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ROSCA Maria

**EFFICIENCY OF INTERPERSONAL COMMUNICATION IN
PRIMARY SCHOOL CHILDREN**

ABSTRACT

Specialty 511.01 - General psychology

Author:  Rosca Maria

Scientific supervisor:  Tolstaia Svetlana, Associate Professor,
Doctor in Psychology

Accompanying Commission: Platon Carolina, Professor, Habilitated in
Pedagogical Sciences, Doctor in Psychology
Antsibor Liudmila, Associate Professor,
Habilitated in Psychology
Calancea Angela, Associate Professor, Doctor in
Psychology

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Doctoral Commission:

1. **Racu Jana**, Habilitated in Psychology, Professor, Moldova State University - chairman
2. **Tolstaia Svetlana**, Doctor in Psychology, Associate Professor, Moldova State University – scientific supervisor
3. **Antsibor Ludmila**, Habilitated in Psychology, Associate Professor, Moldova State University – official opponent
4. **Bolboceanu Aglaida**, Habilitated in Psychology, Research-Professor, Institute of Educational Sciences – official opponent
5. **Kuznetsov Larisa**, Habilitated in Pedagogical Sciences, Profesor, "Ion Creangă" State Pedagogical University – official opponent
6. **Paladi Oxana**, Doctor in Psychology, Associate Professor – scientific secretary

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Scientific Secretary of the Doctoral Commission

PALADI Oxana, Associate Professor,
Doctor in Psychology



Scientific supervisor:

TOLSTAIA Svetlana, Associate Professor,
Doctor in Psychology



Author:

ROSCA Maria



CONCEPTUAL FRAMEWORKS IN RESEARCH

Timeliness and importance of the issue addressed.

Interpersonal communication is an inherent need for the full and valuable realization of human potential. Scientists explain the concept of communication as a "specific category of human activity, which has the main role in establishing, developing and perpetuating relationships between people in various environments" [1, p.10]. This reality requires contemporary psychology to trace and secure the realization of a new goal: to make interpersonal communication more efficient. Communication efficiency, however, depends on the level of development of the communication skills of the communicators. In this sense, interpersonal communication can be enhanced by identifying and implementing theoretical and applied benchmarks. The development of interpersonal communication skills begins early, having its specificity at each age. The development of communication skills is a process of great complexity and especially the primary school age it coincides with the social integration of the child in an organized group where communication has a very important role for establishing the relationship with others.

A high level of interpersonal communication involves self-awareness and self-regulation of one's thoughts, emotions, attitudes, and assertive relationships with other people. In this sense, a prerequisite for obtaining these results is *self-knowledge*. At the beginning of the educational process, the deepening in the process of constant socially-oriented evaluation forces the child to develop their means and criteria of self-evaluation. The ability to self-observe, as well as the ability to make comparisons between past and present personal characteristics, is gradually increasing at this age.

Interpersonal communication also mediates *interpersonal relationships*. Researchers in the field state that interpersonal relationships are established and evolve based on the background of interpersonal communication between people, treating them as conscious and direct psychological alliances between people [4, 24]. Interpersonal relationships of primary school children are formed and developed based on individual particularities, as well as based on the types of relationships internalized and learned from the family and the school environment [23, 24].

Given the fact that, in the context of the Republic of Moldova, there was relatively little research on interpersonal communication related to self-knowledge and interpersonal relationships, we set out to conduct a complex investigation into the manifestation of these psychological dimensions in primary school children.

Description of the research situation and identification of the research problem.

Researchers have always been concerned with the issue of interpersonal communication and its interaction with other personality traits, being addressed in a series of psychological, pedagogical, psychosocial studies.

A significant role in the study of interpersonal communication and personal development belongs to Western researchers: J.-C.Abric, J.Bowlby, J.Burgon, D.B.Buller, V.G.Woodall, D.Goleman, E.Erikson, M.R.Hall, J.Piaget, M.Romski, R.A.Sevcik, L.Kolberg, A.Maslow, C.Rogers, B.F.Schinner, A.Ellis, A.T.Beck. The studies covered a wide and varied range of issues, such as the structure of communication, the type of communication, the motivation of communication, communication skills, communication and activity, personal development, and the communication process.

Russian scholars, Б.Г. Ананьев, Л.И. Божович, М.И. Лисина, Л.С. Выготский, А.Н. Леонтьев, С.Л. Рубинштейн, В.В. Давыдов, И.С. Кон, К.А. Абульханова-Славская also contributed to the research of communicative and relational processes. In the specialized scientific literature, related to the targeted problem, the relationship

between communication and activity is highlighted, the specifics of interpersonal relationships at primary school-age are underlined, self-knowledge and its components are conceptualized.

The analysis of the publications on this topic by the authors from Romania and the Republic of Moldova highlights several approaches of the investigated dimensions: P.P. Neveanu, L. Soitu, M. Golu, M. Zlate, F. Golu, S. Chelcea, E. Verza, U. Şchiopu, A. Bolboceanu, C. Platon, I. Racu, J. Racu, L. Cuzneţov, A. Potâng, S. Rusnac, S. Briceag, S. Tolstaia, A. Calancea, A. Tarnovschi. Researchers analyze the importance of communication for personality development, identify the peculiarities of communication and interpersonal relationships in preschool and adolescence, emphasize that understanding interpersonal relationships contribute to the formation of a favorable psychological climate within the class of students.

However, the issue addressed with regard to primary school-age proves to be less studied. During this period, the need for communication increases significantly by the requirements of educational activities, the extension of social contacts, and the more intense participation of children in common activities. In this sense, the present research acquires a special topicality and theoretical and applied importance.

Following the analysis of the stated studies, we consider that, in the local context, the issue of communication-related to self-knowledge and interpersonal relationships at primary school age has not been sufficiently studied, which justifies the **research problem of the investigation**.

Thus, **the object of the research** aims at the particularities of communication, self-knowledge, and interpersonal relationships in primary school children.

The **research goal** is to identify the peculiarities of communication, self-knowledge, and interpersonal relationships with primary school children and to develop a program of psychological intervention to streamline interpersonal communication.

Research objectives:

- analysis of the literature on the issue of communication, self-knowledge, and interpersonal relationships in primary school children;
- establishing the methodology for investigating communication, self-knowledge, and interpersonal relationships in primary school children;
- identification of the particularities features regarding the communication competence, the level of self-knowledge, and the interpersonal relations in the children of primary school-age;
- elaboration, implementation and evaluating the effectiveness of a Psychological Intervention Program to make interpersonal communication more efficient for primary school children;
- formulating the conclusions of the recommendations for psychologists, educators, parents, children.

General research hypotheses:

1. There are interdependencies between interpersonal communication, self-knowledge, and interpersonal relationships in primary school children.
2. The application of a Psychological Intervention Program oriented towards the development of communication skills, the consolidation of the level of self-knowledge, the stimulation of interpersonal relationships will contribute to the efficiency of interpersonal communication of children of primary school age.

The epistemological milestones of research. The research was conducted based on concepts, theories, ideas in the field, psychology, pedagogy, age psychology, educational

psychology. Or, as theoretical landmarks of the research served: the concepts/theories regarding the epistemological milestones of research: the importance of interpersonal communication in the development of communication competence; conceptions/theories regarding interpersonal communication as a factor in the development of the child's personality; conceptions/theories regarding interpersonal communication as a generating factor of the activity of interpersonal communication in children; theories/studies on the conceptualization of human identity, attachment, cognitive and social development, social learning.

The methodology of scientific research. The following **methods** were used in the investigation process:

- theoretical: analysis and synthesis of scientific sources, scientific documentation, hypothetical-deductive method of research and interpretation of results;
- empirical: testing, experiments of finding, training, validation;
- statistical-mathematical data processing (t-Student test, F-File test, Pearson test).

Main scientific findings for the thesis defense:

- Verbal communication skills allow children to establish effective and harmonious interpersonal relationships.
 - Communicative skills are formed and developed not only during classes, in the learning process, or with age (7-8 years - 10-11 years), the development of communication skills in children requires permanent additional activities.
 - Towards the fourth grade, the tendency of children towards isolation is more pronounced, demonstrating that the adequate perception of their social status decreases.
 - Interpersonal communication generates in children the development of the level of self-knowledge and self-appreciation.

The novelty and scientific originality of research. The research results complete the theoretical-applied framework of the investigated issues, through various approaches: *Theoretical*: presentation of new information on the peculiarities of communication, self-knowledge, interpersonal relationships; establishing the psychological profile of the primary school child with obvious features of effective communication; substantiation of the Psychological Intervention Program aimed at streamlining interpersonal communication in primary school children; *Applicative*: selection and argumentation of research tools, obtaining conclusive results; elaboration, implementation, and evaluation of the efficiency of the Psychological Intervention Program.

The scientifically important problem solved in this field lies in the identification of the particularities of communication, self-knowledge, and relationships at a young age, which conditioned the development of a Psychological Intervention Program, thus ensuring the efficiency of interpersonal communication in primary school children.

The theoretical importance lies in: the systematization of scientific knowledge on communication, self-knowledge, interpersonal relationships of primary school children; identifying the peculiarities of communication, self-knowledge, interpersonal relationships of primary school children; substantiation of the Psychological Intervention Program aimed at stimulating communication skills, developing the level of self-knowledge, improving interpersonal relationships to streamline interpersonal communication in children of primary school age.

