.408].

There is similar experience in formation of reading competence. There is an environmental and cultural influence that allows the child to acquire the ability to write his name at an early age [21, p. 408]. Reading acquisition steps: the visual hint stage – pre-alphabet reading; the phonetic hint stage – partial alphabetic reading; the alphabetic stage; orthographic reading. The child pronounces for himself the sound coded in each letter and combines them in a word, recognizes the combinations of the letters that encode different sound patterns. This is the stage of the inclusion of lexmas in word families.

Children with relatively little or no ability to decode new words can largely recognize and say their first names by spelling.

Phonological Awareness - is the awareness of word composition and the ability to control its parts. Phonological attention is correlated with several factors. Subject age, vocabulary, recognition and reading comprehension, the language environment of the child. The phonological analysis of the orthographic structure of a written word is the central process in the recognition of written words [18, p.35].

The experience of teachers focusing on the acquisition of children's writing denotes respecting of the five stages offered by the respective special didactics: the representative process; script-like scripting; random writing of letters; writing derived from the phonetic model; orthographic writing.

In the area of teaching, especially in logopedic institutions, teachers do not act under the influence of perception. This approach is contrary to the perception that places the study program in the center or the presence of classroom teachers. The reality in logopedic kindergartens is that teachers' expectations about a certain performance of children outweigh the need for personal attention given to a child. Educators in regular kindergartens tend to enthusiastically adopt a teaching method that corresponds to development. The main purposes of teaching reading and writing that correspond to the perception of teaching appropriate to development include: encourage children to be active while searching for information that helps them to decode a written text. Establish the connection between new and familiar things. Learning how to find mistakes, even if children can not solve the problem on their own, they can learn how to use all their resources, how to initiate the solution of problems they meet. And encourage children to be active in new revelations for acquiring new knowledge [19, p.59]. The principles of cognitive change theory of Feuerstein [22] correspond to the socio-cultural theory of L.Vygotski. The purpose of interactions between a child and his socializing agents is to acquire improved thinking tools to promote the quality of thinking of a developing child [30].

Klein P. [25] elaborated the operative definitions for the five key universal mediation principles proposed by Feuerstein R. [22] and his colleagues: direction and reciprocity, meaning, transcendence, mediation of emotions and ability, mediation of regulation or criticism of behavior. This theory argues that the principles of mediation are universal and do not depend on the material studied. Mutual involvement, mutual attention, smiles, sound of voices, expressions of mutual pleasure, contact with the turn, physical proximity, visual contact, love, reciprocity [17, p.1-5]. Thus, there is no obstacle to their implementation in contents related to the cultivation of math, history or other knowledge, including *literacy* [19, p.59]. According to the experimental results, we can conclude that the perceptual preparedness approach in logopedic kindergarten has not promoted children with language impairment to be literate children but it has rather blocked the natural spontaneous approach.

The literacy approach in a regular kindergarten has clearly promoted the regular children and the children with language impairment in the natural, spontaneous and loving relation to a written word. However, the applied technologies do not take into account to the required extent individual particularities of the children. These significant findings had been taken into consideration during the process of the Intervention program construction where pupils with linguistic impairments were given specific additional enrichment designed to promote them in the domain of technical abilities of their writing and letters recognition levels. In the intervention experiment, the 300 children were divided into two homogeneous groups as structure and level of development, each group consisting of 150 subjects.

The results of the initial linguistic development of preschool children have led us to elaborate the experimental program of the Pedagogical Model focused on the valorisation of the natural educational environment in the correction of the language impairments in preschool children in order to ensure the linguistic progress of the children with language impairments within the natural educational environment.

The program that underpinned the realization of the praxiological dimension of the linguistic development strategies was carried out during the years 2014-2015.

In Chapter 3. **The valorisation of educational environment in the linguistic development of children with and without language impairment** - the Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language impairments is founded (Fig. 3.1).

The Pedagogical model was the basis for the elaboration and implementation of the experimental program aimed at ensuring the linguistic progress of the children with language impairments within the natural education environment. Therefore, it was ensured the linguistic development of preschool children with language impairments who benefited from the values of the natural educational environment.

The aim of the Pedagogical model is to develop the linguistic development of children with language impairments in ordinary preschool and logopedic institutions. The principles of constructivist education, namely: the principle of autonomy and individualization / personalization, the principle of contextual learning, the principle of collaborative learning, the principle of the formative and dynamic evaluation, have been respected in order to achieve linguistic development of children in the context of the formal, informal and informal educational environment. Compliance with these principles ensures progress in the general development of the child, implicitly its linguistic evolution [4].



