MOLDOVA STATE UNIVERSITY

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PECULIARITIES OF DEVELOPING FOREIGN LANGUAGE COMMUNICATION COMPETENCE IN ADULTS THROUGH THE USE OF ICT

SPECIALITY 531.01 GENERAL THEORY OF EDUCATION

Abstract of the Doctoral Thesis in Education Sciences

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List of abbreviations:

FLCC – foreign language communication competence

ICT - Information and Communication Technology

CEFRL – Common European Framework of Reference for Languages

EG - experimental group

CG – control group

LMS – Learning Management System

CONCEPTUAL HIGHLIGHTS OF THE RESEARCH

The actuality of the topic and the importance of research. Today, when the world is facing unprecedented challenges that exert a profound impact on the society and economy, developing foreign language communication competence in adults is of significant importance from several perspectives: (a) intercultural communication, being an essential tool to communicate and interact with people from other cultures and countries, providing openings to new experiences and perspectives; (b) career and personal development opportunities, or in the context a global economy, many companies and organizations hire specialists who can communicate in a foreign language, thus contributing to promotions and international collaborations; (c) access to resources and information, allowing their exploration and understanding, contributing to obtaining a global perspective.

Thus, we point out that the development of communication competence in the foreign language in adults plays an important role in the process of adapting to today's megatrends. In response to the challenges of the current social and economic evolution, we see the tendency to reassess skills and strengthen lifelong learning.

The actuality of this research is also determined by the fact that, with the rapid development of information and communication technologies, adult participation in learning activities is increasingly becoming a necessity to keep up with the constantly changing socio-professional challenges. Thus, education and continuous learning of adults becomes mandatory, due to external pressure, although not always formal [16, p. 22].

Developing foreign language communication competence represents a challenge for both educators/teachers and learners. Currently, learners rely on a wide variety of virtual tools to develop such a skill. Information and communication technologies have greatly enhanced the value of digital educational resources. The Internet has shifted the paradigm of teaching and learning and has posed challenges to everyone involved in the educational system. With nearly ubiquitous Internet access, the promise of technology to improve learning is greater than ever. Revolutionary developments in technology are also bringing about radical changes to how adult learners acquire information, offering them enriched learning opportunities and experiences, replicating the skills of 21st-century education.

In the attempt to keep up with the demands of today's society and to take advantage of technological advances, the use of ICT resources in the educational process to provide effective content and respond to the needs of the adult learners becomes a necessity. Modern ICT advances such as sensors, physical-cybernetic systems, the Internet, smart networks, automated machines, etc., influence every field of daily life. This phenomenon is considered the fourth industrial revolution, known as Industry 4.0. Industrial revolution 4.0 affects not only the business environment, governance and people, but also education; thus, Education 4.0 appears as a response to the demands of Industry 4.0. The new vision of education to create a flexible, adaptable and innovative educational environment promotes not only the formation of the skills and knowledge necessary for the learners for the demands and challenges of a constantly changing digital and global world, but also the identification of the sources for developing these skills and knowledge [67, p. 117].

ICT promotes self-directed learning and provides opportunities for self-paced learning, which means learning can be done anytime, anywhere through Internet-based educational applications or platforms. At the same time, ICT allow us to apply in practice new pedagogical strategies based on the development of autonomy in the acquisition of knowledge, on the creation of interaction between adult learners, engaging them in metacognitive activities. The use of ICT in the education process, along with other auxiliary tools, favors real-time access to information, internal and international exchanges and offers new possibilities for developing foreign language communication skills. ICT is also an excellent means of assessing the knowledge of adult learners and their creative potential.

At the same time, modern technologies offer opportunities for professional development: access to webinars, online conferences, blogs, online courses, new teaching and learning methods and other resources that can facilitate the developing of foreign language communication competence in adults and enhance their professionalism [47, p. 2].

The use of ICT in foreign language learning is becoming increasingly common, either as a complement to traditional teaching methods or as the sole means of learning. Online platforms have made significant advancements in the recent years, especially during the COVID-19 pandemic. These platforms continue to offer a growing variety of applications and useful tools for developing foreign language communication competence. Considering the rapid pace of software innovations and Internet accessibility, conducting long-term research studies is essential to better understand the role and impact of ICT use in developing foreign language communication competence in adults.

Description of the situation in the research field and identification of research problems. The issue of developing communication competence, aimed at explaining its complexity and relevance in the pedagogical context, has been researched and presented in their works by a series of researchers, including: N. Chomsky [24]; D. Hymes [32]; M. Canale și M. Swain [23]; S. Savignon [38], T.Callo [4]; T. Cartaleanu, O.Cosovan, V.Goraș-Postică [5].

The methodological approach to the development of communication competence in a foreign language can be found in the works of local authors: A. Afanas [1]; A. Budnic [2]; G. Burdeniuc [21]; G. Grădinari [10]; A. Solcan [17]; L. Petriciuc [14], as well as in the works of foreign authors: G. Brown [19]; G. Cook și G. Hall [27]; R.A. Compernolle și A. Lawrence [26] etc.

On the other hand, the issues related to the work out, application and development of modern information and communication technologies have been studied in their works by scientists from different countries, such as: J.M. Marcelino [35], M. Cambell [22], R. Abel [18], Ch.R. Graham [31] and others. In their research, they paid special attention to the process of optimizing and developing the education system through ICT.

Certain aspects related to the development of the methodology for computerizing the educational system in the context of globalization and mass communication have been theoretically addressed in their works by the following authors: R.C. Clark și R.E. Mayer [25], G. Dudney [28], B. Ghirardini [30], Y.Kalontarov [42], T.A. Lavina [48] and others.

In the Republic of Moldova, issues related to the use of information and communication technologies, as well as professional competence development through ICT, have been addressed from various perspectives and scientifically grounded by established authors: V. Guțu, V. Pâslaru, E.

Grâu [11], V.Gh. Cojocaru, V. Cojocaru [6], D. Patraşcu [13], S. Corlat, G. Karlsson [7], M. Paiu [12], T. Croitor-Chiriac [8], R. Dumbrăveanu, V. Pîslaru, V. Cabac [9].

Carrying out a retrospective analysis, it is obvious that the development of foreign language communication competence in adults through the use of ICT has not been the subject of distinct research. A systemic approach to developing English language communication competence in adults through ICT entails: aquiring knowledge to enable each learner to develop greater flexibility and awareness of their communicative and linguistic proficiency; flexibility in information delivery; the ability to learn at one's own pace, using the available resources according to individual information assimilation styles andavailable time; the transmission of information, using various means, thus considerably facilitating the learning process.

Based on the analysis of the research degree of the given theme, but also on the mentioned contradictions, we have formulated **the research problem**: what the theoretical and methodological guidelines for developing foreign language communication competence (English) in adults through the utilization of ICT are.

The object of the research is the process of developing foreign language communication competence (English) in adults through the use of ICT.

The purpose of the research consists in providing theoretical and methodological support for the development of foreign language communication competence in adults through the use of ICT.

The research hypothesis is as follows: The development of foreign language communication competence in adults through the use of ICT will be possible if:
- It is based on relevant theories and methodological concepts regarding the development of foreign language communication competence in adults.
- The Methodology of developing foreign language communication competence in adults through the use of ICT, based on andragogical, teleological, and methodological approaches, is conceptualized and experimentally validated.

The objectives of the research:
- Analyzing the theoretical approaches and deduction of current trends in adult learning;
- Establishing the psycho-pedagogical approaches regarding the development of foreign language communication competence in adults;
- Identifying the trends of ICT use in the development of foreign language communication competence in adults.;
- Determining the assessment tools for foreign language communication competence in adults;
- Diagnosing the initial level of foreign language communication competence in adults;
- Working out the Methodology of developing foreign language communication competence in adults through the use of ICT;
- Experimental validation of the Methodology of developing foreign language communication competence in adults through the use of ICT.

Synthesis of the research methodology and justification of the chosen research methods.
The research proposed by us will take place at the level of the beneficiary of the education process, aiming, in this respect, to conceptualize and develop the foreign language communication

competence in adults, with the application of a participatory educational training, through the use of ICT, based on authentic educational principles, including the principle of self-regulation.