The applicative value of the research consists in the selection of a set of tools that helped to identify the particularities of communication, self-knowledge, and interpersonal relationships in primary school children; the elaboration of the psychological profile of the child of small school age that manifest features of effective interpersonal communication;

the validation of the Psychological Intervention Program regarding the efficiency of interpersonal communication in primary school children; formulating scientific conclusions and recommendations regarding the premises and psychological context of efficiency interpersonal communication at the young school-age children. The obtained results complete the methodological database regarding the activity of the psychological service in the pre-university educational institutions and in specialized centers on psychodiagnostic methods and practical methods, which can be used by psychologists, school psychologists, counseling teachers, in the activities of personal development and training of communication skills, of self-knowledge skills and of improving interpersonal relationships etc.

The approval and implementation of the research findings. The obtained results were discussed and approved within the Department of Psychology of the State University of Moldova, within the pedagogical methodological commissions in the gymnasium “A.Mateevici” from Răuțel village. The research results were presented at national and international conferences and symposia: International Scientific Conference “Higher Education: Educational Values and Opportunities, Research and Innovation Transfer”, 2016, USM; International Conference on Applied Psychology, “News and Perspectives in Psychological Research”, 2018, USM; National scientific conference with international participation “Integration through Research and Innovation”, 2017, 2018 edition; in scientific articles published in national and international specialized journals: the scientific journal “Studia Universitatis Moldaviae” 2017, 2018, 2019; European Journal of Humanities and Social Sciences. Scientific journal no.4. Austria, Vienna, 2017; European Journal of Education and Applied Psychology, Austria, Vienna, 2018, 2019; научно-методический журнал «Проблемы современной науки и образования», Москва, 2016. The obtained scientific findings were implemented in the activity of psychological counseling of primary school children in the gymnasium “A.Mateevici” from Răuțel village.

Summary of thesis compartments. The thesis contains an introduction, three chapters, general conclusions and recommendations, bibliography (177 titles), 8 annexes, 35 tables, and 20 figures. The volume of the thesis is 236 pages, of which 141 - basic text. The results of the research are published in 11 scientific articles.

Keywords: primary school child, communication, interpersonal communication, communication skills, self-knowledge, self-appreciation, interpersonal relationships.

DISSERTATION SUMMARY

The **INTRODUCTION** substantiates the topicality of the topic, describes the situation in the field of research and its innovative character, identifies the problem and object of research, formulates the purpose, objectives, and hypotheses of research, defines research methodology, scientific novelty and originality, scientific problem solved, also there are determined the theoretical importance and the applicative value of the research results, the way of approving and implementing the research results is shown.

In Chapter 1, RELATES OF INTERPERSONAL COMMUNICATION IN primary school CHILDREN, the theoretical approaches to the problem studied are presented concerning conceptions and theories on three basic dimensions: communication, self-knowledge, and interpersonal relationships in primary school children.

Following the theoretical analysis, it was found that the communicative dimension reflects a phenomenon naturally included in the dynamics of social processes. Interpersonal communication includes: a) communication factors (actors, characters, agencies); the distance between them and their location, both being important for specifying the particularities of the message transmission channel; b) the framework and the institutional context of the communication that automatically prints a certain type of code: official, media, colloquial, didactic, secret, etc.; c) enunciative situation (interview, debate, lesson, scientific session, etc.); d) active or latent repertoires of transceivers; e) feedback practiced; f) jamming factors (noise) [5]. Therefore, we define interpersonal communication as an activity of socializing people in a given situation or social context which establishes connections and interactions between at least two people, each coming with thoughts, ideas, feelings, behaviors, values, attitudes, needs, goals, visions that they communicate to each other, capitalize on them, develop them or shape them in the situation of communication and interpersonal relationships.

The period of primary school age is a qualitatively new stage in human psychological development. In early childhood, children enter the stage of concrete operations, they have already reached the use of reason, they can think logically. At the age of 7-8, they have many skills necessary for collaboration, but we also know that the expression and verbal behavior during this period are spontaneous and sincere. Thus at this age children need the help, the intervention of the elders to be educated [8]. Different subsystems of the environment contribute to the formation of the child's relationship: the family, school, and social environment where the child's personality is born and continually develops. The family environment is the first model of interpersonal relationships for the child and becomes a guideline for their further interactions. However, children's communication with adults is complimentary, but children also need the partnership of adults, having the "need to collaborate in acquiring everyday practical actions and in the process of gaining theoretical and practical knowledge in various fields" [2, p.40]. After Л.С. Выготский a small child initially learns how to properly perform activities together with the adult. As the child grows and develops the circle of activities they perform independently widens, based on the activities initially performed with adults, that serve for the child as the resources for the subsequent successful completion of activities in the near future [19]. Relationships with siblings also contribute to the development of interpersonal communication skills of younger schoolchildren. The way of communication and relationship with the brothers and sisters is taken over later in the social interaction with peers [14].

The specificity of interpersonal communication in children is highlighted in the instructive-educational activities. C.Platon highlights: "The pupil's adaptation to school

depends on a multitude of factors and their permanent interaction. Some factors are intrinsic, others are inherent in the different environments where the pupil is present or some others they will have to face: family, as the main basis for "building" reality; the school, as the place of updating and developing its intellectual, emotional, social and knowledge acquisition capacities; the society in which he will have to integrate" [7, p.28]. During this period, the teacher's intervention is very useful in terms of encouraging children to initiate, establish and maintain social relationships, developing the ability to work in a team, to cooperate with others, to communicate effectively, to collaborate, with regards to developing students' social skills. The children establish relationships and form groups by making friends with the children they like and appreciate, with those they learn together, and with whom they carry out joint activities. Relationships with peers are built based on partnership and are governed by the rules of equality, as the relationships with parents and teachers remain with unequal (complementary) rights [13, p.37]. In this way, children learn a series of skills, habits, and social interactions. According to Б.Г. АНАНЬЕВ, the full development of the child's personality is realized through social behavior, where attitude is a part of it. Interpersonal communication can highlight different parts of the child's attitude: towards their personality, people, work, community [17].

At the same time, self-knowledge is developing. In this context, the researcher Larisa Cuznețov considers that self-knowledge "requires from the individual effort and systematic actions to study and optimize their condition and personality qualities" [3, p. 26]. Self-knowledge involves an assessment of psychological abilities, qualities, and actions (self-esteem), life goals, and opportunities to achieve them, as well as the assessment of one's individuality and personal status in society. Self-knowledge reflects the ability of self-esteem and adequate self-assessment according to reality, integrating knowledge about their particularities, characteristics, traits, physical, mental, social qualities. The development of self-knowledge and self-esteem begins in childhood. With the admission of the child to school, the level of development of self-knowledge shifts to a higher quality. The child is self-aware as part of the human relations system [6]. This level of development of self-knowledge is directly related to the development of the inner position of the young student, a position that includes "the transformation of the social situation of development, the status of the child in their family and society, daily program, lifestyle, broadening social relationships. The leading activity becomes learning - a source of discoveries and satisfaction" [21, p.113].

М.И. Лисина [20] states that once getting in the cultural environment created by adults, the child is immediately involved in various types of interaction with others, becoming the subject of the activity. The child's self-knowledge takes place under the influence of two important factors: the knowledge activity itself and relationships with other people. In this context, it was established that self-knowledge as a psychological phenomenon involves the child's assumption on their own identity and their knowledge gained due to the self-awareness processes. The ability to introspect is formed in most children only in pre-adolescence, but basically, children can describe their thoughts and feelings, however, this ability is underdeveloped and children at this age are not able to recall events" [22, p.134].

At the same time, it has been shown that the relational dimension reflects the relationships between two or more people and develops based on the background of interpersonal communication. Interpersonal relationships are established and developed based on the background of interpersonal communication between individuals. Interpersonal relationships are presented as support that serves as a base for personality

formation and self-discovery processes. At primary school-age children, the styles of attachment, education, relationships established in the family determine the formation of identity, school adaptation, and relationships with peers. During primary school, “the new types of relationships are developing, based on the fact that the school as a social institution is divided into classes, groups of equal age, tutored, that are going through the educational program with a special competitive spirit, and group relations are subject to the same rules and regulations” [16, p.130]. During the elementary school period, the most significant changes take place related to the attitude and mutual relations of schoolchildren. During this period, kids are committed to group relationships, forming their opinion about the world and the things around them, and the mutual appreciation, based on it, becomes the base of their value orientation. Also, the emotions and needs related to moral feelings towards adults and colleagues are outlined [18]. Interpersonal relationships and social connection are important for the well-being of children, as social interactions help to shape their sense of self [26]. A child who grows up and develops in a favorable relationship environment (family, school and social) has the opportunity to develop as a whole and balanced person. Interpersonal relationships of primary school-age children are formed and developed based on individual characteristics, as well as depending on the types of relationships internalized and learned in the family and the school environment.

Summarizing the theoretical study, we can conclude that especially at primary school age communication with peers and adults is one of the decisive factors for personality development. This is since a child attending primary school moves into a new system of interpersonal relationships. Interpersonal communication skills are directly related to personality and refer to all activities in which children participate. Difficulties in communicating with peers often lead to delays in personal development.