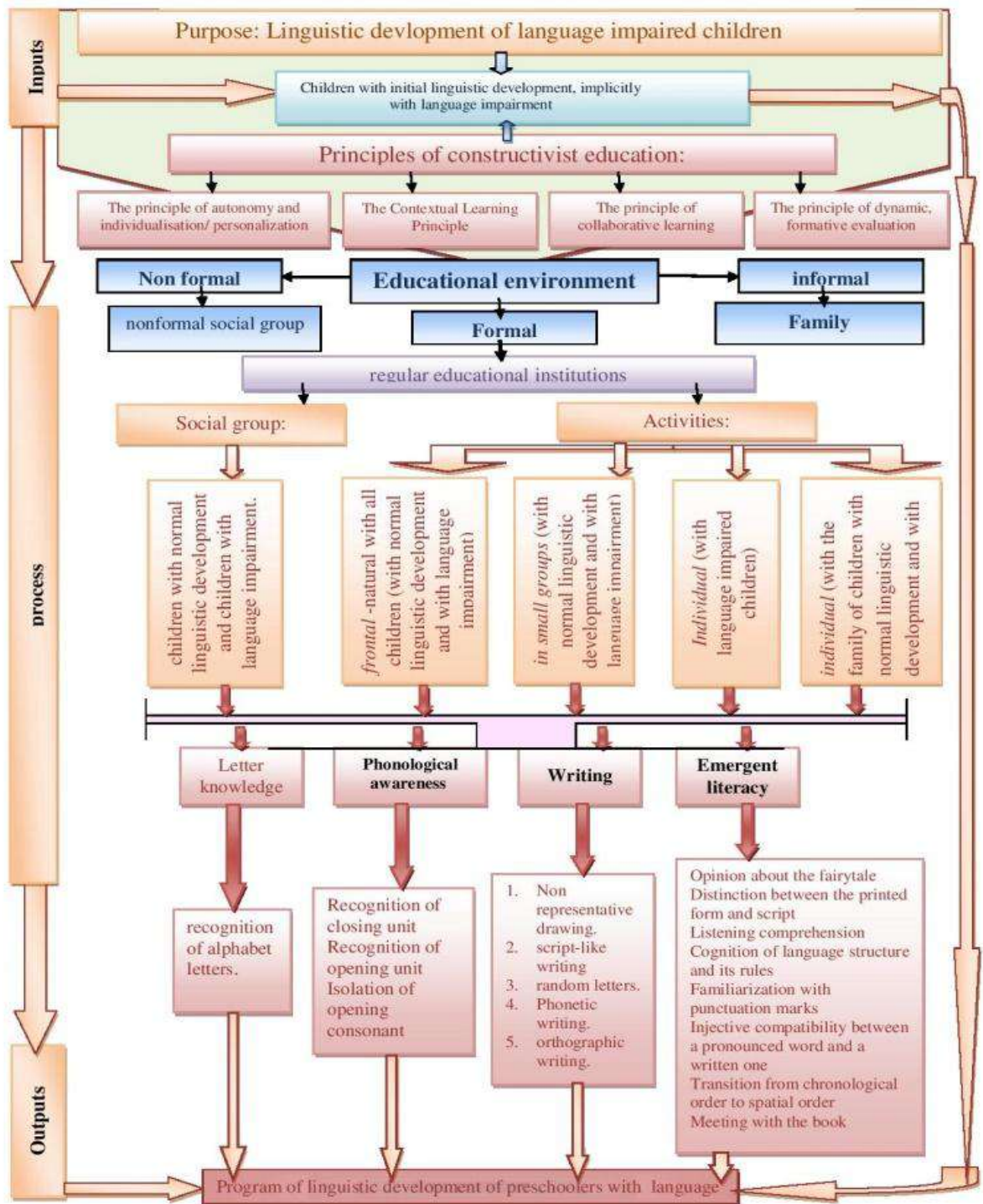


Fig.3.1. The Pedagogical model of valorisation of the natural educational environment in facilitating the linguistic evolution of preschool children with language impairments.

The principles of constructivist education previously envisioned, respected in various educational contexts - formal, nonformal, informal - streamline the recording of the results by the trainees in ordinary education institutions.

The organization of accurately related literacy activities has followed the main steps in its acquisition.

Since educational environment encapsulates the literacy abilities in children, we could outline the idea that the evolution of literacy would change according to different environmental terms, which means that the educational method in a logopedic kindergarten contributes to the knowledge of reading and writing and the development of phonological awareness over time what method adopted in an ordinary kindergarten contributes to the spontaneous general behavior of the word written according to many expressions of emerging literacy.

On the basis of the Pedagogical model for the recovery of the natural educational environment, in order to facilitate the linguistic evolution of the preschool children with language impairments, an Intervention Program was elaborated designed for the sake of approval within the context of the formative experiment.

Since the Intervention program has a priority intention to address children with linguistic impairments, who are a specific and sensitive group of subjects, we have proposed to approve the validity of the main activity directions in an experimental pilot group, determining simultaneously the estimation of the linguistic evolution and a pilot control group of preschool children involved in ordinary instructional-educational activity. The group included 60 children aged 5-6 years. The number of participants in the experimental pilot group was equal to that of the pilot control group, of which 10 children with language impairments in the logopedic kindergarten, 10 children with language impairments in the regular kindergarten and 10 children with normal linguistic development in the regular kindergarten. The children in the experimental pilot group were involved in the "Training after my Choice" program, aimed at facilitating the linguistic development of children with language impairments both in formal and non-formal and informal contexts in both types of preschool education institutions.

The pilot control group included 10 children with language impairments in the logopedic kindergarten, 10 children with language impairments in the regular kindergarten, 10 children with ordinary linguistic development in the regular kindergarten.

The results recorded by the children in the pilot groups indicate that the language subjects with language impairments in the experimental pilot group who attended the regular kindergarten had higher results than the children with language impairments who attended the logopedic kindergarten. The obtained results allow us to deduce the reasoning, that the decisive impact in the attestation of such results is due to the impact of the non-formal and informal context, while the formal interventions were equivalent in both groups. The organized training allowed us to validate the main directions of action included in the intervention program, envisaged for the experimental group itself. At the same time the obtained results allowed us to

estimate correctly some inaccuracies, which led us to make some modifications, additions to the program.

After the Prevention of the Intervention program, the formative experiment was initiated, involving an experimental sample of 150 subjects, 50 of which had language impairments in the logopedic kindergarten, 50 children with language impairments in the normal kindergarten and 50 children with normal linguistic development in the regular kindergarten. According to the gender criterion, 50% of the children enrolled in the experiment were boys and 50% were girls. All children came from precarious socio-economic backgrounds living in community settlements and the center of Israel.

The intervention program was implemented within the framework of the natural-educational activities, without disturbing the extra-didactic curriculum of the children. If necessary, individual support is granted. In order to consolidate the results obtained in the formal context, extra-curricular activities were organized that required the upgrading of recent acquisitions under non-standardized conditions. The intention to consolidate newly formed stereotypes was also achieved by involving parents who were offered differential counseling, depending on the level reached by the child in literacy.

Following the application of the Intervention program, the linguistic evolution of children was diagnosed to validate its effectiveness. In the process of the training we aimed to achieve a special development / advancement in the linguistic development of the child and indeed the results after the formative stage show improvement of children's performance compared to their initial level and the level reached by the children in the control group. To examine differences in emerging literacy among children with language impairments attending the logopedic preschool institution, four of the five tools used in the screening experiment were applied, except for the Goralnik E Language Diagnostic Test. was: vocabulary, auditory perception, active listening, visual perception, visual-motor perception, transcription. The same tools were applied on samples of children with language deficiency and children with normal linguistic development, both from ordinary preschool and logopedic institutions. The results show that there are differences between children with language impairments and children with language deficiency in the normal kindergarten, as well as with subjects with ordinary linguistic development. Preschool children with language impairments in the logopedic kindergarten showed better results than other children in just one variable – the recognition of the letters compared to the other children involved in the formative experiment.

We further outline the results of the control experiment obtained from the statistical data processing.