The approach of the research problem is based on a system of fundamental theories that are based on four currents in adult education and their application in educational practice: *behaviorist* (E.C. Tolman [40], D.F. Skiner [39]), *humanist* or *personalist* (C. Rogers [37]), *critical* (P. Freire [29]), *constructivist* (J. Piajet [36], L.Vâgotscki [41], J. Bruner [20], L. Doise, G. Mugni, A.-N. Perret-Clermont [45]).

A theoretical and methodological dimension of our research are the theories of M. Knowles [33] who theorized the way adults learn and described adult learning as a self-directed process of investigation; the theories of N. Chomski [24] and D. Hymes [32] on the problem of conceptualizing communication competence. In the conceptual positioning of the research theme we relied on the theories of D. Kolb [34], which provides a holistic theoretical framework on experiential learning.

The research methodology includes the logical-methodological coordinates accepted by Pedagogical Science. The complexity of the analyzed scientific material, the purpose and objectives have determined the use of the following **research methods**:

1. Scientific documentation, generalization and systematization, theoretical analysis and synthesis, typological analysis.
2. Test (English in Mind Placement Test (Cambridge University Press) [46] – test to assess the general foreign language level of the subjects from both groups, Test II-test (consisting of 6 items) to assess the dimensions of foreign language communication competence.
3. Questioning (questionnaire on exploring the degree of access to ICT tools, Internet connection, frequency and how ICT tools are used; questionnaire for assessing the opinions of adult learners on the functionality of ICT tools in developing foreign language communication competence. The questionnaire was completed by 27 subjects (EG) involved in the process of studying English. For the comparability of the results, two groups were proposed: the experimental group (EG) – 27 subjects and the control group (CG) – 23 subjects.
4. Pedagogical experiment. By conducting the pedagogical experiment, as a phased and complex process, it was intended to verify the effectiveness of the implementation in a formal online and mixed context of the Methodology of developing foreign language communication competence in adults through the use of ICT.
5. Statistical-mathematical processing of data and their graphical presentation. The indices of the results were processed according to the statistical-mathematical methods selected according to the character of the descriptive and frequency data, the Spearman Rank Correlation Coefficient, the Pearson correlation coefficient, the T-test for independent samples were applied to calculate the differences between the averages of the groups divided according to the chosen criteria, as well as the T-test for paired samples.

Novelty and scientific originality of the research is objectified by: updating the process of developing foreign language communication competence in adults, which represents an educational-formative approach of exploiting available resources according to the individual learning style of adults and their available time; the theoretical substantiation of educating foreign language

communication competence in adults through the application of ICT; developing and implementing the Methodology of developing foreign language communication competence in adults through the use of ICT structured on andragogical, teleological and methodological approaches.

The achieved research results that contributed to the solution of the scientific problem lie in the theoretical and methodological substantiation of the process of developing foreign language communication competence in adults through the use of ICT implemented on the basis of the education needs and available resources according to the individual learning style, having the effect of increasing gradually the foreign language communication competence in adults.

The theoretical research significance consists in: developing the theory and methodology of developing foreign language communication competence in adults through andragogical, teleological and methodological approaches; highlighting the structure of foreign language communication competence (linguistic, sociolinguistic, pragmatic, (multi/inter)cultural dimensions); identifying the trends of ICT use in developing foreign language communication competence in adults; developing strategies and mechanisms for ICT application in developing foreign language communication competence in adults; conceptualizing and working out the Methodology of developing foreign language communication competence in adults through the use of ICT, based on a set of general, theoretical and praxiological benchmarks, which determine the strategic directions regarding the education of foreign language communication competence in adults through the use of ICT.

The practical significance of the thesis is expressed in: the development and praxiological valorization of the Methodology of developing foreign language communication competence in adults through the use of ICT, which represents an approach of developing adult foreign language communication competence focused on adult needs of learning; the development of a program of activities for the education of foreign language communication competence in adults through the use of ICT resources, based on dimensions and performance indicators in relation to the individual learning potential of adult students.

Implementation of scientific results was achieved through experimental research conducted at the Institute of Continuous Education, by valorizing the theoretical and praxiological references developed and structured in the Methodology of developing foreign language communication competence in adults through the use of ICT.

Approval of scientific results. The results of the research were examined and approved at the meetings of Doctoral School of Social and Education Sciences Committee, being addressed at the meetings of the Education Sciences Department of Moldova State University. The main results of the theoretical investigation and the experimental study were promoted in the framework of communications at: International scientific conference ”*Неперервна освіта: Актуальні дискурси*” Ujgorod, Ucraina, 2021; International scientific conference ”*University Online. Education in a Pandemic Condition*”, Odessa, Mechnikov National University, 2021; at International conferences organized in the Republic Of Moldova: ”*Problems of socio-humanistic Sciences and modernization of Education*”, October 8-9, 2020, Chisinau, SPU ”Ion Creanga”; ”*Current problems of linguistics and didactics of Foreign Languages*”, November 26, 2019, Chisinau, SPU "Ion Creanga"; ”*Teacher - the promoter of educational policies*”, October 11-12, 2019, Chisinau, ESI; at National scientific

conferences with international participation: *"Integration through research and innovation"*, 10-11 November 2022, Chisinau, MSU; *"Pedagogical innovations in the digital age"*, 28 May 2022, Chisinau, CEI; in articles published in scientific journals: *"Padlet – a collaborative tool used in the teaching, learning and evaluation of foreign language"*, *Didactica Pro* Journal, 2023, *"Blended learning in the context of lifelong learning"*, University of Technology, Katowice, Poland, 2022; *"The Methodology of the Use of ICT in Developing of Foreign Language Communication Competence in Adults"*, *Studia Universitatis Moldaviae* Journal, *Educational Sciences* Series. 2020, *"The Design of Online Teaching and Learning in the Context of Digital Education"*, *Science of Physical Culture* Journal (SUFES), 2020, *"Usage of ICT in developing adult's communicative competence in a foreign language"*, *Studia Universitatis Moldaviae* Journal, *Educational Sciences* Series. 2019 *"Psychopedagogical Approaches of Adult Learning"*, *Studia Universitatis Moldaviae* Journal, *Educational Sciences* Series, 2018.

Publications on the topic of the thesis. Some conceptual and praxiological references of developing foreign language communication competence in adults through the use of ICT were reflected in over 22 scientific papers, of which a chapter in collective monograph, 5 articles published in specialized journals, 16 in volumes with materials presented at national and international scientific conferences, at communication sessions and symposia.

The volume and structure of the thesis: the contents of the PhD thesis include annotations (in Romanian and English), introduction, three chapters, general conclusions and recommendations, bibliography of 153 titles. The thesis volume includes 133 pages of basic text, 20 figures, 20 tables, 10 annexes.

Keywords: adults, andragogy, teleology, competence, communication competence, information technologies, communication technologies, curriculum, didactic strategies, learning needs, learning styles.

DOCTORAL THESIS CONTENT

The **Introduction** presented the actuality and importance of the research topic; the research problem and the proposed solution variant are formulated, the purpose and objectives, epistemological references of the research are specified, the scientific and applicative value of the research is presented, which theoretically and methodologically confirms the novelty and scientific originality of the investigation.

Chapter 1, ***Theoretical Foundations of Developing Foreign Language Communication Competence in Adults Through the Use of ICT***, reflects theoretical, conceptual, general aspects of developing foreign language communication competence in adults. The theoretical study made it possible to highlight that adult education represented as a subassembly integrated in a global project of permanent education, is based on four currents: *behaviorist* (E. C. Tolman [40], D. F. Skiner [39]), *humanist or personalist* (C. Rogers [37]), *critical* (P. Freire [29]), *constructivist* (J. Piajet [36] (*cognitive constructivism*), L. S. Vargotscki [41] (*social constructivism*), J. Bruner [20] (*sociocultural constructivism*), L. Doise, G. Mugni, A.-N. Perret-Clermont [45] (*interactionist constructivism,*

Geneva School).

We ascertain that adult education is a means of ensuring lifelong learning and is part of a global education project. Andragogical praxis involves complex processes, with numerous emerging connections, but effective only through convergence towards the essential concept of trust and respect for the adult learner The process of adult education includes various forms and methods of developing and supporting the capacity of adults for self-learning, applied in complementary, sequential and parallel forms, designed, planned and implemented in order to improve the life quality of learners and, in general, of the society [15, p. 12].