The scientific problem outlined in this research lies in the need to study communication concerning the peculiarities of self-knowledge and interpersonal relationships in primary school-age children.

In Chapter 2, **THE EMPIRICAL STUDY OF INTERPERSONAL COMMUNICATION IN CHILDREN OF PRIMARY SCHOOL AGE: CONSTATATIVE COORDINATES**, the purpose, objectives, and stages of the ascertaining experiment are presented. The methods used are described, the results obtained during the ascertaining experiment are reflected, as well as the analysis of the findings is performed and based on these findings a series of conclusions were formulated.

The purpose of the ascertaining experiment is to identify the peculiarities of communication, self-knowledge, and interpersonal relationships in children of primary school age.

The analysis of the theoretical approaches served as a starting point for formulating the *general hypothesis of the research*: we assume that there are interdependencies between interpersonal communication, self-knowledge, and interpersonal relationships in primary school age.

The following *methods* were used in this stage of the research: Method “The ability to build a dialogue” - after А.М. Щетинина; Dembo-Rubinstein self-assessment method (modified by А.М. Prichokhan); René Gilles projective method.

Data processing was performed by several statistical-mathematical methods: t - Student criterion for identifying reliability between mean values, angular transformation method φ - Fisher criterion for verifying the reliability of identified differences, correlation test r - Pearson to identify correlations between groups of indicators.

Students from three public pre-university institutions participated in the finding experiment: the gymnasium “A.Mateevici” from Răuțel village; the “D. Cantemir” gymnasium from Pîrlița village; the gymnasium from Mărândeni village, Fălești district. The total number of subjects - 376, of which 96 students were in the first grade, 68 - in the second grade, 80 - in the third grade, and 132 in the fourth grade. The participation of children was possible due to the obtained consent of the parents, the management of the institution, and the school psychologists.

The results of the finding experiment are presented below.

1. To determine the initial *level of verbal communication* in children in grades I-IV, was applied the method “Ability to build a dialogue”, developed by A.M. Щетинина. The data obtained are presented in Figure 1.

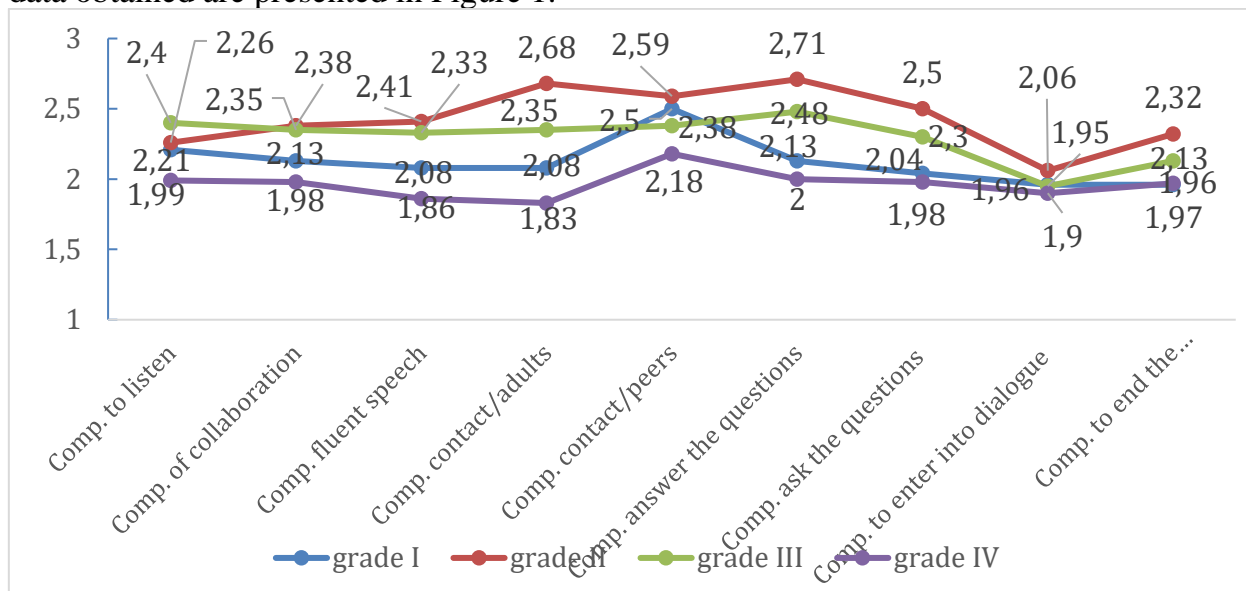


Figure 1. Demonstration of verbal communication skills in children in grades I-IV (average values)

We used the t-Student statistical method to calculate statistical differences. Indices of the statistical difference of the first-grade students compared to the second grade; III and IV are presented in Table 1.

Table 1. Significance of the difference between the means in the characteristics of verbal communication in children in class I - IV

Scales	t-Student	Significance level
First-grade students compared to the II grade		
Competence of maintaining fluent speech while establishing contact	2,003	0,05
Competence to contact adults	5,945	0,00
Competence to answer the questions	4,1	0,00
Competence to ask the questions during a dialogue	2,974	0,00
Competence of collaboration with others	2,192	0,05
First-grade students compared to the III grade		
Competence to contact adults	3,045	0,00
Competence to answer the questions	3,449	0,00
Competence to ask the questions during a dialogue	2,244	0,01
First-grade students compared to the IV grade		
Competence to listen	2,669	0,01

Competence to contact peers	3,376	0,01
Competence to contact adults	3,974	0,01
Competence to answer the questions	2,989	0,05
Competence of maintaining fluent speech while establishing contact	2,251	0,01

The data analysis allowed us to find that by the end of the first grade - the beginning of the second grade, the students have already adapted to the school environment and the school regime. They learned to maintain discipline and to be attentive during the lesson. Children come to first grade with a more modest vocabulary. In the second grade, students have more developed communication skills since they are one year older than those in the first grade. They have enriched their vocabulary (read more fluently, recite poems more clearly and expressively, create and write essays). When they communicate and expose their knowledge, their speech is more expressive. In the third grade children their ability to reflect, think is much more developed than in the first-grade students. They have a richer vocabulary that allows them to communicate, solve problems, compose beautiful phrases and sentences, and operate with various notions from Romanian and foreign languages. Third-grade students, compared to first-grade ones, communicate and cooperate much easier with the teacher and colleagues. During classes, their verbal communication also comes with more ease, and they establish connections with adults and peers, create dialogues, and have conversations on different topics. These findings confirm the need for more effective interpersonal communication in primary school-age children. The differences obtained between the first and fourth grades can be explained as follows: the young students of the first grade communicate and link interpersonal relationships during learning and play activities. The main environment for socialization at this age is school and family. A high level of verbal communication of IV grade students can be observed when they communicate verbally without using any benchmark (recommendations from parents, colleagues, in some cases the teacher's instructions). They manage to have an easy dialogue with both colleagues and adults (and also they can answer questions).

Following the identification of the incipient level of verbal communication in the students of grades I-V and separately by grades: I; II; III; IV we find that the differences between the level of communication skills development among students in grades I and grades II, III and IV are not so significant, in some skills, there is no difference at all. Hence we make the somewhat paradoxical conclusion that the set of knowledge, information, the fact that is indisputably necessary for a developing personality, which is traditional for a modern education system, does not contribute enough to the formation of communication skills so important for children's development: the ability to speak fluently while establishing contact, the ability to ask questions during the dialogue, the ability to enter into dialogue on time, the ability to end the conversation. However, the obtained results confirm the need to streamline interpersonal communication through a program of psychological intervention [10, 24].

2. To determine the peculiarities of *self-knowledge* in primary school children, was applied the Dembo-Rubinștein self-assessment method modified by A.M. Прихожан. The average results obtained during the Dembo-Rubinștein self-assessment method modified by A.M. Прихожан of primary school children are shown in Figure 2.

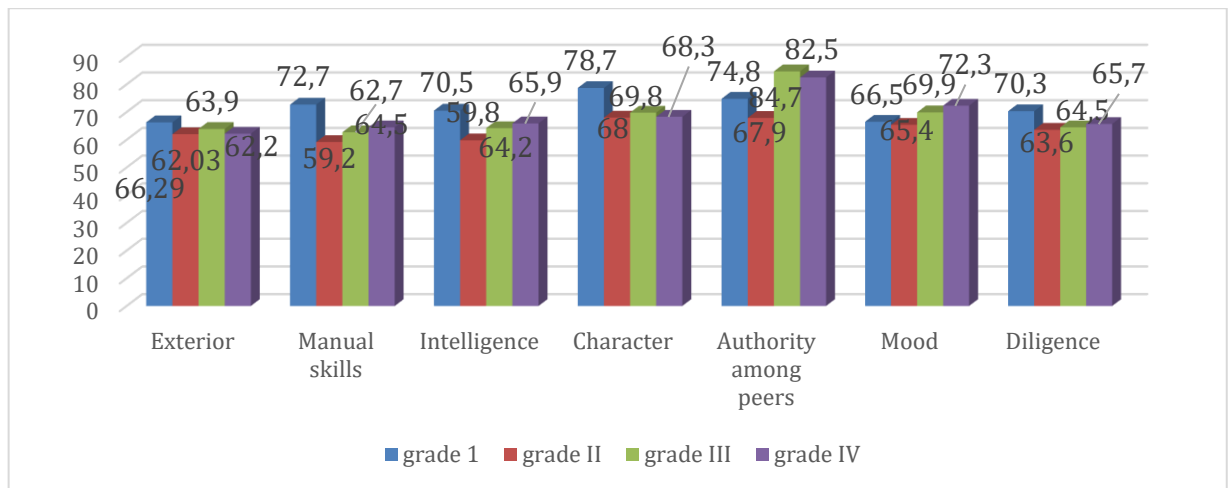


Figure 2. Manifestation of self-esteem of personal qualities by children in grades I-IV (average values)

Statistical differences obtained when comparing the indices of the characteristics of self-esteem of children in grade I compared to grade II; III and IV are reflected in Table 2.