Table 3.1. Means, SD and results of 2-way Anova for comparison in emergent literacy between research groups after intervention (N=300)

Indexes of emergent literacy	Intervention - Groups	M/SD	Class-Children with language impairment in a logopaedic kindergarten	Class-Children with language impairment in a regular kindergarten	Class-Regular children in a regular kindergarten	F Group F(1,294)	F Class F(2,294)	F Class X Group F(2,294)
Encounter with a book	No intervention	M	3.10	4.20	4.30	23.40***	13.95***	3.06
		SD	0.32	0.42	0.48			
Range (0-5)	With intervention	M	3.90	4.30	4.70			
		SD	0.57	0.48	0.48			
Transition from chronological order to spatial order	No intervention	M	2.90	7.60	8.00	201.20***	124.08***	114.03** *
		SD	0.32	0.52	0.01			
Range (0-8)	With intervention	M	6.40	7.70	8.00			
		SD	0.97	0.48	0.01			
Distinction between print and script	No intervention	M	1.00	1.60	2.00	13.44***	19.70***	9.49***
		SD	0.00	0.52	0.00			
Range (0-2)	With intervention	M	1.70	1.80	2.00			
		SD	0.48	0.42	0.00			
Injective matching between a voiced word and a written word	No intervention	M	1.80	6.00	6.90	155.32***	11.73**	11.79***
		SD	0.63	0.32	0.32			
Range (0-7)	With intervention	M	4.20	6.10	7.00			
		SD	1.87	0.01	0.01			
Familiarity with punctuation marks	No intervention	M	0.00	0.50	0.90	19.23***	3.84	3.06
		SD	0.00	0.52	0.74			
Range (0-3)	With intervention	M	0.00	0.50	1.50			
		SD	0.00	0.53	0.70			
Beginning reading strategy	No intervention	M	0.00	3.80	4.90	45.20***	0.03	1.29
		SD	0.00	1.93	1.37			
Range (0-6)	With intervention	M	0.30	4.00	5.30			
		SD	0.48	1.76	1.25			
Knowledge of language structure and its rules	No intervention	M	2.30	5.60	5.80	56.27***	11.40***	9.69***
		SD	0.95	0.52	0.42			
Range (0-6)	With intervention	M	4.10	5.70	5.80			
		SD	1.45	0.48	0.42			
Listening comprehension	No intervention	M	1.30	2.00	2.00	22.50***	3.27	3.08
		SD	0.48	0.00	0.00			
Range (0-2)	With intervention	M	1.70	2.00	2.00			
		SD	0.48	0.00	0.00			
Opinion about a story	No intervention	M	1.80	2.00	2.00	1.98***	1.00	1.00
		SD	0.42	0.00	0.00			
Range (0-2)	With intervention	M	1.90	2.00	2.00			
		SD	0.32	0.00	0.00			

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001. Group = experimental and control group; class = categories of children.

The results of this study have allowed us to conclude that, that the impact of the informal and non-formal environment on the literacy abilities of children with language impairments is certainly significant. It is obvious that under natural educational conditions, children with language impairments progress in their linguistic development, as it had been identified by the diagnostic tests for the ability to read and write (The writing and recognition of letters). We

present the contents of the results obtained by applying the Anova statistical method. It is worth mentioning the obvious value of the traditional perceptual readiness method which is implemented in the preschool logopedic education institutions, in the process of literacy acquirement .

Table 3.2. Means, SD and results of 2-way Anova for comparison in level of writing and letters recognition between research groups after intervention (N=300)

Indexes of emergent literacy	Intervention - Groups	M/ SD	Class-Children with language impairment in a logopedic kindergarten	Class-Children with language impairment in a regular kindergarten	Class-Regular children in a regular kindergarten	F Group F(1,294)	F Class F(2,294)	F Class X Group F(2,294)
Level of writing	No intervention	M	2.50	2.80	3.70	31.48***	20.43***	4.30*
		SD	0.53	0.63	0.95			
Range (0-5)	With intervention	M	2.60	3.50	4.80			
		SD	0.52	0.53	0.42			
Level of familiarity with letters	No intervention	M	16.40	12.90	18.60	28.10***	52.90***	15.40***
		SD	1.17	2.92	2.37			
Range (0-22)	With intervention	M	16.50	18.90	22.00			
		SD	1.18	1.93	0.00			

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001. Group=experimental and control group; class=categories of children

In the present research we aim to determine differences in the level of phonological awareness among children with language impairments in logopedic kindergartens and children with language impairments in regular kindergartens compared to preschool students with ordinary linguistic development, the priority being to determine the gradual evolution of phonological awareness by children with language impairments in regular, logopedic kindergarten and as well as children with ordinary linguistic development.

Table 3.3. Means, SD and results of 2-way anova for comparison in phonological awareness between research groups after intervention (N=300)

Indexes of emergent literacy	Intervention - Groups	M/ SD	Class-Children with language impairment in a logopedic kindergarten	Class-Children with language impairment in a regular kindergarten	Class-Regular children in a regular kindergarten	F Group F(1,294)	F Class F(2,294)	F Class X Group F(2,294)
Recognition of opening unit	No intervention	M	5.00	8.50	9.60	30.76***	14.97***	4.27*
		SD	0.00	1.08	2.95			
Range (0-14)	With intervention	M	5.00	11.30	11.40			
		SD	0.00	2.90	2.54			
Recognition of closing unit	No intervention	M	3.50	3.60	7.90	23.33***	3.15***	2.74
		SD	2.41	4.30	2.84			
Range (0-14)	With intervention	M	3.50	3.80	12.10			
		SD	2.41	4.51	2.68			
Isolation of opening consonant	No intervention	M	5.00	5.00	6.50	4.36***	10.75***	4.17*
		SD	0.00	0.00	2.41			
Range (0-14)	With intervention	M	5.00	7.50	7.50			
		SD	0.00	2.63	2.65			

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001. Group=experimental and control group; class=categories of children

The comparative analysis of the results shows that the group of children with language impairments in the logopedic kindergarten did not significantly advance the literacy ability while

the children with language impairments integrated in the regular kindergarten as well as the preschool children with ordinary linguistic development have progressed more clearly in the recognition of opening unity and isolation of the opening consonant as a result of the implementation of the Intervention Program. At the closure unit's recognition index, children with language deficiencies attending the regular kindergarten have achieved, as a result of the Intervention program, similar achievements to those attested by children with normal linguistic development.