The changes that have taken place in the recent years, from a pedagogical, psychological and sociological point of view, in the process of studying adult learning are mainly reduced to the evolution of economic, social conditions and the behavioral - actional nature of the educational goals. Globalization, cultural evolution, unemployment, diversification of the public that is offered education opportunities are mentioned as new challenges that can lead to the reformulation of the objectives of adult education: from offering a "second chance" to stopping the "cumulation of inequalities". The changing society imposes demands and pressures on the education process, requiring the completion, continuation, improvement and individualization of personal training in adulthood. These requirements include the development of socio-citizen skills, as well as obtaining qualifications, retraining, specializations and the development of professional skills. Also, the psycho-physiological aspect, such as motivation, will, commitment and capabilities in the process of formation in adulthood, must be taken into account [53, p. 88]. In order to have a quality life and succeed in the modern world, it is necessary to be active in terms of the education process.

In this context, communication in a foreign language is of priority importance, considered as one of the European key competences intended for lifelong learning, based on the ability to understand, produce and decode thoughts, feelings and facts both orally, as well as written, at the level of the four integrative skills (listening, speaking, reading and writing). Communicating effectively with someone in a foreign language means not only knowing certain linguistic structures, but also being able to convince, develop your thinking, affectivity, inform intelligibly and correctly understand the meaning of the message.

Human communication is a complex phenomenon constantly addressed by the Council of Europe in the field of language learning. The Council of Europe's concern is to improve communication between European citizens, who speak different languages and belong to different cultures, because communication facilitates mobility and exchanges, thereby contributing to mutual understanding and strengthening cooperation. The Council of Europe also supports teaching/learning methods that help young people and adults acquire the knowledge, skills and attitudes they need to be more independent in their reflections and actions in order to become more responsible and cooperative in relations with others [3].

In our research, we focused on the dimensions of communication competence presented in the National Curriculum, Language and Communication Curricular Area, Foreign Language discipline (2019) [44].

1. *Linguistic competence*: the ability to use formal linguistic resources with flexibility and self-control within communicative acts.
2. *Sociolinguistic competence*: the ability to adapt and capitalize on linguistic resources in various communication situations, considering the social dimension of language.
3. *Pragmatic competence*: the ability to integrate linguistic resources in everyday and unpredictable contexts, highlighting precision and fluency in expression.
4. *(Multi/inter)cultural competence*: the ability to integrate the specific features of the studied culture in contexts of intercultural communication, showing empathy, tolerance and acceptance of cultural diversity.

In our opinion, communication competence in a foreign language means the ability to use the language:

- *correct*, i.e. correct in terms of vocabulary and grammar;
- *appropriate*, i.e. adapted to the social context and the type of speech;
- *functional and strategic*, meaning the use of tactical and polite language, to achieve real objectives;
- culturally *competent*.

Given the complexity of the investigated phenomenon, special attention is paid to studies on the use of ICT in the development of communication competence in foreign language. The potential of using ICT in learning a foreign language is significant, as it helps to intensify and personalize learning, promotes interest in the subject, makes it possible to avoid subjective assessment. In addition, ICT contributes to overcoming the psychological barrier of learners using a foreign language as a means of communication [50, p. 84].

It should be noted that ICT represents both means of providing materials and means of control. New technologies make it possible to individualize the learning process in the pace and depth of the course. Such a differentiated approach gives a positive advantage, since it creates the conditions for the success of each learner, causing the positive emotions of the learner, thereby developing their motivation for learning.

Information and communication technologies allow adult learners to delve easily into the language environment, which was previously possible only by being directly in the country of the language being studied. With the extensive use of ICT, most learners have the opportunity to detect authentic material according to interests, interact with the professional community or other online learners. Moreover, ICT allow to go beyond the mere study of language and provide cultural and social knowledge.

Chapter 2, ***Conceptual and Methodological References of Developing Foreign Language Communication Competence in Adults through the Use of ICT***, reflects the conceptual approach of developing foreign language communication competence in adults through the use of ICT; involves structuring and organizing a set of theories and principles related to this specific field, based on the concept of adult learning and education.

In the context of these perspectives, the development of foreign language communication competence in adults through the use of ICT is based on the following approaches: *andragogical approach, teleological approach* and *methodological approach*.

A. The andragogical approach emphasizes adult learning, given their specific characteristics and needs. This approach is based on the theories and principles of andragogy, which are adapted to adult learning and involve an active and participatory process (constructivist theory, collaborative learning theory, experience-based learning theory, personalized learning theory, connectivism theory).

According to M. Knowles, adults learn better and more effectively in less formal contexts, through activities and with the help of flexible methods and techniques, adapted to their individual needs, interests and aspirations. This principle emphasizes the specific characteristics of adults involved in the education process and emphasizes the importance of adapting the education process to their needs and preferences [35].

Through the prism of social and economic reason it is important to identify what makes the adult to learn, what the purpose is, the resources necessary for the education process and the purpose of his learning. The motives and needs of adults in the perspective of developing the foreign language communication competence may vary depending on each individual and his specific context. However, there are some common reasons and needs in this aspect: *the need for effective communication, professional advancement, personal development, the need to adapt to social and technological changes, interest in other cultures and experiences.*

In our opinion, in order to develop the foreign language communication competence in adults, it is important to ensure a flexible learning schedule, to adapt the education process to the individual needs of adult learners and to the individual learning style, to provide an environment of trust, mutual support and unconditional acceptance, to ensure autonomy in the learning process and opportunities to get involved in social learning situations.

B. The teleological approach within our research focuses on the goals and finalities of the actions carried out, considering that their understanding is essential for the analysis and evaluation of the process of developing foreign language communication competence in adults.

The teleological approach in the process of developing foreign language communication competence in adults focuses on the desired goals and results in the process of learning and developing this skill. This approach emphasizes the practical applicability of communication competence in contexts relevant to adult learners.

C. The methodological approach of developing foreign language communication competence in adults is based on some general provisions and principles of adult learning. These are highlighted to ensure the efficiency of the language learning process: *relevance and contextualization; focus on communication; personalization and individualization; applicability; feedback and assessment; motivation and involvement.*

Starting from the peculiarities of adults' learning, we point out the basic methodological approaches, which constitute the general strategy of developing foreign language communication competence: *behaviorist, inductive-conscious, cognitive, functional, humanistic and communicative.*

In the context of these approaches there are a variety of methods of learning a foreign language, and the choice of a suitable method depends on the objectives, needs and learning style of adult learners. We consider the following methods effective in developing foreign language communication competence in adults: *the communicative method, the audio-linguistic method, the grammatical-translation method, the method based on the lexical approach, the total immersion method.* Adapting these methods to the different learning styles of adult learners is made possible by the flexibility and wide range of digital tools offered by ICT.

We point out that ICT are both a learning tool and a tool for creating social connections in the education process and contribute to the creation of a database of digital educational materials and sources. Both adult learners and teachers become active users of available materials and active trainers of new teaching materials. Thus, there is a continuous transformation, change of both educational materials and knowledge and skills of learners in the field of the studied foreign language and in the field of Information Technologies [59, p.709].

Starting from the theoretical considerations presented and from the necessity of developing foreign language communication competence in adults through the use of ICT, we worked out the ***Methodology of developing foreign language communication competence in adults through the use of ICT***, reflected in Fig.2.1.

The Methodology of developing foreign language communication competence in adults through the use of ICT focuses on a set of general guidelines, which determine the strategic directions regarding the development of foreign language communication skills in adults through the use of ICT. The developed methodology is based on the principles of educating foreign language communication skills in adults through the use of ICT, as well as the fundamental *andragogical, teleological* and *methodological* theoretical approaches.