Table 2. Significance of the difference between the averages in the characteristics of self-esteem in children in grade I compared to grade II, III, IV

Scales	t-Student	Significance level
First-grade students compared to the II grade		
Manual skills	3,281	0,01
Intelligence	2,761	0,05
Character	2,763	0,05
First-grade students compared to the III grade		
Authority among peers	2,769	0,05
Manual skills	2,326	0,01
Character	2,385	0,01
First-grade students compared to the IV grade		
Manual skills	2,01	0,05
Character	3,045	0,01
Authority among peers	2,236	0,01

Compared to the children of the first grade, the students of the second grade developed their cognitive skills, volitional, motivational, affective system, and manual dexterity during the process of effective communication, collaboration with adults and peers and in learning activities, the results being presented in statistical differences obtained. In the first grade, the interactions in the group of children happen under the guidance of the teacher. Already in the third grade, the children consciously establish interactions with their peers who are like-minded in attitudes, values, preferences, activities, opinions, etc. The manual skills of children in the fourth grade are more developed than in the children of the first grade due to the peculiarities of age, the practice of school activities as well as the exercise of special skills in informal (extracurricular) activities. First graders will develop them over the next few years. The character of children in the fourth grade is more developed, being influenced by the educational style, the attachment established with parents and siblings, the habits integrated from their family. Moreover, the student status requires the child to develop strong character traits that will facilitate the transition to the gymnasium stage. Through the activities of knowledge, self-knowledge, communication, and interaction with the family and school environment, first-

grade children gradually develop their character. At the beginning of primary school, first graders learn how to communicate effectively, empathize, collaborate, and share learning and leisure activities with their peers. The status of the fourth-grade student in the peer group is maintained based on attitudes, values, preferences, interests, performance obtained until the fourth grade. We believe that these changes are largely due to the relationship with adults and peers at school, where adults create an environment where children are valued and appreciated as they really are. Exposing the various situations in the relationship of friendship during the primary stage of education with peers in high school years is a psychological source for maintaining and establishing new interactions [9].

3. Peculiarities of *interpersonal relationships* in primary school children were determined based on the René Gilles method applied in grades I-IV. To verify the hypothesis, whether or not there are differences between the particularities of interpersonal relationships in primary school children, we present, in table 3, a comparative aspect, the quantitative values regarding interpersonal relationships obtained by students in grades: I, II, III and IV grade.

Table 3. Results of the study of interpersonal relationships in children in grades I-IV (percentage and average values)

Scale of René-Gilles method										
Normal values %	(0-21%)		(16-32%)		(20-30%)		(0-17%)		(20-30%)	
Normal values in natural units	0 - 3		1 - 2		2 - 3		0 - 3		2 - 5	
	Attitude towards a friend		Desire for leadership		Sociability		Desire for solitude		Social adequacy of the behavior	
	%	\bar{X}	%	\bar{X}	%	\bar{X}	%	\bar{X}	%	\bar{X}
Grade I	87,4	0,76	20,8	1,22	25	1,63	54,1	0,76	25	2,59
Grade II	91	0,71	14,7	1,66	8,8	2,37	70,4	0,65	8,7	2,94
Grade III	65	1,10	30	0,81	12,5	2,43	85	0,53	5	3,65
Grade IV	72,2	1,00	58,3	1,19	8,3	2,23	66,6	0,76	2,8	3,53

The statistically significant differences obtained when comparing the average indices in the interpersonal relationships of the children in grade I with grades II, III, and IV are reflected in table 4.

Table 4. Significance of the difference between the averages and the characteristics of interpersonal relationships in children in grade I - IV

Scales	t-Student	Significance level
First-grade students compared to the II grade		
Desire for leadership	2,808	0,05
Sociability	5,933	0,00
First-grade students compared to the III grade		
Attitude towards a friend	4,626	0,00
Sociability	2,76	0,00
Desire for leadership	3,064	0,00
Social adequacy of the behavior	5,94	0,00
First-grade students compared to the IV grade		
Attitude towards a friend	3,772	0,00
Sociability	6,302	0,00

Social adequacy of the behavior	6,227	0,00
Desire for solitude	6,412	0,00

However, in the first grade compared to the second grade, it is necessary to teach children to self-regulate the cognitive, motivational, emotional and behavioral system in the school environment. The learning process facilitates the channeling of the child's energy and the development of their personality. Thus, during the development the kids become friendlier, the tendency of domination is attenuating and the type of communication implemented becomes more assertive. First grade children establish interpersonal relationships with peers in the classroom, being guided by the teacher-leader, learning, integrating and experiencing the skills provided in the curriculum: communication skills, self-esteem and interpersonal relationships. In the first grade, they acquire the status of students and comply with the school regime and the social norms. In the third grade, children already have developed more skills of relating to friends, as well as sociability and the ability to behave socially appropriately. During the fourth grade, they practice and reinforce the mentioned skills for using them later in the gymnasium stage.

Relationships with friends, sociability and social adequacy of the behavior in first-grade children are formed based on the type of communication, attachment, parenting, educational style, and predominant mode of interaction, as well as individual, environmental, and interaction patterns of the instructive-educational process. Thus, when being admitted in the first grade and becoming a student, the new relationships appear in the child's life, as well as the new rules, and the child should correspond. In the first grade, the children do their best to complete the learning activities, cooperating, being guided by the teacher. In the first grade, the children are self-centered, independent of each other, they take less into account the perspective of their peers, and they help each other as instructed by the teacher. During the teaching activities and especially the psychological ones, the children have the opportunity to train and develop their communication skills, self-knowledge, and self-appreciation.

However, in the fourth grade, children during the educational process, face their own actions, becoming aware of them and start comparing them with the model of behavior and the norms proposed by the teacher. Thus the child should adapt their rhythm and the rhythm of studies to that of the class group. During the fourth grade, students learn to be empathetic, to communicate assertively, to take into account their own desires and those of their peers. They are more aware of the friendly relationships they establish so that they choose friends from their peers reflecting on common character traits, qualities, values, attitudes, similar occupations, etc. The group of friends gains a greater significance and has a significant influence on the formation of the child's personality and social behaviors.

Regarding the appropriate social behavior, we mention that the first-graders express a special interest in the learning activities and show a lot of responsibility in fulfilling the school requirements, but towards the end of the IV grade, the diligence of some schoolchildren may decrease. This is explained by the following: IV grade students are interested in new activities; the educational activities in the first grade are carried out more in individual form, in the fourth grade the activities are carried out in front, in small groups, or pairs. In the first grade, the children are constantly monitored by the teacher who offers them explanations, the whole learning activity being regulated by the teacher. While in the fourth grade, children learn to do learning activities more independently or together with their classmates. It should be mentioned that the desire for solitude is more pronounced towards the IV grade. While growing up, children increase the completeness and adequacy of awareness of their position in the peer group. But at the end of this age, the adequacy of

the perception of their social status decreases. This indicates that by the end of primary school age there is a kind of qualitative restructuring of both interpersonal relationships and their awareness [12, 25]. Thus, during the development of the children, they become more friendly, the tendency of domination attenuating, and the type of communication implemented being the assertive one. We conclude that after studying the characteristics investigated in the subjects of the study, the hypothesis is confirmed that in children from different primary classes there are differences in the level of verbal communication, self-esteem, and the peculiarities of interpersonal relationships.