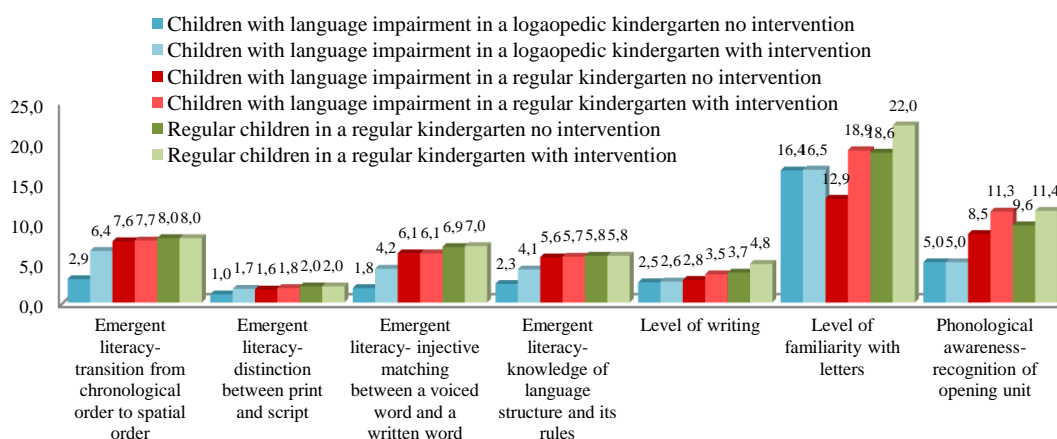


Fig. 3.2. The results of the control experiment based on 4 indices of linguistic development recorded by the pre-school children in the experimental and control group

In order to illustrate the intragrup dispersion and compare the results attested by the subjects in the experimental and control group, we propose Table 3.4.

Table 3.4. Intragrup dispersion analysis (F)  
In the experimental group and control group (N = 300)

Indexes of emergent literacy	Children with language impairment in a logopedic kindergarten N1xN4	Children with language impairment in a regular kindergarten N2xN5	Regular children in a regular kindergarten N3xN6
Emergent literacy- transition from chronological order to spatial order	(F-2,275; p<0.001)	(F-2,275; p<0.001)	(F-2,275;p>0.005)
Emergent literacy- distinction between print and script	(F-2,275; p<0.001)	(F-2,275; p<0.001)	(F-2,275;p>0.005)
Emergent literacy- injective matching between a voiced word and a written word	(F-2,275; p<0.001)	(F-2,275; p<0.001)	(F-2,275;p>0.005)
Emergent literacy- knowledge of language structure and its rules	(F-2,275; p<0.001)	(F-2,275; p<0.001)	(F-2,275;p>0.005)
Level of writing	(F-2,275;p>0.005)	(F-2,275; p<0.001)	(F-2,275; p<0.001)
Level of familiarity with letters	(F-2,275;p>0.005)	(F-2,275; p<0.001)	(F-2,275; p<0.001)
Phonological awareness- recognition of opening unit	(F-2,275;p>0.005)	(F-2,275; p<0.001)	(F-2,275; p<0.001)

The analysis and comparison of the findings of the ascertaining and control experiment highlights the fact that prior to the implementation of the Intervention Program children with language impairments institutionalized in both regular and logopedic kindergartens encountered

difficulties in acquiring all the dimensions of emerging literacy: encounter with book; the transition from chronological order to space order; the distinction between printed and script; injecting compatibility between spoken and written words; Acquiring punctuation marks. As a result of the Intervention Program, children with language impairments in both types of institutions as well as those with ordinary linguistic development have made clear progress towards the children in the control group. It is worth mentioning that the most prominent progress was recorded in children with ordinary linguistic development, as well as in preschool children with language impairments attending the regular kindergarten.

The results of the tests carried out in the control experiment showed that after the application of the intervention program, the children with language impairments who attended regular kindergartens well as children with ordinary linguistic development had progressed significantly in the level of writing abilities; nevertheless, in the variable of letters recognition these subjects have been overcome by children with speech impairments who attended logopedic kindergartens.

Concerning the phonological awareness variable, the children with language impairments in the regular kindergarten had more beneficial results than those institutionalized in the logopedic garden due to the fact that in informal and non-formal contexts they had models of imitation of the peers, the opportunity to communicate with their age-oriented development peers who had development age-specific linguistics, which encouraged them to compete, to express themselves appropriately to be accepted by their community. The final evaluation data illustrate the impact of the Intervention program on the gradual development of phonological awareness in children with language deficiencies and those with normal linguistic development in regular kindergartens.

## GENERAL CONCLUSIONS AND RECOMMENDATIONS

1. The theoretical frame of the research delimits the essence of the educational environment that presents the psychosocial context necessary to create distinct and permissive conditions of (inter) relating and mutual support, facile conditions for the production of dialogue and communication, stimulation of personal and collective reflection, acceptance and observance of differences between individuals, everyone's accessibility in communication, empathic attitude, ensuring a balance between competition and cooperation, with obvious potential in the linguistic evolution of the developing personality [4, p.177-181, 18, p.35, 20, p.65, 21, p.407].
2. The linguistic evolution of the preschooler faces certain difficulties, the most frequent being the difficulties of phoneme proper perception and pronunciation, emission rate disorders, lexical and grammatical interferences, imperfections of speech coherence, which render difficult reading and writing [4, p.175, 20, p.61, 39, p.1].
3. The linguistic development of the preschooler attests to progress through the manifestation of verbal expression capacity: the sound form of verbal statements falls more and more into the requirements of orthoepy, vocabulary quantity and quality expand, correct grammatical structures of the language are valorized, being noticed a shift from situational to contextual language. The level reached in the possession of linguistic skills obviously determines the formation of premises of preschooler's reading and writing competency [4, p.175-179, 18, p.36, 19, p.64, 20, p.63, 21, p.407, 38, p.38, 39, p.7, 40, p.10].
4. Educational experiences identified in the research process reveal some reservations about the institutionalization of the children with language impairments as well as inconsistencies in the application of the relevant methods to the literacy development, which diminishes the optimal linguistic development of children with linguistic impairments [4, p. 178, 40. p.10].
5. The ideative construct produced within the research in the form of the proposed Pedagogical model allowed the elaboration of the Intervention program focused on the efficient monitoring of the linguistic evolution of the preschool through the influences of the formal, nonformal and informal educational values in the context of respecting the principles of constructivist education [4, p.177, 19, p.60, 20, p.60, 38, p.38].
6. The implemented experimental program demonstrates that the social environment of peers with normal linguistic development creates a beneficial context for children with language impairments that are transposed into "equal status", which incites them to compete, imitate, express as appropriate as possible to be accepted by the community of peers. [19, p.61; 20, p.64; 39, p.7].