We have deduced the principles of developing foreign language communication competence in adults through the use of ICT from the analysis of different approaches to the problem, but also from the analysis of different categories of adult learning principles, analyzed in Chapter 1. Among the basic principles we list the following: *the principle of focusing on the needs and experience of adult learners, the principle of active participation of adult learners, the principle of individualization and valorization of learning styles, the principle of self-direction and autonomy, the principle of relevance and applicability, the principle of motivation and involvement, the principle of continuous feedback and assessment.*

The Methodology of developing foreign language communication competence in adults through the use of ICT is designed to provide an interactive and flexible environment in which adult learners can learn and develop their communication competence in a foreign language using ICT as a tool to support and facilitate the learning process.
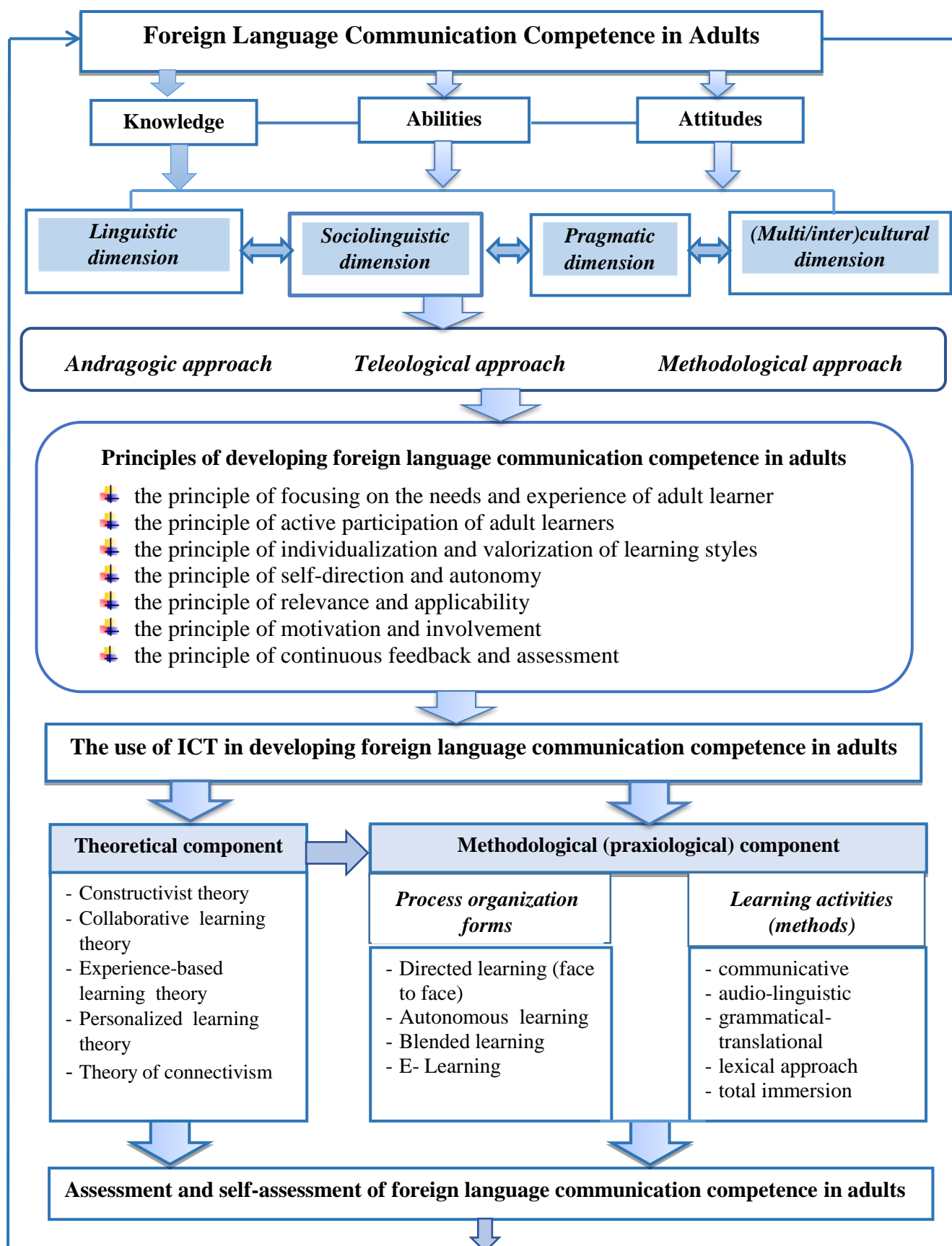
Foreign Language Communication Competence in Adults

Knowledge **Abilities** **Attitudes**

Linguistic dimension ⟷ *Sociolinguistic dimension* ⟷ *Pragmatic dimension* ⟷ *(Multi/inter)cultural dimension*

Andragogic approach *Teleological approach* *Methodological approach*

Principles of developing foreign language communication competence in adults

- the principle of focusing on the needs and experience of adult learner
- the principle of active participation of adult learners
- the principle of individualization and valorization of learning styles
- the principle of self-direction and autonomy
- the principle of relevance and applicability
- the principle of motivation and involvement
- the principle of continuous feedback and assessment

The use of ICT in developing foreign language communication competence in adults

Theoretical component

- Constructivist theory
- Collaborative learning theory
- Experience-based learning theory
- Personalized learning theory
- Theory of connectivism

Methodological (praxiological) component

Process organization forms	*Learning activities (methods)*
- Directed learning (face to face) - Autonomous learning - Blended learning - E- Learning	- communicative - audio-linguistic - grammatical-translational - lexical approach - total immersion

Assessment and self-assessment of foreign language communication competence in adults

Fig. 2.1. The Methodology of developing foreign language communication competence in adults through the use of ICT

The components of the methodology condition each other and form a continuous cycle, where specific learning strategies and tools, including the use of ICT, contribute to the developing of foreign language communication competence in adults. The use of ICT in this context may include the use of computers, the Internet, digital applications, online learning platforms and other relevant technologies.

The investigated theoretical framework allowed the conceptualization and highlighting of specific features of adult learning, such as: intrinsic motivation and the need for learning; previous experience; psychological readiness for learning; clear orientation towards a well-defined goal; social roles and learning responsibilities.

The praxiological component of our investigative approach aims to carry out specific activities, in a formal and non-formal context, for the developing of foreign language communication skills in adults through the use of ICT. The praxiological elements of the *Methodology of developing foreign language communication competence in adults through the use of ICT* reflect forms of organization of the education process (*directed learning (face to face), autonomous learning, blended learning, E-learning*) and learning activities specific to foreign languages (*communicative, audio-linguistic, grammatical-translational, lexical approach, total immersion*).

The education process, through the use of ICT resources, is the basis for the developing of foreign language communication competence in adults.

Nowadays we can observe an abundance of digital resources that can be actively used in the process of developing the foreign language communication competence in adults [52, p. 207].

Table 2.1. Digital applications for developing foreign language communication competence in adults through the use of ICT

The digital application	The conten	Learning style	The use of the digital application
The Moodle platform	• LMS (Learning management system) • Access 24 hours a day • 12 types of questions for assessment • Feedback	Visual (*text și images)*	- Unlimited access to teaching materials, tests and assessments; - Consolidation of knowledge through self-assessment and instant feedback; - Development of the linguistic dimension of communication competence (reading, writing, grammar).
The Adobe Connect platform	• LMS (Learning management system) • Webinars • Trainings • Tests (9 types of questions) • Collaboration	Visual (*text și images)* Auditory (*listening and communication*) Kinesthetic (*experimentation*)	- Access to authentic materials; - Online or offline lessons; - Creating appropriate communication situations (speeches, simulations, round tables); - Development of linguistic and exposure dimensions of communication competence.
Adobe Presenter Screencast O-Matic	• Interactive presentation • Video lesson • Testing	Visual (*text și images)* Auditory (*listening and communication*)	- Blended learning; - Acquisition of new knowledge; - Self-assessment and instant feedback;

			- Development of linguistic and exposure dimensions of communication competence
PowerPoint Prezi Google Slides	• Dynamic presentations • Special effects • Teamwork • Simple in use	Visual (*text și images*) Kinesthetic (*experimentation*)	- Development of perception, imagination, creative thinking and motivation; - Acquisition of new knowledge; - Development of the linguistic and pragmatic dimensions of communication competence.
You Tube Google Apps	• Applications for collaboration • Information placement • Internet access from any device with Internet connection	Visual (*text și images*) Auditory (*listening and communication*)	- Development of the linguistic dimension of communication competence (listening comprehension, understanding and interpretation of oral and written messages issued by interlocutors or means of communication using previously acquired communicative skills); - Enriching cultural baggage; - Developing the exposure dimension and the (multi/inter)cultural dimension of communication competence.
Educational applications: **Kahoot Quizizz Wordwall Learning Apps**	• Questionnaires • Assessment • Survey • Feedback	Visual (*text și images*) Kinesthetic (*experimentation*)	- Strengthening the linguistic dimension of communication competence (listening comprehension, reading, speaking and writing).
Padlet	• Communication • Access to multimedia materials, documents, web links, etc. • Exchange of experience • Digital portfolio creation	Visual (*text și images*) Kinesthetic (*experimentation*)	- Teacher-student or student-student interaction; - Autonomous and personal use of techniques and procedures for developing messages, coherence and discursive cohesion, in accordance with concrete communication situations; - Developing the sociolinguistic dimension and the pragmatic dimension of communication competence [49, p. 92].
Mind maps: **Mindomo XMind Popplet Bubbl.us**	• Teaching • Interactivity • Consolidation • Collaboration • Self-assessment	Visual (*text și images*) Auditory (*listening and communication*) Kinesthetic (*experimentation*)	- Visual planning and classification of ideas on a topic; - Graphic representation of conception; - Structuring thoughts and ideas; - Use of texts, images, audio and video content; - Strengthening the linguistic dimension of communication

			competence (listening comprehension, reading, speaking and writing) [60, p. 104].
***Interactive worksheets:* Liveworkseets Goformative Wizer.me**	• Interactivity • Consolidation • Assessment • Self-assessment • Feedback	Visual (*text și images)* Auditory (*listening and communication*)	- Blended and autonomous learning; - Acquisition of new knowledge; - Self-assessment and instant feedback; - Develop and strengthen the linguistic dimension of communication competence.