4. At the next stage we verified the existence of *relationships* between the following psychological constructs: verbal communication, self-esteem, and interpersonal relationships in primary school children. Following the analysis of the data obtained, it can be stated that children in grades I and II make efforts to adapt to new educational activities, to enter into new relationships with both adults and peers. Most verbal communication skills are closely correlated with self-esteem parameters such as *diligence* and *intelligence*. In grade I, the following verbal communication skills are related to *diligence*: *competence of maintaining fluent speech while establishing contact* ($r=0,556$, $p=0,00$); *competence in answering questions* ($r=0,461$, $p=0,00$); *competence to enter into dialogue at the right time* ($r=0,483$, $p=0,00$); *competence to collaborate* ($r=0,403$, $p=0,00$), and in grade II with *competence to enter into dialogue at the right time* ($r=0,494$, $p=0,00$) and *Competence to collaborate with adults* ($r=0,459$, $p=0,00$). *intelligence* correlates with the *competence to ask questions during the dialogue* ($r=0,415$, $p=0,00$) and the *competence to answer questions* ($r=0,522$, $p=0,00$), in the second grade with the *competence to answer questions* ($r=0,45$, $p=0,00$) and the *competence to ask questions during the dialogue* ($r=0,439$, $p=0,00$). The development of verbal communication skills, especially the *competence to answer questions*, contributes to the increase of self-awareness ($r=0,407$, $p=0,00$). These correlations can be explained by the fact that in the first stages of entering the school environment, the young student goes through a significant restructuring. Under the influence of the school environment, children have to acquire knowledge and skills to perform all the tasks proposed by the teacher, to obtain approval from teachers and colleagues, as well as the need to take a certain place in the team. The child is adapting to a new regime, establishing a trusting relationship with the teacher and classmates. The communication of the children of the first and second grades with their colleagues is carried out through the prism of the educational activities. In the process of joint activities in class, new relationships are established between children. After a few weeks of learning, most first-graders lose their shyness and embarrassment as a result of a large number of new experiences. Children begin to pay attention to the behavior of their deskmates. They establish contacts with classmates who sympathize with them, who show a similarity of interest. As communication skills develop, stable relationships are established with teachers and classmates, but each child also discovers their true individual personality traits. Towards the fourth grade, the coordination of children's knowledge about themselves with their real abilities and actions increases, and this, in turn, testifies to the fact that this knowledge already functions as a means of self-regulation.

At the same time, the dependence between communication skills and self-esteem indicators decreases from grade I to grade IV. There remains a fairly close link only between the *competence to contact peers* and *Authority among peers* ($r=0,421$, $p=0,00$). This is most likely due to a change of attitude towards colleagues. At the beginning of school, children's communication with their peers is characterized by the fact that their friendship is mainly based on the common character of specific life circumstances and

random interests (being deskmates, living in the same area, interest in fantastic movies, etc.).

By the end of primary school age, children are becoming more independent. They have become less dependent on adults in the appreciation, evaluation of their peers and gain a new sphere of life, full of their own preferences, attitudes, values, and principles in their relationships with colleagues. The social life of children, organized by the school, forms the public opinion among primary school children, leading to the emergence of school traditions, customs, and rules that are created under the guidance of a teacher. This may also explain the close correlation between communication skills and interpersonal relationship parameters, such as *desire for solitude* (*competence to contact adults* $r=-0,604$, $p=0,00$; *competence to ask questions during dialogue* $r=-0,443$, $p=0,00$; *competence to answer questions* $r=-0,462$, $p=0,00$; *competence to contact peers* $r=-0,44$, $p=0,00$) and *desire for leadership* (*competence to enter into dialogue at the right time* $r=-0,727$, $p=0,00$; *competence to collaborate* $r=-0,537$, $p=0,00$). Thus, our hypothesis that there is a relationship between the particularities of interpersonal communication and the particularities of self-knowledge as well as the particularities of interpersonal relationships in primary school children has come true [15].

In conclusion, the skills of interpersonal communication, adequate self-esteem of primary school children, and the peculiarities of their interpersonal relationships are intensely manifested in the educational process, especially the types and ways of relating to adults, peer groups. The schoolchildren carry out their activities following the model, the educational styles used in the family, and by the teacher, following their examples. During early schooling, children develop the competence to listen, to collaborate with adults and peers, to communicate clearly and assertively, to answer and ask questions, to adapt to the communication process, the learning situation, and to properly conclude interpersonal communication. The interpersonal relationships established with colleagues help them to socialize, cooperate, to reflect, and to self-regulate their behavior, resolve conflicts and become leaders.

5. The results obtained after conducting the *ascertaining experiment* allowed us to develop the psychological *Profile of the primary school child with obvious features of effective interpersonal communication*. The results of this analysis allowed us to identify the zone of proximal development of interpersonal communication skills and to develop a program for their development in primary school kids.

The children were divided into two groups, according to the general level of **verbal communication** (based on the results of the method applied in this study - *The ability to build a dialogue*, developed by А.М. Щетинина). We compared the results obtained by students in the first grade with a high level of verbal communication with the results of children in the fourth grade with a high level of verbal communication [11].

In the first grade, the ability to listen is less developed, because children do not have developed voluntary attention yet, but in the fourth grade, this ability is well-developed, and together with the ability to wait (to have patience) these factors facilitate the process of communication, understanding and more effective relationships with adults and peers. There were statistically significant differences in the *competence to listen* scale, t-Student being $t=2,925$, $p=0.00$. The *competence to collaborate* at first graders is less developed. Already in the fourth grade, children have the opportunity to understand the point of view of their peers and to take into account their opinion, which also facilitates the competence to collaborate ($t=1,955$; $p\leq 0,05$). The *competence of maintaining fluent speech while establishing contact* also is developing through the educational process, together with the

acquisition of the study program. Already in the fourth grade, this ability is better developed, this fact is established by statistical analysis: in children in the first grade compared to the fourth grade, there was a statistical difference that follows $t=2,985$, $p=0,00$. In the fourth grade, children also detach themselves from the adults and entrust some of the confidence to their friends. They continue to trust adults, but they are more aware to select what they want to share with adults. These differences between these two groups of children can be seen in the statistical differences obtained on the scale *competence to contact adults* ($t=4,688$; $p=0,00$). In the first grade, children with a high level of verbal communication give simple, sincere, and spontaneous answers (scale *competence to answer questions*). In the fourth grade, children with a high level of communication give elaborate answers in the form of synthesis, hypotheses, or conclusions. These significant differences were also obtained when calculating and comparing statistical indices ($t=4,733$; $p=0,00$).

We consider that the differences obtained in the scales *competence to listen*, *competence to collaborate*, *competence to contact adults*, *competence of maintaining fluent speech while establishing contact*, and the *competence to answer questions* can be explained largely due to the learning process, the activity of students at school, the completion of school assignments. And the lack of significant differences on the scales *competence to contact peers*, *competence to ask questions*, *competence to enter into dialogue at the right time*, and *competence to end the conversation* show that not all skills develop only during classes, in the process of learning or only when growing up (from 7-8 to 10-11), but also require some additional activities for the efficient development of communicative skills in children.

Next, we will analyze the characteristics of self-esteem obtained using the **Dembo-Rubinštein method** in children with high levels of verbal communication in grades I and IV [15, p.277-281].

In first grade, children with a high level of verbal communication are generally cared for, but also they need to be guided and reminded of certain rules of discipline, given explanations in learning criteria or rules of conduct. In the fourth grade, the children are already more autonomous, more disciplined, and need less supervision by the parents and the teacher in carrying out various activities. They independently solve the problems they face. Taking care of themselves according to their age and individual characteristics, schoolchildren form and maintain a positive self-image in society. Self-image and self-respect facilitate communication and relationships with others. These differences were also reflected in the statistical indices obtained at the scale *exterior* ($t=1,694$; $p\leq 0,05$), the *Character* scale ($t=2,084$; $p\leq 0,05$). In the first grade, children with a high level of verbal communication are guided by the example of their parents and teacher. When parents are sociable, friendly, who easily help other people, take care of neighbors and colleagues, do some acts of charity, their children do the same. In the fourth grade, children with a high level of verbal communication have exemplary and good behavior, developing their moral autonomy and positive qualities of character. The data obtained regarding the difference in the manifestation of the traits, qualities, attitudes of the first-graders and the fourth-graders are statistically significant. In the first grade, at the age of 7-8, the child's thinking is progressing, thus they become able to socialize and adapt to the group of peers. Here children encounter the first patterns of social conduct that are different from the patterns of family conduct. Children with a high level of verbal communication tend to gain an independent status among their classmates. They become receptive and willing to form relationships of collegiality and friendship. And in the fourth grade, at the age of 10-11,

children with a high level of verbal communication have friends - both from the school and from the other social environments. They become friends with those children who have the same type of thinking, attitudes, values, preferences, and interests. These friendships are valuable and true. The aspects and particularities listed are the premises of future friendships. During the four years of school, the relations of collegiality and friendship are strengthened. We also observe these differences at the statistical level $t=3,131$; $p=0,00$. In first grade, children with a high level of verbal communication are excited about the multitude of colorful supplies, textbooks. They learn with curiosity and acquire practical skills carefully and diligently. In the fourth grade, children with a high level of verbal communication, in addition to the skills they acquired in the subjects of the educational curriculum, also improve their methods and learning strategies that help them to achieve success. Also, fourth-graders take part in extracurricular activities and develop their special skills. These differences in the cognitive, affective, and behavioral levels are also found in the following statistical indices at the scale *Diligence* $t=3,941$, $p=0,00$.

Next, we will analyze the peculiarities of *interpersonal relationships* in children with a high level of verbal communication in grade I compared to the specifics of children in grade IV, the results obtained by the René Gilles method.