7. *The important scientific problem solved in the thesis* consists in identifying the optimal educational environment that can facilitate the progress of linguistic development of pre-school children with language deficiency [19, p.63].

*Recommendations for decision-makers:*

Based on the study, there is a need to integrate children with language impairments into regular kindergarten institutions to facilitate the impact of the natural social environment on the linguistic development of preschoolers.

*Recommendations for preschool teachers:*

- Creation of individualized programs, focused on the remedy of language difficulties of children with language impairments through cooperation and competition with peers in the ordinary kindergarten, interrelation and communication at home and in the community.
- Establish a "literary environment" in various kindergarten centers that will help stimulate the child's need to share their experiences through reading or writing.
- Permanent and consistent cooperation with the pedagogical team of the preschool institution in order to ensure optimal linguistic evolution of children.

The scientific problem solved and the results obtained allow determining some *research perspectives*:

- Instigation of longitudinal researches focused on the evaluation of gradual progress of linguistic development of children with language impairments institutionalized in ordinary early and logopedic education institutions.
- Conducting investigations focused on elucidating the impact of the educational environment on the formation of various types of competencies.
- Researching the valences of the informal educational environment in the acquisition of general human values.

## BIBLIOGRAPHY

1. Botnari V., Balan V., Bortă L. ș.a. Educația incluzivă. Unitate de curs. Chișinău: Bons Offices, 2017. 308 p. ISBN 978-9975-87-298-0.
2. Botnari V. Competența studenților de a învăța - un megarezultat educațional. În: Formarea competenței de învățare la elevi. Materiale Conf. șt-practice. Chișinău: Universitatea de Stat din Tiraspol, 2013, p. 4-8. ISBN 978-9975-76-101-7.
3. Bodorin C. Particularități ale limbajului la copiii cu deficit de auz sever. În: Ghid metodologic pentru învățarea limbajului mimico-gestual în Republica Moldova. Chișinău: Garamont Studio, 2016, p. 52-87. ISBN 978-9975-136-12-9.
4. Boutboul M., Botnari V. Valențele mediului în educația lingvistică a copiilor. În: Reconceptualizarea formării inițiale și continue a cadrelor didactice din perspectiva interconexiunii învățământului modern general și universitar. Chișinău: Universitatea de Stat din Tiraspol, 2017, p. 175-181.
5. Cemortan S. Formarea premiselor cititului și scrisului în preșcolaritate. Chișinău: Universitas, 1999. 208 p. ISBN 9975-9541-5-4.
6. Ciupercă C. Cuplul modern: între emancipare și disoluție. Alexandria: Tipolaex, 2000. 332 p.
7. Cristea S. Dicționar de termeni pedagogici. București: Editura Didactică și Pedagogică, 1998. 480 p.
8. Curriculumul educației copiilor de vârstă timpurie și preșcolară (1-7 ani) Moldova. A. Bolboceanu, S. Cemortan, E. Coroi, V. Botnari, V. Cuznețov, Min. Educației și Tineretului al Rep. Moldova, Inst. de Științe ale Educației. 2007. 96 p. ISBN 978-9975-901-74-1.
9. Cuznețov L. Consilierea și educația familiei. Introducere în consilierea ontologică complexă a familiei: Monografie. Chișinău: Primex-Com SRL, 2015. 488 p.
10. Ghicov A. Învățarea constructivistă, siguranța cunoașterii și textualitatea. În: Eficientizarea învățământului - vector al politicilor educaționale moderne. Conferința Științifică Internațională. Chișinău-București: Institutul de Științe ale Educației în parteneriat cu Institutul de Științe ale Educației, București, 2014, p.23-31.
11. Mîslîțchi V. Formarea competențelor lingvistice ale preșcolarilor și elevilor claselor primare prin prisma continuității. În: Kreatikon: Creativitate-Formare-Performanță. Iași: Universitatea „Petre Andrei”, 2014, p.185-191. ISSN 2068-1372.
12. Patrașcu D. Calitatea învățământului în instituțiile preuniversitare: management – tehnologii – metodologii – evaluare. Chișinău: Gunivas, 2007. 290 p.
13. Racu A., Racu S., Danii A., Popovici D.-V. Psihopedagogia integrării. Chișinău: Tipografia Centrală, 2014. 416 p. ISBN 978-9975-53-316-4.
14. Silistraru N. Mediul etnic și social al educatului. În: Învățământul postmodern: eficiență și funcționalitate. Materiale Conferinței științifice internaționale. Chișinău: CEP USM, 2014. p.127-133, 516 p. ISBN 978-9975-71-513-3.
15. Silistraru N. Mediul educațional - factor important în educație și autoeducație. În: Grădinița Modernă, Revista educației timpurii și preșcolare din Republica Moldova, 2016, anul IV, nr. 2 (17), p. 6-8. ISSN: 1857-4610.
16. Stănciulescu E. Sociologia educației familiale. Volimul I. Strategii educative ale familiilor contemporane. Iași: Polirom, 2002. 243 p.
17. Boutboul M. Moral education for preschoolers. În: Educația din perspective valorilor: Idei, concept, modele. Conferința internațională. Alba-Iulia: Universitatea, 2013, p.1-5.
18. Boutboul M. Reading development in kindergarten. În: Revistă științifică Acta et Commentationes. Științe ale Educației, 2013, nr. 2 (3), p. 32-38. ISSN 1857-0623.
19. Boutboul M. The impact of educational environment on the linguistic evolution of children with a language impairment. În: Artă și educație artistică, Revistă de cultură, știință și practică educațională, 2015, nr. 2 (26), p 59-65. ISSN 1857-0445.
20. Boutboul M. Which educational institution should a child with language impairment be sent to? În: Univers Pedagogic, 2014, nr. 3 (43), p. 61-65. ISSN 1811-5470.