The foreign language learning environment can be expanded through the use of ICT, providing the adult learners with opportunities to broaden their learning experience. Thus, the use of digital tools allows adult learners to develop their foreign language communication competence in an efficient and adaptable way, giving them flexibility and control in managing their own learning process.

In Chapter 3, ***The Experimental Approach of Developing Foreign Language Communication Competence in Adults through the Use of ICT***, is oriented towards the experimental development of foreign language communication competence in adults through the use of ICT. The experimental research focused on the results of the theoretical investigation, the principles of adults learning and on the analytical framework of the approach of foreign language communication competence in adults.

The specifics of adult learning were taken into account in organizing the pedagogical experiment and the following objectives were set:

- identification of the fact state of existing at the time of initiation of the experiment regarding the level of foreign language communication competence in adult learners involved in the research;
- highlighting FLCC learning strategies through the use of ICT application;
- elaboration and validation of the assessment tool for FLCC components from the perspective of ICT use;
- establishing the effectiveness of the Methodology of developing foreign language communication competence in adults through the use of ICT;
- summarizing the final ideas in conclusions as an outcome of the results recorded by the subjects involved in the experimental program and comparing them with the results of the subjects of the control group.

The pedagogical experiment was carried out on the basis of scientific arguments regarding the application of various actions in order to develop communication skills in a foreign language (English), which correlates with the following objectives: to read an unknown text and identify general information in order to understand significant details from the content; to use the vocabulary correctly depending on the context; to articulate the sounds correctly, taking into account the peculiarities of speech rhythm, accents, intonation; to understand the key information, general and

significant details from the content of an overheard text issued by interlocutors or mass media; to converse with the help of already known speech clichés under the conditions of an immediate communicative situation; to understand and react adequately to the verbal manifestations of the interlocutor within the limits of the topic and the situation; to express himself verbally and justify his/her positions during the conversation by acquiring and reproducing an emotional vocabulary as varied as possible; write informal and formal messages correctly and without spelling mistakes; to express their thoughts succinctly and logically, using various means of connection between words in a sentence and between sentences.

The pedagogical experiment took place at the Institute of Continuing Education, Foreign Languages Department, during the 2019-2020 academic year. Using the selection rules, the target sample consisted of 50 adult learners involved in the process of studying English. For the comparability of the results, two groups were proposed: the experimental group (EG) – 27 subjects and the control group (CG) – 23 subjects.

At the pre-experimental observative stage, we aimed to evaluate the initial level of the dimensions of foreign language communication competence in adult leraners, namely: linguistic competence, sociolinguistic competence, pragmatic competence and (multi/inter)cultural competence on a sample of 50 subjects.

Two tests were proposed regarding the dimensions of foreign language.communication competence.

The first test consisted in assessing the general level of the foreign language according to the criteria and descriptors of the CEFRL [3, p. 27].

The English in Mind Placement Test (Cambridge University Press) contains 120 items: grammar questions, lexical questions, the type of the questions - multiple choice.

As a result of the English in Mind Placement Test (Cambredge University Press) we obtained the following results, presented in Table 3.1.

Table 3.1. The foreign language level of the subjects, evaluated by preTest test 1

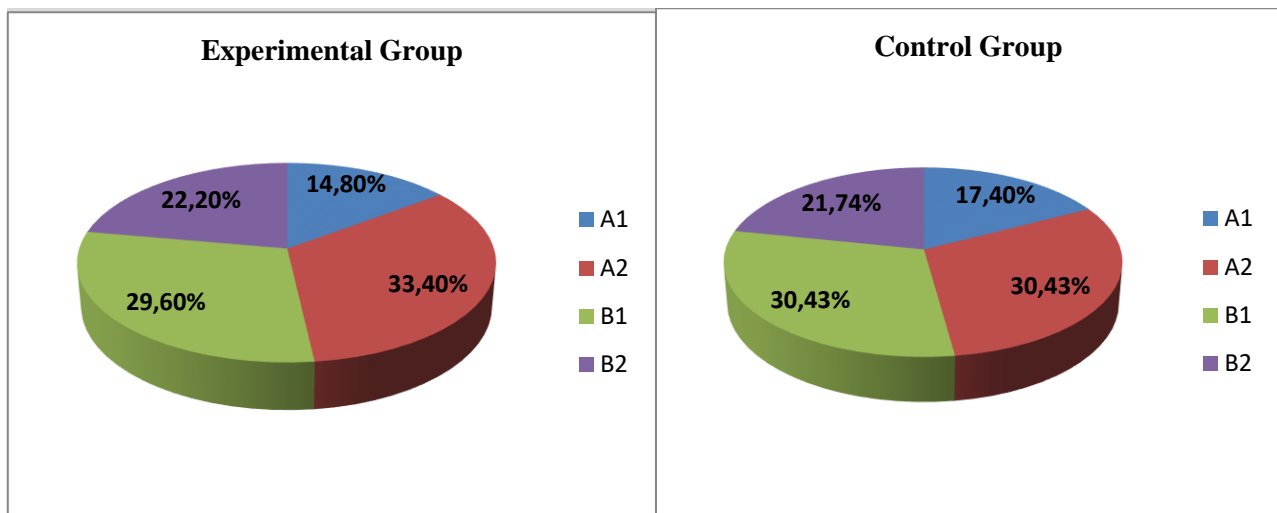| The level	A1	A2	B1	B2	C1	C2	Total nr of subjects
Experimental group	4 (14,8%)	9 (33,4%)	8 (29,6%)	6 (22,2%)	-	-	27
Control group	4 (17,4%)	7 (30,43%)	7 (30,43%)	5 (21,74%)	-	-	23
Assessment scale (pts.)	0 - 20	21 - 40	41 – 60	61 - 80	81 - 100	101- 120	

Fig. 3.1. Graphical distribution of the research sample at the pre-experimental observative stage, preTest test 1, according to the levels of CEFRL

Analyzing the data in Figure 3.1. we find insignificant differences in the general level of the foreign language, according to CEFRL criteria and descriptors, both in the experimental group and in the control group. Out of 27 subjects from the experimental group 4 learners (14.8%) registered A1 foreign language level according to CEFRL criteria and descriptors; 9 (33.4%) – A2 level; 8 (29.6%) – B1 level and 6 (22.2%) – B2 level. At the same time, in the control group aut of 23 subjects 4 (17.4%) registered A1 foreign language level according to CEFRL criteria and descriptors, 7 (30.4%) – A2 level, 7 (30.4%) - B1 level and 5 (21.8%) – B2 level. We point out that neither in the experimental group nor in the control group were registered adult learners with C1 and C2 foreign language level according to CEFRL criteria and descriptors.

Test 2 was applied with the aim of evaluating the initial level of the dimensions of foreign language communication competence in adult learners: linguistic competence, sociolinguistic competence, pragmatic competence and (multi/inter)cultural competence.

Table 3.2. Dimensions of communication competence and descriptors by levels
(according to CEFRL) [8]

Dimensions of communication competence (specific competences)	A1(0-13%) / A2 (14-26%) Basic User	B1(27-53%) / B2 (54-86%) Independent User	C1 (87-93%)/ C2 (94-100 %) Proficient User
Linguistic Competence	Discrimination of linguistic elements by using simple, concise and correct messages, expressing an interest in the appreciation of language as a system.	The use of language rules in creating simple and correct messages, highlighting the importance of language as a system.	The use of standard language resources in the communication process, highlighting both flexibility and self-control.