At the *Attitude towards a friend* scale, the statistical difference obtained between the groups of students in the first and fourth grades is $t=6,244$; $p=0,00$. In the first grade, children with a high level of verbal communication socialize with all their classmates, but they form friendships with their deskmates or with peers they have certain things in common with. So, first-graders focus more on the practical activities they can do together. In the fourth house, children with a high level of verbal communication, already having grown and developed their social skills, can understand a social situation, identify and interpret their own reactions and those of friends communicating with them. . They accept the changes in the situation and are willing to find a compromise. The peculiarities of the manifestation in the first-grade children with the high level of verbal communication of *Sociability* are openness, sincerity, positive communication with peers. In their conversations, they make statements that indicate understanding, curiosity, and synchronization with their peers, their acceptance, etc. Fourth-graders with a high level of verbal communication are aware of the effect of words and carefully match them in sentences taking into account the context (home, school, society). They are diplomats and let their peers be the first to express their opinion, to lead an activity, to propose the topic of conversation. These differences are statistically significant: $t=7,818$; $p=0,00$. In the first grade, children with a high level of verbal communication tend to respect discipline, listen to the teacher, and are kind to their classmates. They respect the rules and are guided by social norms. First-graders respect safety rules in any context and tend to be careful in dealing with others. In the fourth grade, children with a high level of verbal communication are organized, guided by the rules and criteria for regulating order in the family, at school, in society. At this scale, statistically significant differences were obtained $t=9,039$, $p=0,00$.

Studying the scientific concepts, definitions, analyzing the central ideas of the scientific theories mentioned in Chapter I, and following the analysis of the results of the empirical research of interpersonal communication, self-knowledge, and interpersonal relationships, we describe the psychological profile of the young student (Figure 3).

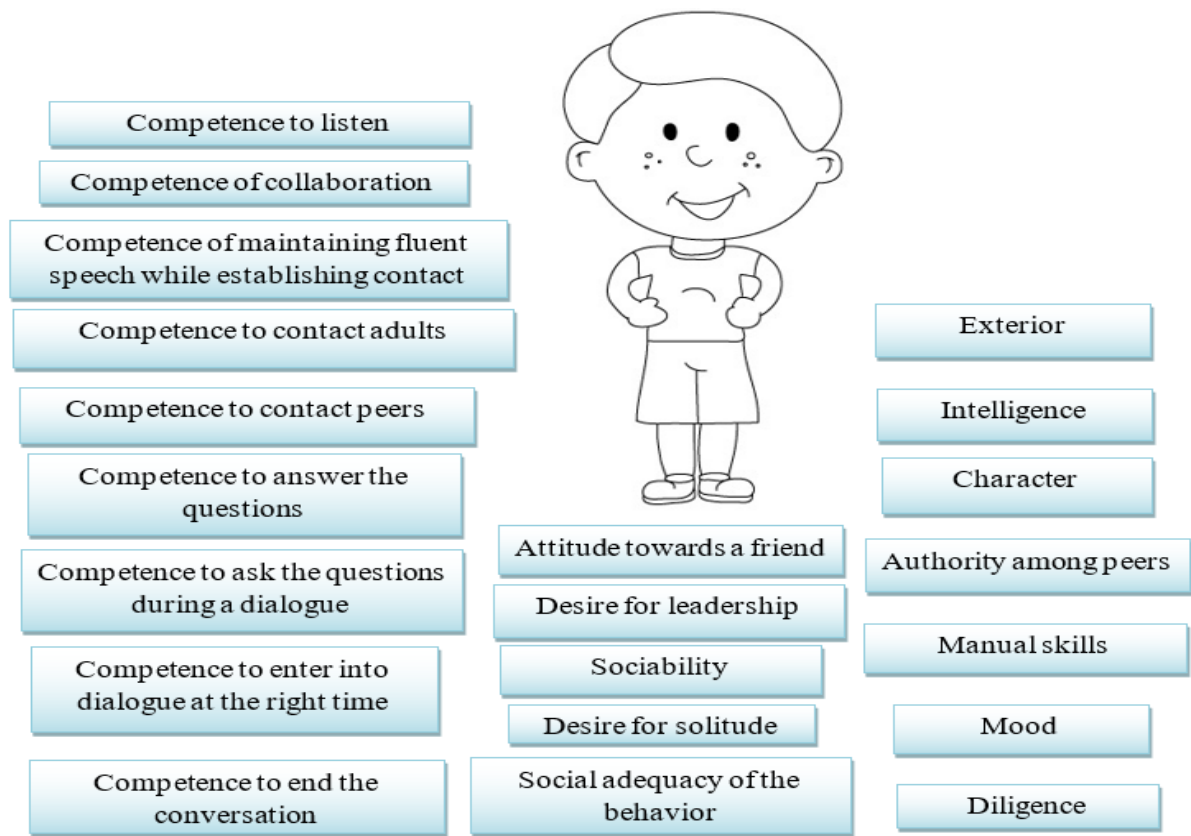


Figure 3. The psychological profile of the primary school student who manifested features of effective interpersonal communication

The child of primary school age who has the competence to listen; in interpersonal communication, they listen actively, show empathy and unconditional acceptance of the interlocutor. Working with adults and peers, the little student is guided by rules, values, and norms. Working in pairs/groups with adults or peers they ask questions, answer clearly, accept criticism, and appreciation. The little student who can speak fluently uses correct, appropriate words, in the formulation of statements uses personal pronouns "I", creates affirmative statements, expresses empathy, easily establishes the connection and interpersonal relationships with others. In carrying out the activities, the young student is acquiring new information and argues his own opinions, at the same time listening to parents and accepting their advice. As a result of effective communication between parent and child, the child learns to collaborate, compromise, or adapt to the communicative situation. Children collaborate, ask questions, clarify or find out details about the subject of communication, provide objective and positive reverse connections to peers. Also, they propose ideas, alternative solutions to problems. The primary school student who communicates effectively answers clearly, honestly, and precisely to the questions received, being attentive to the questions of the interlocutor (adult/peer); has the competence to ask questions adapting to the topic of dialogue and using the communication channels specific to the interlocutor (adult/peer).

The children of primary school age who communicate effectively appreciate the way they look in accordance with reality. They are taking care of it and are promoting a healthy lifestyle. At this age children who communicate effectively have a superior ability to understand. They are motivated by a positive attitude towards learning, their general and special skills are well developed. Communicating with adults, this child effectively listens, meets, and follows the rules of the family, school, society. They have the will, they are

ambitious, responsible, self-regulate, adapt, and adjust their ideas, emotions, and behaviors to those of adults or peers. Moreover, they can easily adapt to various activities in the family, school, and social environment. Being persevering, they can focus on something for long periods to reach the proposed goals. They have clear, flexible, and creative thinking, prefer exercises, logic problems, intellectual games, fine arts. During the practical study of classes of Technological Education, we observed that they explain the usefulness, the quality of the articles made. The young student who communicates effectively has an attitude of personal value, capitalizing on adults and peers. They also live and express positive emotions, such as joy, gratitude, calmness, interest, hope, pride, fun, inspiration, reverence, love. Moreover, these children tolerate and accept frustration, sadness, disappointment.

The interpersonal relationships of the young student are established based on the model of the effective relationship of the child with a significant adult. In their relationships with peers, they are authentic, confident, objective, flexible, creative. All these qualities make them able to obtain the status of leader in the peer group. They self-regulate their behavior and put their effort into performing activities. And self-regulation, thus, orient their intellectual, emotional, and social potential in carrying out activities. These children are empathetic, supportive, tolerant during communication and relationships with adults and peers, adjusting and expressing their emotions appropriately. The child of primary school age who communicates effectively is tactful, disciplined, respects the rules of the family, school, and social environment. Thus, children first consider what parents, teachers, and peers told them, and then clearly and consistently express what they understood or ask questions, express their opinions, and personal intentions. They behave appropriately, taking into account common goals, norms, values within the group of classmates. They are actively collaborating with the teacher, colleagues, and friends in learning, work and play situations, being responsible for what they do individually and in groups, as well as having a set of rules and principles of conduct that guide their actions [11]. At the same time, communication skills require constant development, especially in children with low levels of verbal communication. The efficiency of interpersonal communication in primary school children can serve as a basis for effective interaction and socialization in the future age stages.

In Chapter 3, **THE PROGRAM OF IMPROVING THE EFFICIENCY OF INTERPERSONAL COMMUNICATION AT PRIMARY SCHOOL CHILDREN**, the design and methodology of the formative approach are exposed, the group of experimental subjects is characterized, the objectives, principles, and structure of the Program of improving the efficiency of interpersonal communication at primary school children are specified.

In implementing the Psychological Intervention Program in terms of developing/consolidating the competence of self-knowledge, we relied on the principles of the cultural-historical approach Л.С. Выготский; В.В. Давыдов; А.Н. Леонтьев; Д.Б. Эльконин, the principle of individualization, expounded in analytical psychology by C.Jung; on the ideas of humanistic psychology - the tendency of self-actualization of the self, supported by C.Rogers, the need for self-actualization, in the vision of A.Maslow; from psychosociology - on the interactionist theory of ego development in interpersonal relationships, presented by Ch.Cooley, G.Mead. Through the studies of the authors from the Republic of Moldova, we mention the researchers of personal development and self-image such as I.Racu; A.Bolboceanu; L.Cuznetov; S.Rusnac; O.Paladi; S.Tolstaia. According to these approaches, for the Psychological Intervention Program, we selected

methods and techniques that will help children to know themselves, to become aware of their own individuality, their unique subjective experience.

The **goal** of the Psychological Intervention Program is to enhance the interpersonal communication of primary school children.

The **hypothesis** verified in this section of the research is that the application of a Psychological Intervention Program aimed at developing communication skills, strengthening the level of self-knowledge, stimulating interpersonal relationships will help to enhance the interpersonal communication of primary school children.