21. Boutboul M. Writing development in kindergarten. În: Educația pentru dezvoltare durabilă: Inovație, competitivitate, eficiență. Materialele Conferinței științ. internaționale. Chișinău: Institutul de Științe ale Educației, 2013, p. 406-411.
22. Feuerstein R., et al. Instrumental enrichment: an intervention program for cognitive modifiability. Baltimore: University Park Press, 1980. 413 p.
23. Gezel A. The mental growth of the preschool child. New York: McMillan, 1925, 464 p.
24. Kibbe D. E. Improving the reading program in Wisconsin school. Madison, WI, Department of public instruction, Wisconsin, Dept. of Public Instruction, 1939, 60 p.
25. Klein P.S. Moral assessment and parental intervention in infancy and early childhood, New evidence. Feuerstein R. Mediated learning experience theoretical. Freund, 1991. 390 p.
26. Korat O., Shamir A. The educational electronic book as a tool for supporting children's emergent literacy in low versus middle SES. Computers and Education, 2008, pp. 110-124.
27. Leonard L. B. Morphological deficits in children with specific language impairment, The status of features in the underlying grammar. Language Acquisition, 1992, 2.2, pp. 151-179.
28. Levin I., Korat O., Amsterdamer P. Emergent writing among Israeli kindergartners, Cross-linguistic commonalities and Hebrew-specific issues. Amsterdam, 1996, pp. 398-419.
29. Van Kleeck A., Schuele C.M. Precursors to literacy, Ordinary development. Topics in Language Disorders, 1987, 7.2, pp. 13-31.
30. Vygotsky L. S. Mind and society, The development of higher mental processes, Cambridge, MA, Harvard University Press, 1978, 159 p.
31. Doitch E. The Effects of Early Reading on Emergent Literacy, a Comparison between the "Heder" and a Public Kindergarten. Tel-Aviv University, 1998, pp. 12-14.
32. Goralnik E. Goralnik test sieving language of Hebrew-speaking children in a preschool, Even Yehoda, 1995, pp. 48-50.
33. Katzenberger E. Language estimation value of preschool children, Hadassah, 2009, pp 1-43.
34. Levin A., Shtil-Karmin S., Asif R, A. Learning the Name of the Letter and its Sound, and its Contribution to Recognition of Written Words. Literacy and language, 2008, 1, pp.39-70.
35. Potter H., Rom A. Morphologic-Lexical Analysis of the Language of Children with Language Impairment, Speech and hearing, 1983, 11, pp. 8-10.
36. Tal K. Literacy cultivating mediation in kindergarten age as an example to application of development compatible teaching. In: Inbar and Ziv Dapim, Moffet, 2004, pp.10-15.
37. Tuval H., Ziller E. Conceptualization of written text in a book, a tool for evaluation of emergent literacy, Bet Hakerem, Jerusalem, 1995, 25 p.
38. <http://www.files.org.il/BRPortalStorage/a/3/40/68/97-QCjap0fCng.pdf>. Boutboul M. Garden - way of education in the kindergarten. Israel, 2012, 38 p. (vizitat la 20.09. 2018).
39. <http://mcd.org.il/site/wp-content/uploads/2016/08/LANGUAGE-IMPAIRMENT-AND-LITERACY>. Boutboul M. Language impairment and literacy. Israel, 2016, pp. 1-8 (vizitat la 02.02. 2019).
40. [mcd.org.il/site/wp-content/uploads/2018/01/MUTUAL-RELATIONSHIP-BETWEEN-PHONOLOGICAL-AWARENESS-AND-READING-ACQUISITION1.pdf](http://mcd.org.il/site/wp-content/uploads/2018/01/MUTUAL-RELATIONSHIP-BETWEEN-PHONOLOGICAL-AWARENESS-AND-READING-ACQUISITION1.pdf)  
Boutboul M. Mutual relationship between phonological awareness and reading acquisition. Israel, 2018, pp. 1-13 (vizitat la 02.02. 2019).
41. file:///C:/Users/User/Downloads/Psihopedagogia\_Invatamantului\_Prescolar\_Definitivat. Colceriu L. Psihopedagogia învățământului preșcolar. Detalierea temelor pentru definitivat. Programa, 2008, 211 p. (vizitat la 02.02. 2019).
42. <http://edu.gov.il/minhalpedagogy/preschool/subjects/curriculums/Pages/curriculum-heb.aspx> Curriculum for Teaching Staff, Ministry of Education Israel, 2018 (vizitat la 02.02. 2019).
43. [https://www.faclia.md/attachments/article/54/Strategia\\_Nationala](https://www.faclia.md/attachments/article/54/Strategia_Nationala). Educație-2020. Strategie sectorială de dezvoltare pentru anii 2014-2020. Proiect pentru discuții. Ministerul Educației, 2013 (visited on 02.02. 2019).
44. [cms.education.gov.il/EducationCMS/Applications/Mankal/EtsMedorim/1/1-2/HoraotKeva/K-2014-5-1-1-2-42.htm](http://cms.education.gov.il/EducationCMS/Applications/Mankal/EtsMedorim/1/1-2/HoraotKeva/K-2014-5-1-1-2-42.htm). Procedures of the Director General of the Ministry of Education in Israel 2014 (visited on 02.02. 2019).

## ADNOTARE

**Boutboul Michal, „Impactul mediului educațional asupra evoluției lingvistice a copiilor din instituțiile de învățământ preșcolar obișnuite și logopedice”, teza de doctor în științe pedagogice, Chișinău, 2019**

**Structura tezei:** Teza este structurată în adnotare, abrevieri, introducere, trei capitole, concluzii generale și recomandări, bibliografie din 211 titluri, 22 anexe, 150 pagini text de bază, 3 tabele, 26 figuri.

**Publicațiile la tema tezei:** Esența tezei a fost reflectată în 9 lucrări științifice, dintre care 3 sunt în colecțiile de conferințe științifice internaționale, 2 în reviste științifice de categoria C, 4 în colecții științifice și reviste din Republica Moldova și Israel.

**Cuvinte cheie:** Mediul educațional, mediul educațional firesc, copii de vârstă preșcolară, instituție de învățământ preșcolar obișnuită, instituție de învățământ preșcolar logopedică, dezvoltare lingvistică, copii cu deficiențe de limbaj, literația, predarea mediată, medierea pentru intenție și reciprocitate, constructivism, medierea formării capacității, conștientizarea fonologică, metoda pregătirii perceptuale, literația emergentă, scrierea, citirea, cunoașterea literelor, parteneriat cu părinții și comunitatea.

**Domeniul de studiu:** educația preșcolară cu axare pe impactul mediului educațional asupra cultivării literației copiilor cu deficiențe de limbaj și obișnuiți în vederea dezvoltării acestora învățării citirii și a scrisului

**Scopul cercetării** este orientat spre fundamentarea teoretică și aprobarea experimentală a impactului educațional al diferitelor instituții educaționale asupra evoluției lingvistice a copiilor preșcolari cu deficiențe de limbă.