Sociolinguistic Competence	The use of language components with creativity to interact effectively in a social context.	The use of language structures to highlight how language works in a social context of communication.	Adaptation of linguistic resources in different communication contexts, highlighting the social dimension of language.
Pragmatic Competence	Adapting linguistic elements to common/familiar situations, highlighting precision and coherence in structuring the message.	The use of language structures in familiar and predictable situations, highlighting coherence and accuracy in communication.	Efficient use of language resources in everyday situations, including unpredictable ones, demonstrating accuracy and fluency in expression.
(Multi/Inter)Cultural Competence	Recognition of the specific characteristics of the foreign languages culture in the process of study, showing an interest and respect for the cultural values of these languages.	Assimilation of specific aspects of the target languages culture showing willingness to engage in an intercultural dialogue.	Integrating the distinctive cultural characteristics of target languages into intercultural communication situations, showing empathy, tolerance and acceptance of cultural diversity.

Starting from the premise that most foreign language tests and exams assess the linguistic dimension of communication competence, we examined the dimensions of communication competence in terms of linguistic competence. Linguistic competence involves knowledge and skills relating to lexical, phonetic, syntactic aspects and other components of the language's system, independent of the social-linguistic value of its variants and the pragmatic functions of their use.

Begining from the results of the study conducted at the pre-experimental observative stage of the pedagogical experiment, in which we identified the general level of the foreign language (English), the level of the dimensions of the foreign language communication competence in adult learners, namely – linguistic competence, sociolinguistic competence, pragmatic competence and (multi/inter)cultural competence, the degree of access to ICT tools, the Internet connection – we set as an objective the valorization of the *Methodology of developing foreign language communication competence in adults through the use of ICT*.

The formative stage of the experiment (October 2019-May 2020) was carried out based on the teaching - learning - assessing process of English, according to the study program, through the use of ICT.

The program of formative activities consisted in the implementation of ways of action and ICT resources, considered to be effective in the development of foreign language communication competence in adult learners from the experimental group. Each activity included in the program pursues a purpose well determined in accordance with the work stage and the needs of each learner.

During the classess, interactive didactic technologies were used, with a valuable potential for involvement in the designed activities of all learners, capitalizing on the realization of multi-specific connections, teamwork through cooperation, experimenting with various roles. The achievement of diverse tasks, thematically adapted to the contents and objectives of the training period were correlated with the use of ICT.

The control stage of the conducted pedagogical experiment (May 2020) was focused on assessing the level of English communication competence of adult learners by comparing the results recorded by research sample groups.

At the **post-experimental** stage of the pedagogical experiment, all 50 subjects who participated at the pre-experimental observative stage (EG and CG) were involved.

The objectives of the validation experiment were aimed at assessing the formed level of foreign language communication competence (English) by implementing the *Methodology of developing foreign language communication competence in adults through the use of ICT.*

In this context, the subjects from both groups were repeatedly applied the two Tests of assessing the general level of the foreign language (Test 1) and the level of communication competence in English by evaluating the dimensions of communication competence (Test 2).

As a result of the English in Mind Placement Test (Cambredge University Press), (postTest test 1) we obtained the following results, presented in Table 3.3.

Table 3.3. The foreign language level of the subjects, evaluated by postTest test 1

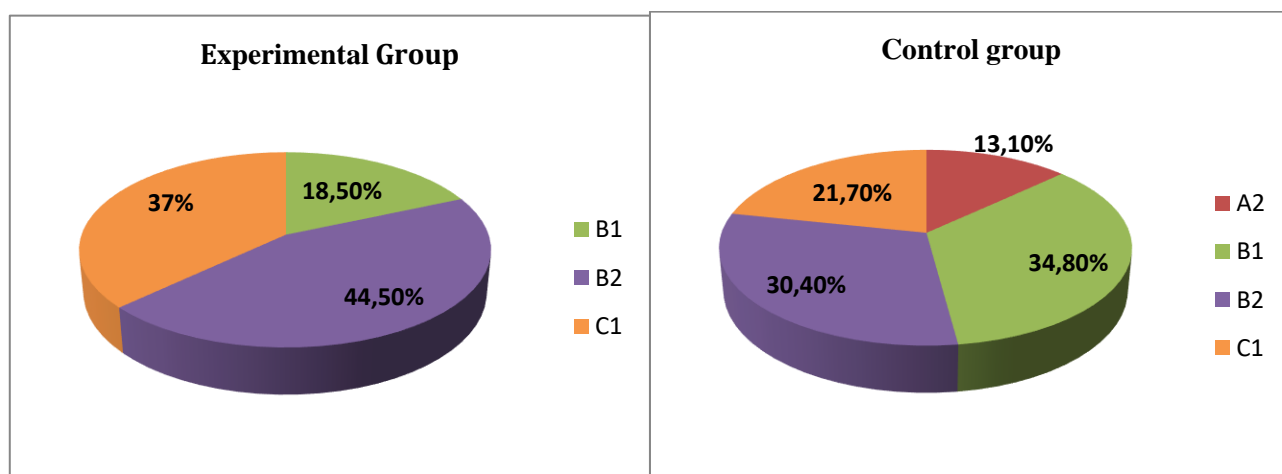| The level	A1	A2	B1	B2	C1	C2	Total nr of subjects
Experimental Group	-	-	5 (18,5%)	12 (44,5%)	10 (37%)	-	27
Control Group	-	3 (13,1%)	8 (34,8%)	7 (30,4%)	5 (21,7%)	-	23
Assessment scale (pts.)	0 – 20	21 – 40	41 – 60	61 – 80	81 – 100	101– 120	

Fig. 3.2. Graphical distribution of the research sample at the post-experimental stage, postTest test 1, according to the levels of CEFRL

The data shown in Figure 3.2. demonstrates an increase in the general level of foreign language, according to CEFRL criteria and descriptors; in the experimental group, we highlight an ascent from A1, A2 to B2 and C1 levels. Thus, out of 27 subjets from the experimental group 5 (18.5%) registered B1 foreign language level according to CEFRL criteria and descriptors; 12 (44.5%) – B2 level; 10 (37%) – C1 level. At the same time, in the control group of 23 subjects, 3 adult learners (13.1%) registered A2 foreign language level according to CEFRL criteria and descriptors, 8 (34.8%) – B1 level, 7 (30.4%) – B2 level and 5 (21.7%) – C1 level.

Analyzing and comparing the data obtained in the result of the repeated testing of the experimental group and the control group, by applying Test1 and Test 2 for the assessment of English language communication competence, shown in Figure 3.3., we observe a positive dynamics: a much higher average in the experimental group. Thus, we find that in the experimental group the average values in Test 1 increased from 44.37 to 75.56, and the average values in Test 2 – from 43.48 to 52.89.
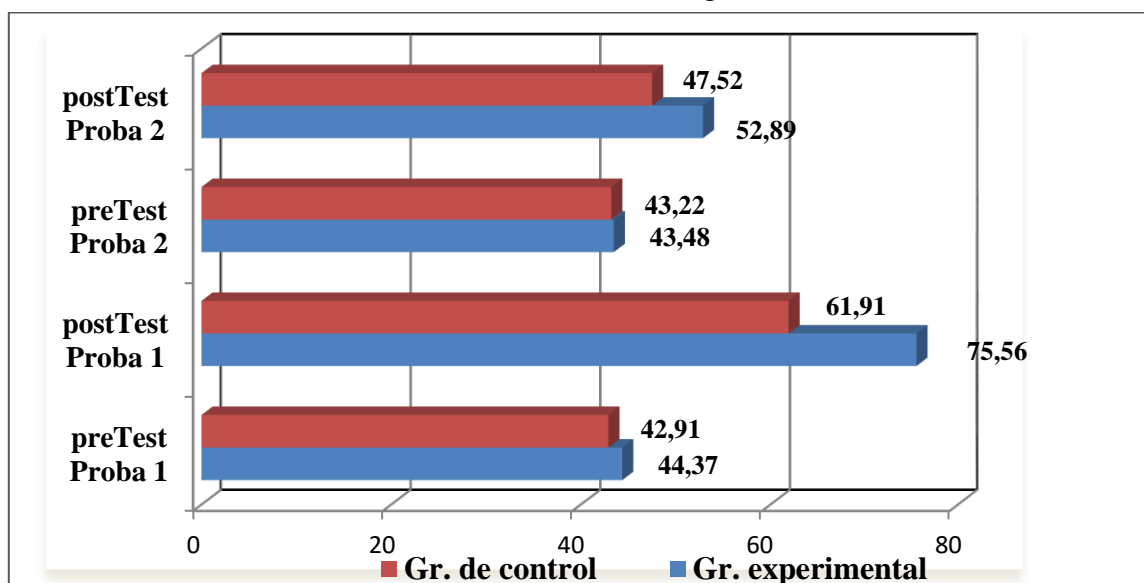

Fig. 3.3. Comparative values of the assessment results of FLCC level at the pre-experimental observative stage and at the post-experimental stage

In order to evaluate the effectiveness of the use of ICT tools in the process of developing English communication skills, at the end of the formative experiment the subjects of the experimental group (n=27) were invited to fill out a questionnaire assessing the opinions of adult learners on the functionality of ICT tools in the development of foreign language communication competence.