Objectives: to develop effective skills of communication with adults and peers; to stimulate the desire for self-knowledge and understanding of one's inner world; to develop interpersonal skills, based on understanding and analyzing one's own behaviors and the behaviors of others.

The experimental group of children from the first grade consisted of 9 children, and the group of children from the fourth grade included 8 children, all being pupils from the "Alexei Mateevici" Gymnasium, Răuțel, Fălești district. The psychological intervention program contained 20 sessions, the duration of each being 45 minutes.

The psychological intervention program took place in three stages:

1. *Orientation-psychodiagnostic stage* (2 sessions). The main objectives of this stage were: children's presentations, communicating expectations, forming group cohesion, developing group norms, motivating children's participation in meetings, and stimulating children's communication skills. The planned activities aimed to increase interpersonal communication, self-knowledge, understanding and consolidating the concept of self, accepting others, to increase group cohesion, to stimulate the initiation of the first conversations and free, spontaneous and sincere expression during the program.

2. *Main stage* (16 sessions). This stage aimed to train and develop skills and abilities to communicate effectively with peers by developing the competencies and skills to listen and work together, by stimulating and training the ability to communicate and interact assertively with adults and peers.

At this stage, exercises aimed at:

- practicing social skills: training effective communication skills with adults and peers; achieving a certain level of harmony in thoughts, emotions, and behaviors; managing painful emotional issues in a socially appropriate way;

- developing the ability to receive positive feedback, training skills to become aware of personal qualities and specific character traits at peers; accepting limits and strengths and maintaining well-being and psychological comfort;

- developing interpersonal skills, by understanding and analyzing one's own behaviors and the behaviors of others; extending the flexibility of behavior, the ability to modify non-functional behaviors and replacing them with functional behavior patterns; exercising the ability to adapt to the norms of home, school, and society.

3. *Final stage* (2 sessions). The main content of this stage provides the summary of the activity, the establishment of some balance, the internalization (integration) of the received information.

The subsequent activity was oriented towards the elucidation of the changes manifested by the subjects from the experimental group after they participated in the psychological intervention program. Differences in the characteristics of verbal communication, self-esteem, and interpersonal relationships were identified. Statistically significant results for the experimental group from the first grade are presented in Table 5.

Table 5. Significance of the difference between characteristics of verbal communication, self-esteem, interpersonal relationships (the experimental group, the first grade, test and retest)

Scales	t-Student	Sign. level
Competence to collaborate	-5,164	0,00
Competence to answer the questions	-5,164	0,00
Competence to ask questions	-4,183	0,00
Competence to enter into dialogue in a timely manner	-3,987	0,01
Competence to end the conversation	-3,714	0,01
Intelligence	-3,174	0,00
Mood	-2,312	0,05
Diligence	-2,626	0,01
Self-esteem (in general)	-2,978	0,01
Attitude towards a friend	-4,405	0,00
Desire for leadership	-2,469	0,01
Sociability	-3,986	0,01
Social adequacy of the behavior	-14,03	0,00

The verbal communication. According to the test results, the children in the experimental group (with a low level of verbal communication) obtained an overall average of 12,3 points corresponding to the low level of verbal communication. And at the retesting stage, their overall average increased by 4,3 points, accumulating an overall average of 16,6 points, which places them at a medium level of verbal communication [24]. The ability of the children in the experimental group to work together was poorly developed: in pair and group activities they were not guided by the criteria or conditions of the activities, by the common rules of the group, as well as did not know how to empathize and to adapt to the work rhythm of colleagues, how to give in, to cooperate positively to carry out the activities. Also, these children did not know how to be attentive, flexible, and sensitive in collaborating with their peers; they could not put into words what they thought, felt, or intended, which activated self-defense, rejection, or avoidance behaviors. However, during the instructive-educational process, the children grew and their thinking developed, and also because they carried out joint activities within the psychological intervention program, their ability to work together started to develop. Thus, the *results of the retest* showed us that the children learned to communicate effectively, *to collaborate* ($t=-5,164$; $p=0,00$); they learned *to answer questions* about the activities, occupations, opinions, ideas, feelings experienced ($t=-5,164$; $p=0,00$); learned *to ask questions* and explore the context of interpersonal communication situations ($t=-4,183$; $p=0,00$); learned to seek the consent of their peers before joining the activity, and also learned to get involved in the activity and to improve it by *cooperating with their peers* ($t=-3,987$; $p\leq 0,01$); as well as they learned to summarize the essence of a conversation, to draw simple conclusions, and to use polite formulas *to end a conversation* ($t=-3,714$; $p\leq 0,01$).

The self-esteem. According to the test results, the children in the experimental group obtained an overall average of 47 points corresponding to the low level of self-esteem, and on retesting their overall average increased by 12 points, accumulating an overall average of 59 points which places them at the medium self-esteem level [26]. The activities carried out within the program aimed to develop an objective and authentic self-esteem in children. They learned to identify the similarities between them and their peers, as well as the differences they would accept and tolerate. They practiced expressing their own opinions

and listening with understanding and empathy to the opinions of their colleagues. Thus, *in retesting*, these children obtained results that indicated that their self-esteem had improved to a *medium level* ($t=-2,978$; $p\leq 0,01$); they learned how to react and detach from the problem (*mood* $t=-2,312$; $p\leq 0,05$); they learned to think more objectively, independently, to think, to identify solutions and to act sparingly and in a more autonomous way only guided by the recommendations of adults (*intelligence* $t=-3,174$; $p=0,00$); they learned to identify, to establish, to fulfill together with their peers the collaborative steps in an activity (*diligence* $t=-2,626$; $p\leq 0,01$).

The interpersonal relationships. Below we present the results obtained by the children from the experimental group (grade I) following the implementation of the psychological intervention program for the René Gilles method. During the program all children in the experimental group learned to listen patiently, to be kind (*desire for leadership* $t=-2,469$; $p\leq 0,05$), to communicate assertively (*sociability* $t=-3,986$; $p\leq 0,01$); to collaborate with classmates and peers outside the school (*attitude towards a friend* $t=-4,405$; $p=0,00$); to self-regulate conduct, to relate positively with peers, to accept different opinions, to comply with class rules (*social adequacy of the behavior* $t=-14,03$; $p=0,00$). We can explain the results as follows: at the beginning of the primary school the children get acquainted with the teacher, classmates, the classroom and the school rules, the rules of conduct (position on the bench, being attentive during the classes, giving answers at the lessons). Once they know the environment and the school regulations, the children in the experimental group resort to evasive behaviors to escape the responsibility of the way they behave. During the program, these children practiced prosocial behaviors, remedying tense situations, understanding the point of view of their peers. But these positive behaviors must be maintained over time by educational methods and assertive socialization programs.

Next, we will present and analyze the test-retest results for the experimental group of IV-grade children. In the following, we present in table 6 the statistically significant results for the experimental group *from the IV grade* in the characteristics of verbal communication, self-appreciation, and interpersonal relationships.

Table 6. Significance of the difference between the characteristics of verbal communication, self-esteem, interpersonal relationships (the experimental group, the fourth grade, test and retest)

Scales	t-Student	Signif. level
Competence to listen	-3,358	0,00
Competence to maintain fluent speech	-3,761	0,01
Competence to contact adults	-3,761	0,00
Competence to contact peers	-3,761	0,00
Competence to answer questions	-5,529	0,01
Competence to ask questions	-5,745	0,00
Competence to enter into dialogue in a timely manner	-4,304	0,00
Competence to end a conversation	-6,293	0,00
Attitude towards a friend	-2,847	0,05
Desire for leadership	-3,361	0,01
Sociability	-3,738	0,00

The verbal communication. Initially, most of the children in the experimental group were emotional, agitated, inattentive, impatient, dreamy, disordered in their conduct and activities. Therefore, most children in the experimental group learned *to listen* with more patience, empathy, and compassion to their messages, peer opinions, and behave more

seriously and responsibly while dealing with adults and peers ($t=-3,358$; $p=0,00$); developed the ability to *speak fluently*, learned to identify and conceptualize emotional states, feelings, experiences and communicate more fluently, and less conflict-wise with adults and peers ($t=-3,761$; $p=0,00$); they learned to *listen to adults*, to understand their point of view, identifying similarities, arguments, differences and common preferences ($t=-3,761$; $p=0,00$); they developed emotional and social intelligence, learned to formulate their thoughts, to express their emotions, to describe their feelings in *relationships with colleagues* ($t=-3,761$; $p=0,00$); learned to identify several possible ways to creatively solve problems and communicate less conflict-wise with adults and peers ($t=-2,529$; $p\leq 0,01$); improved the ability to *ask questions* ($t=-5,745$; $p=0,00$); developed the competence to cooperate by *joining the context of communication at the right time* ($t=-4,304$; $p=0,00$); developed the expression of respect and consideration for adults and peers by intervening at the right time, using polite formulas when completing dialogues, *completed discussions at the right time* offering the possibility of future communications ($t=-6,293$; $p\leq 0,00$).