### **Obiectivele cercetării:**

1. Identificarea potențialului mediului educațional formal, nonformal și informal în dezvoltarea lingvistică a personalității în devenire.
2. Caracterizarea particularităților evoluției lingvistice a copiilor preșcolari.
3. Diagnosticarea nivelului dezvoltării lingvistice a copiilor preșcolari instituționalizați în grădinițe de copii obișnuite și logopedice.
4. Constatarea experiențelor educaționale existențiale de asigurare a progresului lingvistic a copiilor cu deficiențe de limbaj în contextul mediilor educaționale firești și speciale.
5. Elaborarea și validarea experimentală a Modelului pedagogic de valorificare a mediului educațional firesc în facilitarea evoluției lingvistice a preșcolarilor cu deficiențe de limbaj.
6. Interpretarea rezultatelor experimentale, deducerea concluziilor și elaborarea recomandărilor practice.

**Noutatea și originalitatea științifică** constă în fundamentarea demersurilor conceptuale deduse din analiza abordărilor semnificației mediului educațional pentru evoluția personalității la stadiile timpurii de formare, implicit ascensiunea lingvistică; identificarea specificului valorizării principiilor educației constructiviste în dezvoltarea lingvistică a copiilor cu deficiență de limbaj în contextul grupului social de semeni cu dezvoltare lingvistică conformă vârstei.

**Problema științifică importantă soluționată** în teză constă în identificarea mediului educațional optim care poate facilita progresul dezvoltării lingvistice a copiilor preșcolari cu deficiențe de limbaj.

### **Semnificația teoretică a lucrării** a cercetării rezidă în:

- Fundamentarea epistemologică a demersului de valorificare a mediului educațional în asigurarea evoluției lingvistice a copiilor cu deficiențe de limbaj.
- Elaborarea unui sistem de indicatori pentru evaluarea nivelului dezvoltării lingvistice și a identificării deficiențelor de limbaj la copiii de vârstă preșcolară.
- Fundamentarea Modelului pedagogic de valorificare a mediului educațional firesc în facilitarea evoluției lingvistice a preșcolarilor cu deficiențe de limbaj.
- Determinarea principiilor semnificative pentru direcționarea monitorizării dezvoltării lingvistice a copiilor în medii educaționale obișnuite și speciale.

### **Valoarea aplicativă a lucrării:**

- Elaborarea Modelului pedagogic de valorificare a mediului educațional firesc în facilitarea evoluției lingvistice a preșcolarilor cu deficiențe de limbaj.
- Elaborarea și validarea în baza Modelului pedagogic a Programului experimental.
- Elaborarea în baza rezultatelor cercetării experimentale a recomandărilor pentru cadrele didactice din învățământul preșcolar privind avantajele mediului educațional, atât pentru copiii cu deficiență de limbaj, cât și pentru cei cu evoluție lingvistică conformă vârstei.
- Oferirea conținuturilor pentru disciplinele cursurilor de formare continuă a cadrelor didactice din învățământul preșcolar și primar din Israel și Republica Moldova.

**Implementarea rezultatelor științifice.** Rezultatele științifice ale prezentei cercetări au fost aplicate: în activitatea instituțiilor preșcolare experimentale în perioada anilor 2012-2015, în procesul activităților didactico-educative desfășurate de autorul studiului, în cadrul programelor și workshopurilor de formare continuă a cadrelor didactice din grădinițele obișnuite și logopedice în cadrul Centrului de Leadership Uman din Israel în perioada 2014-2015.

## ANNOTATION

**Boutboul Michal**, „*The impact of the educational environment on the linguistic evolution of children from regular and logopedic preschool educational institutions*”, Thesis in Pedagogical Sciences, Chisinau, 2019

**Thesis structure:** The paper consists of introduction, 3 chapters, general conclusions and recommendations, annotation (in Romanian, Russian and English), abbreviations, bibliography including 211 titles, 22 appendixes. The volume of the thesis consists of 150 basic text pages, 3 tables, 26 figures.

**Publications on the thesis.** The essence of the thesis was reflected in 9 scientific papers, 3 of which are in the collections of international scientific conferences, 2 in scientific journals of category C, 4 in scientific collections and journals of the Republic of Moldova and Israel.

**Keywords:** Educational environment, natural educational environment, preschool children, regular pre-school education institution, logopedic kindergarten institution, linguistic development, children with language impairments, literacy, mediated teaching, mediation for intent and reciprocity, constructivism, capacity building mediation, phonological awareness, perceptual preparation method, emergent literacy, writing, reading, literacy, partnership with parents and community. **The field of study:** Pre-school education focusing on the impact of the educational environment on literacy of children with language deficiencies and geared to their learning of reading and writing.

**Research purpose** is directed toward the theoretical substantiation and the experimental approval of educational environment impact of various educational institutions on the linguistic evolution of pre-school children with language impairments.

**Research objectives:** Identifying the potential of formal, informal and informal educational environments in the linguistic evolution of the developing personality. Characterization of the peculiarities of the linguistic evolution of preschool children, including the diagnosis of the level of linguistic development of pre-school children institutionalized in kindergarten and logopedic kindergartens. Ascertaining the existential educational experiences of ensuring the linguistic progression of children with language impairments in the context of natural and special educational environments. Elaboration and validation of the Pedagogical Model focused on the use of the natural educational environment in the correction of language impairments in preschoolers. Interpretation of experimental results, deduction of conclusions and practical recommendations.

**The scientific novelty and originality of the research** results is justified by concretizing the decisive role of the educational environment on the linguistic evolution of children with linguistic impairments and regular ones. By demonstrating the possibility of correcting language deficiencies in pre-school children in various environments, and by implementing the pedagogical model focused on the use of the natural educational environment in the correction of language deficiencies in preschool children. The pedagogical model created in the context of research has made it necessary to create an individualized program for children with language deficiencies - in both contexts (logopedic and regular kindergartens), with the support of parents and the community.

**The important scientific problem solved** in the thesis consists in identifying the optimal educational environment, which may facilitate linguistic development in pre-school children with language impairments.

**The theoretical significance** of the research lies in the epistemological foundation of the approach of capitalizing the educational environment in ensuring the linguistic evolution of children with language impairments. Developing a system of indicators for assessing the level of linguistic development and identifying language impairments in pre-school children. The foundation of the Pedagogical Model focused on the valorization of the natural educational environment in the correction of language impairments in preschool children. The determination of significant principles for directing the monitoring of children's linguistic development in regular and special educational settings.