Table 3.4. Opinions of adult learners on the functionality of ICT tools in the development of FLCC

What was the effectiveness of using ICT tools in the process of teaching - learning - assessing of English?			
ineffective	**little effective**	**effective**	**very effective**
-	-	6 (22,2%)	21 (77,8%)
To what extent did the use of ICT tools in the teaching-learning- assessing process motivate you in your studies?			
not at all	**little**	**a lot**	**very much**
-	-	8 (29,6%)	19 (70,4%)

În ce măsură utilizarea instrumentelor TIC în procesul de predare - învățare - evaluare v-a ajutat să vă dezvoltați următoarele competențe:				
	not at all	**little**	**a lot**	**very much**
Listening comprehension	-	-	11 (40,7%)	16 (59,3%)
Reading	-	-	17 (63%)	10 (37%)
Conversation	-	-	12 (44,4%)	15 (55,6%)
Oral speech	-	-	16 (59,3%)	11 (40,7%)
Writing	-	-	18 (66,7%)	9 (33,3%)

The obtained results prove the effectiveness of the intervention in the development of foreign language communication competence in adults through the use of ICT. The data of the final assessment confirmed **the research hypothesis**: the development of foreign language communication competence in adults through the use of ICT will be possible if: it is established on relevant theories and methodological conceptions regarding the development of foreign language communication competence in adults; the Methodology of developing foreign language communication competence in adults through the use of ICT, based on andragogical, teleological and methodological approaches, is conceptualized and experimentally validated.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The conducted research contributed to the development of educational theory and practice through conceptual, methodological and experimental substantiation of developing foreign language communication competence in adults through the use of ICT. In the process of relating the research results to the aim and objectives of the research we elaborated the following **general conclusions**:

1. The analysis of the theoretical coordinates on adult education led to the highlighting of four approach currents: behaviorist current, which gives importance to the behavior of the individual (E. C. Tolman, D. F. Skinner and others).a.), the humanist and personalist current, which emphasizes the relationship between the teacher and the learner (C. Rogers), the critical current, which considers education as an instrument of social and political criticism (P. Freire), the constructivist current, which insists on the learning process (J. Piajet (*cognitive constructivism*), L. S. Vargotscki (*social constructivism*), J. Bruner (*sociocultural constructivism*), L. Doise, G. Mugni, A.-N. Perret-Clermont (*interactionist constructivism, Geneva School*). It has been inferred that adult education is an integral part of a global permanent education project. Adult education, by its functions, provides new opportunities for obtaining qualifications, stimulates personality development, increases professional competence. It has been theoretically argued that adult education is based on various theories regarding the specificity of adult learning, adult education objectives, principles, activities, methodologies for achieving adult education.

2. Highlighting the scientific arguments of communication in foreign language, the notion of communication competence in foreign language in adults was defined, considered as one of the key European competences for Lifelong Education, based on the ability to understand, produce

and decode thoughts, feelings and deeds both orally and in writing, at the level of the four dimensions of communication competence presented in the National Curriculum: *linguistic competence, sociolinguistic competence, pragmatic competence, (pluri/inter)cultural competence.*

3. The study on the use of ICT in education allowed to establish the potential of using ICT in learning a foreign language, broadening the sociocultural knowledge of adult learners, while ensuring overcoming the psychological barrier of learners in using a foreign language as a means of communication. The research highlighted the fact that information and communication technologies allow adult learners to fit easily into the language environment, having the opportunity to identify authentic material according to interests, to interact with the professional community or with other learners onine.

4. Having as reference the *andragogical, teleological* and methodological approaches, the principles of developing foreign language communication competence in adults through the use of ICT (*the principle of focusing on the needs and experience of adult learner, the principle of active participation of adult learners, the principle of individualization and valorization of learning styles, the principle of self-direction and autonomy, the principle of relevance and applicability, the principle of motivation and involvement, the principle of continuous feedback and assessment),* the *Methodology of developing foreign language communication competence in adults through the use of ICT* was established and argued, which represents a formative approach centered on the learning needs of adults. The praxiological elements of the *Methodology of developing foreign language communication competence in adults through the use of ICT* reflect process organization forms (directed learning (face to face), autonomous learning, blended learning, E- Learning) and learning activities (methods) specific to foreign languages (communicative, audio-linguistic, grammatical-translational, lexical approach, total immersion).

5. The pedagogical experiment designed and carried out demonstrated the functionality and efficiency of the *Methodology of developing foreign language communication competence in adults through the use of ICT* in the process of teaching - learning – assessment of English by reaching a level of performance in the experimental group finding by the comparative values of Test1 (preTest - 44.37, postTest – 75.56) and of Test 2 (preTest – 43.48, postTest – 52.89). Analyzing and comparing the data obtained in the case of repeated testing of the experimental group and of the control group, by applying Test 1 (assessment of the general level of the foreign language according to the criteria and descriptors of the CEFRL) and Test 2 (assessment of communication competence in English based on the dimensions of foreign language communication competence), a positive dynamics is attested – a much higher average in the case of the experimental group (Test 1: EG – 75.56, CG – 61.91; Test 2: EG– 52.89; CG – 47.52).

6. The theoretical-scientific and applicative values produced in the result of the conducted research allow us to ascertain that developing of foreign language communication competence in adults through the use of ICT is a systemic approach and involves: building knowledge in

order to allow each adult learner to develop a greater flexibility and awareness of the communicative and linguistic level; flexibility; the possibility to learn at your own pace, using the available resources according to the individual style of acquiring information and according to the available time; the transmission of information using various means, thus favoring considerably the process of learning foreign language.

7. The analysis of the research results allows us to confirm **the solution of the scientific problem**, which lies in the theoretical and methodological substantiation of the process of developing foreign language communication competence in adults through the use of ICT, made taking into account the adult learners needs, the individual learning style, the available resources having the effect of gradually increasing the competence of adults to communicate in a foreign language.

The elaborated conclusions allow formulating the following **recommendations**:

At the level of Institutional Educational Policies:

✓ Elaboration of a Methodological Guide for adults, providing resources and practical tools for learning foreign language through the use of ICT.

✓ The training of teachers during the continuous training courses on the use of ICT resources in the development of foreign language communication competence in adults.

For teachers/trainers:

✓ Awareness of the importance of using ICT resources in the complex process of developing foreign language communication competence, in order to allow each learner to develop flexibility and to become aware of the need to develop communication and language skills.

✓ Responsibility in the choice of teaching methods, which involves not only the transmission of a set of skills, but also the maintenance of an atmosphere of respect, acceptance, mutual support and assistance in the learning process through the use of ICT.

✓ Taking into account the experience of the adult, his/her needs and learning styles, as well as the time available in the process of developing foreign language communication competence.

✓ The participation of teachers in continuing education programs for the development of digital teaching skills in adult education.

For adult learners:

✓ The awareness that developing foreign language communication competence and digital competence are two imperatives that characterize the values of today's society.

The design used for our research has certain limits that do not allow us to fully cover all aspects of the development of foreign language communication competence in adults through the use of ICT. It is worth mentioning that our research does not address issues related to didactic competence, because the beneficiaries of our study are adults for whom knowledge of the foreign language is a necessity and a response to the current requirements of society.

Due to the complex nature of the investigated phenomenon, there is an opportunity to continue scientific research. Each dimension of foreign language communication competence can be a topic for further research.

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ADNOTARE

Sîrghi Angela
Particularități ale formării competenței de comunicare in limba străină la adulți prin utilizarea TIC
Teză de doctor în științe ale educației, Universitatea de Stat din Moldova, Chișinău, 2023

Structura tezei. Teza include: introducere, trei capitole, concluzii generale și recomandări, bibliografie – 153 de surse, 10 anexe. În total, teza conține – 133 de pagini text de bază, 20 de figuri și 20 tabele. Rezultatele obținute sunt publicate în 22 de lucrări științifice.

Cuvinte-cheie: adulți, andragogie, teleologie, competențe, competența de comunicare, tehnologii informaționale, tehnologii de comunicare, curriculum, strategii didactice, nevoi de învățare, stiluri de învățare.

Domeniu de studiu: Teoria generală a educației

Scopul cercetării constă în fundamentarea teoretică și metodologică a formării competenței de comunicare in limba străină la adulți prin utilizarea TIC.

Obiectivele cercetării: Analiza abordărilor teoretice și deducerea tendințelor actuale ale învățării la adulți; stabilirea demersurilor psihopedagogice privind dezvoltarea competenței de comunicare în limba străină la adulți; identificarea tendințelor de valorificare a TIC în dezvoltarea competenței de comunicare în limba străină la adulți; determinarea instrumentelor de evaluare a competenței de comunicare în limba străină la adulți; constatarea nivelului inițial de dezvoltare a competenței de comunicare în limba străină la adulți; elaborarea Metodologiei de formare a competenței de comunicare în limba străină la adulți prin utilizarea TIC; validarea experimentală a Metodologiei de formare a competenței de comunicare în limba străină la adulți prin utilizarea TIC.

Noutatea și originalitatea științifică este obiectivată de: actualizarea procesului de formare a competenței de comunicare în limba străină la adulți, care reprezintă un demers educațional-formativ realizat prin valorificarea resurselor disponibile, conform stilului individual de învățare al adulților și timpului disponibil; fundamentarea teoretică a procesului de formare a competenței de comunicare în limba străină la adulți prin aplicarea TIC; elaborarea și implementarea Metodologiei de formare a competenței de comunicare în limba străină la adulți prin utilizarea TIC, structurate pe dimensiunile andragogică, teleologică și metodologică.

Rezultatele obținute în cercetare care au contribuit la soluționarea problemei științifice rezidă în fundamentarea teoretică și metodologică a procesului de formare a competenței de comunicare în limba străină la adulți prin utilizarea TIC, realizat în baza nevoilor de formare și a resurselor disponibile conform stilului individual de învățare, având ca efect creșterea graduală a competenței de comunicare în limba străină la adulți.

Semnificația teoretică a cercetării constă în: dezvoltarea teoriei și metodologiei de formare a competenței de comunicare în limba străină la adulți prin abordările andragogică, teleologică și metodologică; evidențierea structurii competenței de comunicare în limba străină (dimensiunea lingvistică, sociolingvistică, pragmatică, (pluri/inter)culturală); determinarea tendințelor de valorificare a TIC în formarea competenței de comunicare în limba străină la adulți; elaborarea strategiilor și mecanismelor de aplicare a TIC în formarea competenței de comunicare în limba străină la adulți; conceptualizarea și elaborarea Metodologiei de formare a competenței de comunicare în limba străină la adulți prin utilizarea TIC, axată pe un ansamblu de repere generale, teoretice și praxiologice, care determină direcțiile strategice privind formarea competenței de comunicare în limba străină la adulți prin utilizarea TIC.

Valoarea aplicativă a cercetării își găsește exprimarea în: elaborarea și valorificarea praxiologică a Metodologiei de formare a competenței de comunicare în limba străină la adulți prin utilizarea TIC, care reprezintă un demers de formare a competenței de comunicare în limba străină la adulți, centrat pe nevoile de învățare ale adulților; elaborarea programului de activități privind formarea competenței de comunicare în limba străină la adulți prin utilizarea resurselor TIC pe dimensiuni și indicatori de performanță în raport cu potențialul individual de învățare al formabililor adulți.

Implementarea rezultatelor științifice s-a realizat prin intermediul cercetărilor experimentale efectuare în cadrul Institutului de Formare Continuă, Facultatea Limbi Străine, (Chișinău), prin valorificarea reperelor teoretice și praxiologice elaborate și structurate în Metodologia de formare a competenței de comunicare în limba străină la adulți prin utilizarea TIC, fiind prezentate în cadrul ședințelor consiliului Școlii Doctorale Științe Umaniste și ale Educației, al ședințelor a departamentului Științe ale Educației, inclusiv prin comunicările prezentate la conferințe științifice internaționale și naționale.

ANNOTATION

Sîrghi Angela
Peculiarities of Developing Foreign Language Communication Competence in Adults through the Use of ICT
Doctoral Thesis in Education Sciences, State University of Moldova, Chisinau, 2023

Thesis structure: The thesis includes: the Introduction, three chapters, general conclusions and recommendations, bibliography - 153 sources, 10 annexes. It contains – 133 pages of basic text, 20 figures, and 20 tables in total. The results have been published in 22 scientific papers.

Key words: adults, andragogy, teleology, competences, communication competence, information technologies, communication technologies, curriculum, didactic strategies, learning needs, learning styles.

The research domain: General Theory of Education.

The purpose of the research consists in providing theoretical and methodological support for the development of foreign language communication competence in adults through the use of ICT.

Research objectives: Analyzing the theoretical approaches and deduction of current trends in adult learning; establishing the psycho-pedagogical approaches regarding the development of foreign language communication competence in adults; identifying the trends of ICT use in the development of foreign language communication competence in adults; determining the assessment tools for foreign language communication competence in adults; diagnosing the initial level of foreign language communication competence in adults; working out the Methodology of developing foreign language communication competence in adults through the use of ICT; experimental validation of the Methodology of developing foreign language communication competence in adults through the use of ICT.

Novelty and scientific originality of the research is objectified through: updating the process of developing foreign language communication competence in adults, which represents an educational-formative approach of exploiting available resources according to the individual learning style of adults and their available time; the theoretical substantiation of educating foreign language communication competence in adults through the application of ICT; developing and implementing the Methodology of educating foreign language communication competence in adults through the use of ICT structured on andragogical, teleological and methodological approaches.

The achieved research results that contributed to the solution of the scientific problem lie in the theoretical and methodological substantiation of the process of educating foreign language communication competence in adults through the use of ICT implemented on the basis of the training needs and available resources according to the individual learning style, having the effect of gradually increasing the foreign language communication competence in adults.

The theoretical research significance consists in: developing the theory and methodology of educating foreign language communication competence in adults through andragogical, teleological and methodological approaches; highlighting the structure of foreign language communication competence (linguistic, sociolinguistic, pragmatic, (multi/inter)cultural dimensions); identifying the trends of ICT utilization in the formation of foreign language communication competence in adults; developing strategies and mechanisms for ICT application in the education of foreign language communication competence in adults; conceptualizing and developing the education methodology of foreign language communication competence in adults through the use of ICT, based on a set of general, theoretical and praxiological benchmarks, which determine the strategic directions regarding the education of foreign language communication competence in adults through the use of ICT.

The practical significance of the thesis is expressed in: the development and praxiological valorization of the Methodology of developing foreign language communication competence in adults through the use of ICT, which represents an approach of developing adult foreign language communication competence focused on adult needs of learning; the development of a program of activities for the education of foreign language communication competence in adults through the use of ICT resources, based on dimensions and performance indicators in relation to the individual learning potential of adult students.

Implementation of scientific results was achieved through experimental research conducted at the Institute of Continuous Education, Faculty of Foreign Languages (Chișinău), by valorizing the theoretical and praxiological references developed and structured in the Methodology of developing foreign language communication competence in adults through the use of ICT, being presented at meetings of the Board of Humanities and Education Sciences Doctoral School, at meetings of Educational Sciences Department, as well as through communications presented at international and national scientific conferences.

SÎRGHI ANGELA

PECULIARITIES OF DEVELOPING FOREIGN LANGUAGE COMMUNICATION COMPETENCE IN ADULTS THROUGH THE USE OF ICT

SPECIALITY 531.01 – GENERAL THEORY OF EDUCATION

Abstract of the Doctoral Thesis in Education Sciences