**The applicative value** of the work consists in developing The Pedagogical Model focused on valorizing the natural educational environment in the correction of language impairments in preschool children. Elaborating, based on the Pedagogical Model, and validating the Experimental Program. Elaborating, based on experimental research results, recommendations for pre-school teachers regarding the advantages of the educational environment, both for children with language impairments and for regular ones. Providing contents for the subjects of continuing education courses for pre-school and primary education teachers from Israel and the Republic of Moldova.

**Implementation of scientific results.** The scientific results of the present research have been applied in the pre-school institutions involved in the experiment during the period 2012-2015. In the process of didactic-educational, activities carried out by the author of the study in programs and workshops for the continuous training of teachers from regular and logopedic kindergartens within the Human Leadership Center during 2014-2015 of Israel.

## АННОТАЦИЯ

**Боутбол Михал „Влияние воспитательной среды на лингвистическое развитие детей из обычных и логопедических дошкольных образовательных учреждениях”, диссертация доктора педагогических наук, Кишинев, 2019**

**Структура диссертации:** Диссертация состоит из введения, трёх глав, общие выводы и рекомендации, библиографии (211 источников) и 22 приложений. Объём основного текста диссертации составляет 150 страниц, 3 таблицы, 26 фигур,

**Публикации по теме диссертации.** Суть данной диссертации отражена в девяти научных трудах, три из которых входят в сборники международных научных конференций, две — опубликованы в научных журналах категории С, четыре — в научных сборниках и журналах Республики Молдова и Израиля.

**Ключевые слова:** образовательная среда, дети дошкольного возраста, детский сад, лингвистическое развитие, дети с расстройствами речи, мониторинг формирования способностей в преподавании, письмо, чтение.

**Область исследования:** общая теория образования с фокусировкой на феномен влияния воспитательной среды на лингвистическое развитие детей с нарушениями речи в обычных и логопедических дошкольных образовательных учреждениях.

**Цель исследования** заключается в теоретическом обосновании и экспериментальной апробации Педагогической модели валоризации естественной воспитательной среды, способствующей лингвистической эволюции дошкольников с нарушениями речи.

**Задачи исследования:** идентификация потенциала формальной, неформальной и информальной образовательной среды в лингвистическом развитии личности, находящейся в становлении; характеристика особенностей лингвистической эволюции дошкольников; диагностика уровня лингвистического развития детей дошкольного возраста, воспитывающихся в обычных и логопедических детских садах; констатация экзистенциального образовательного опыта для обеспечения лингвистического прогресса детей с нарушениями речи в контексте естественной и специальной образовательной среды; разработка и апробация Педагогической модели валоризации естественной воспитательной среды, способствующей лингвистической эволюции дошкольников с нарушениями речи; интерпретация экспериментальных результатов, рационализация выводов, разработка практических рекомендаций.

**Научная новизна и оригинальность исследования** состоит обосновании концептуальных подходов, выведенных из анализа значимости образовательной среды для эволюции личности на ранних этапах формирования, включительно лингвистический рост; выявление специфики оценки принципов конструктивистского воспитания лингвистического развития детей с нарушениями речи в контексте сопоставимом с социальной группы сверстников с лингвистическим развитием согласно возрасту.

**Решение важной научной проблемы** заключается в определении оптимальной образовательной среды, которая может способствовать прогрессу лингвистического развития дошкольников с нарушениями речи.

**Теоретическая значимость исследования** заключается в эпистемологическом обосновании важности воспитательной среды в обеспечении лингвистической эволюции детей с нарушением речи; разработке системы показателей для оценки уровня лингвистического развития и выявления речевых нарушений у дошкольников; обоснование Педагогической модели валоризации естественной воспитательной среды, способствующей лингвистической эволюции дошкольников с нарушениями речи; определение значимых признаков для направления мониторинга лингвистического развития детей из естественной и специальной воспитательной среды.

**Практическая значимость исследования** работы заключается в: разработке Педагогической модели валоризации естественной воспитательной среды, способствующей лингвистической эволюции дошкольников с нарушениями речи; разработке и апробации Экспериментальной программы на основе Педагогической модели; разработке на основе результатов экспериментальных исследований рекомендаций для педагогических кадров из учреждений дошкольного воспитания относительно преимуществ образовательной среды, как для детей с речевыми нарушениями, так и для детей с лингвистическим развитием согласно возрасту; предоставлении содержания для дисциплин курсов непрерывного образования дидактических кадров дошкольного и начального образования Израиля и Республики Молдова.

**Внедрение научных результатов.** Научные результаты настоящего исследования были внедрены в дошкольных учреждениях, участвующих в эксперименте в 2012–2015 гг. В процессе воспитательно-образовательной деятельности, проведенной автором исследования; на курсах и семинарах для непрерывного обучения учителей стандартных и логопедических детских садов в рамках программы Human Leadership Center в 2014–2015 гг. в Израиле.

**UNIVERSITATEA DE STAT DIN TIRASPOL**

**BOUTBOUL MICHAL**

**IMPACTUL MEDIULUI EDUCAȚIONAL ASUPRA EVOLUȚIEI  
LINGVISTICE A COPIILOR DIN INSTITUȚIILE DE  
ÎNVĂȚĂMÂNT PREȘCOLAR OBIȘNUITE ȘI LOGOPEDICE**

**SPECIALITATEA 531.01. TEORIA GENERAL A EDUCAȚIEI**

Autoreferatul tezei de doctor în științe pedagogice

---

Aprobat spre tipar: 05.03.2019  
Hârtie ofset. Tipar ofset.  
Coli de tipar: 2,4

Formatul hârtiei: A5  
Tirajul: 50 ex.  
Comanda nr.3

---

Tipografia "Pulsul Pieței", Chișinău, STR. Gh. Iablocikin 5

**UNIVERSITATEA DE STAT DIN TIRASPOL**

Cu titlu de manuscris  
C.Z.U.: 373.2.015(043.2)

**BOUTBOUL MICHAL**

**IMPACTUL MEDIULUI EDUCAȚIONAL ASUPRA EVOLUȚIEI  
LINGVISTICE A COPIILOR DIN INSTITUȚIILE DE ÎNVĂȚĂMÂNT  
PREȘCOLAR OBIȘNUITE ȘI LOGOPEDICE**

**SPECIALITATEA 531.01.TEORIA GENERALĂ A EDUCAȚIEI**

Autoreferatul tezei de doctor în științe pedagogice

**CHIȘINĂU, 2019**