The self-esteem. According to the test results, the children in the experimental group (with a low level of verbal communication) obtained an overall average of 65 points corresponding to the medium level of self-esteem. And in the *retest*, the same children obtained an overall average of 63 points corresponding to the same medium level of self-esteem. We found no statistically significant results, and this fact may explain why self-awareness in primary school children develops gradually. Growing up, children become more critical and demanding. Children in the experimental group may experience more painful and stressful transitions during preadolescence. At this age, they compare themselves to their peers in terms of school skills and physical appearance. They value themselves based on their knowledge, social experiences, and the appreciation they receive from adults and peers. At the same time, we consider that the psychological intervention program for fourth-grade children requires changes and the inclusion in the program some methods and techniques that contribute to the development of the ability to get in touch with oneself; the formation of an independent observer position about oneself; in the formation of positive self-acceptance. We also consider it necessary to introduce information on the peculiarities of pre-adolescent and adolescent age.

The interpersonal relationships. Below we present the results on the characteristics of interpersonal relationships obtained by children in the experimental group - fourth-grade students (René Gilles method). It should be noted that in the program the children from the experimental group practiced kind communication, friendly attitude, and prosocial behaviors in *communicating with peers* ($t=-2,847$; $p\leq 0,05$); they developed assertive communication and coordination of their own actions to carry out activities in pairs or groups, they learned to listen carefully, to respond in turn, to address their peers by name, etc. (*sociability* $t=-3,361$; $p\leq 0,01$); they learned to listen carefully, to understand the point of view of the interlocutor, to provide emotional support, to accept and express opinions, to collaborate in carrying out activities (*desire for leadership* $t=-3,738$; $p=0,00$). Thus, it was shown that the application of the psychological intervention program, aimed at streamlining interpersonal communication in primary school children, generates a positive dynamic of communication skills, the level of self-knowledge, and interpersonal relationships. A significant increase in the value of indicators for all features of verbal communication was established. Interpersonal communication has generated in children the development of the level of self-knowledge and self-appreciation. Through the psychological intervention program, we contributed to the improvement of relationships with peers and the improvement of interpersonal relationships in general. Significant

changes in the training experiment attest to the veracity of the objectives set, as according to them the development of effective communication skills with adults and peers will contribute to stimulating self-knowledge, understanding of one's inner world and the behaviors of peers, as well as developing interpersonal skills, so that will improve the interpersonal relationships of primary school children.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The analysis of the theoretical and applied results allowed us to formulate the following *general conclusions*.

1. Through sustained scientific argumentation, it has been established that there are interdependencies between communication, learning, and child development. The types of communication, the internalized behaviors manifested by the child in the interaction with others, represent both the premise and the result of the child's communication with the institutions responsible for their education: family, school, society. Interpersonal relationships of primary school children are mainly established based on interpersonal communication, instructional-educational, and play activities (Chapter 1) [10, 25].

2. The results obtained indicate the interdependence between communication skills, the level of self-knowledge, and the particularities of interpersonal relationships in primary school children. Children who have well-developed communication skills are more sociable and responsible, collaborate with colleagues, follow rules of behavior, process information efficiently and develop verbal communication skills; are flexible, communicate easily with peers, collaborate with peers and adults in verbal communication, learning, work and play activities; answer questions ingeniously, creatively and interestingly; asks questions that stimulate the curiosity and enthusiasm of the interlocutors. Verbal communication skills allow children to establish effective and harmonious interpersonal relationships (Chapter 2) [12, 23, 24, 26].

3. The level of self-knowledge of personal identity in primary school children is developing. At the age of 7, the children appreciate themselves through the evaluations of adults and peers. The ability to objectively and deeply reflect on the self is more evident at the age of 8-9 years. During this period it is necessary to include children in various activities, training programs to develop and strengthen self-knowledge, self-esteem, self-esteem (Chapter 2) [9, 12, 15, 21].

4. The specificity of interpersonal communication in primary school children is highlighted in the instructive-educational activities. However, communicative skills are formed and developed not only during lessons, in the learning process, or when growing up (7-8 years - 10-11 years). The development of communicative skills in children requires permanent additional activities (Chapter 3) [10, 15].

5. The psychological intervention program created to streamline interpersonal communication in primary school children develops effective communication skills with adults and peers, strengthens the level of self-knowledge and understanding of their inner world, contributes to the analysis of personal behaviors and peers behaviors, and stimulates interpersonal relationships. At the same time, the process of streamlining interpersonal communication requires continuous stimulation by applying various training and development strategies (Chapter 3) [11].

Based on the general conclusions, the following *recommendations* were developed:

1. To use the research results in the process of initial and continuous training of specialists in the fields of psychology, psychopedagogy, education.

2. To organize informative seminars and psychological intervention programs for psychologists, practitioners, counselors, teachers, educators.

3. To implement the results obtained in the counseling of families with children who show difficulties in communication, self-knowledge, and interpersonal relationships.

4. To use the research results in the development of informative materials on the particularities of communication, self-knowledge, and interpersonal relationships of primary school, and providing educational institutions with informative materials appropriate to the development of the primary school children.

5. To use the research materials in activities with children: informing children about the development of communication skills, self-knowledge, and interpersonal relationships; individual counseling of children to overcome the problems related to communication, self-knowledge, and interpersonal relationships; strengthening class cohesion by creating a set of traditions (birthday cards, nature trips, visiting museums and theaters, sharing tasks, etc.); organizing pieces of training with children on the topic such as: enhancing interpersonal communication; self-knowledge and interpersonal relationships.

6. To use the research materials in activities with parents: informing parents about the development of primary school children.; familiarizing parents with the development of interpersonal communication skills, objective self-knowledge, and assertive relationship of children with peers and adults; individual counseling of parents on possible difficulties encountered by children in the process of communication, self-knowledge, and interpersonal relationships.

7. Developing a psychological culture and providing psychological support in the following directions: popularizing psychological culture and psychological knowledge; psychological prophylaxis of communication characteristics, of the peculiarities of self-knowledge, of the maintenance of interpersonal relationships in children of primary school age; psychological counseling to provide psychological support to communicate effectively, to know oneself, to relate optimally with others.

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ADNOTARE

Maria Roșca. Eficientizarea comunicării interpersonale la copiii de vârstă școlară mică. Teză de doctor în psihologie, Chișinău, 2022

Structura tezei. Teza conține: introducere, trei capitole, concluzii generale și recomandări, bibliografie (177 titluri), 8 anexe, 35 tabele și 20 figuri. Volumul tezei este de 236 pagini, din care 141 - text de bază. Rezultatele cercetării sunt publicate în 11 articole științifice.

Cuvinte cheie: școlarul mic, comunicare, comunicare interpersonală, competențe de comunicare, autocunoaștere, autoapreciere, relații interpersonale.

Domeniul de cercetare: 511.01 – Psihologie generală

Obiectul cercetării vizează particularitățile de comunicare, autocunoaștere și relaționare interpersonală la copiii de vârstă școlară mică.

Scopul cercetării constă în identificarea particularităților de comunicare, autocunoaștere și relaționare interpersonală a copiilor de vârstă școlară mică și în elaborarea unui Program de intervenție psihologică în vederea eficientizării comunicării interpersonale.

Obiectivele cercetării: analiza literaturii de specialitate privind problema comunicării, autocunoașterii și a relațiilor interpersonale la copiii de vârstă școlară mică; stabilirea metodologiei de investigare a comunicării, autocunoașterii și a relațiilor interpersonale la copiii de vârstă școlară mică; identificarea particularităților privind competențele de comunicare, nivelul de autocunoaștere și relațiile interpersonale la copiii de vârstă școlară mică; elaborarea, implementarea și evaluarea eficienței unui Program de intervenție psihologică în vederea eficientizării comunicării interpersonale la copiii de vârstă școlară mică; formularea concluziilor și a recomandărilor pentru psihologi, educatori, părinți și copii.

Noutatea și originalitatea științifică. Rezultatele cercetării completează cadrul teoretico-aplicativ al problematicii investigate prin diverse abordări: *teoretice* - prezentarea informației noi privind particularitățile comunicării, autocunoașterii și a relațiilor interpersonale la copii de vârstă școlară mică; stabilirea profilului psihologic al copilului de vârstă școlară mică cu trăsături manifeste de comunicare eficientă; fundamentarea programului de intervenție psihologică orientat spre eficientizarea comunicării interpersonale la copiii de vârstă școlară mică; *aplicative* - selectarea și argumentarea instrumentarului de cercetare; elaborarea și implementarea programului de intervenție psihologică; formularea recomandărilor pentru psihologi, educatori, părinți și copii.

Problema științifică importantă soluționată constă în identificarea particularităților de comunicare, autocunoaștere și relaționare la vârsta școlară mică, fapt ce a condiționat elaborarea unui Program de intervenție psihologică, asigurând, astfel, eficientizarea comunicării interpersonale la copiii de vârstă școlară mică.

Semnificația teoretică rezidă în: sistematizarea cunoștințelor științifice privind comunicarea, autocunoașterea și relațiile interpersonale ale copiilor de vârstă școlară mică; identificarea particularităților comunicării, autocunoașterii și a relațiilor interpersonale ale copiilor de vârstă școlară mică; fundamentarea Programului de intervenție psihologică orientat spre stimularea abilităților de comunicare, dezvoltare a nivelului de autocunoaștere, ameliorare a relațiilor interpersonale în vederea eficientizării comunicării interpersonale la copiii de vârstă școlară mică.

Valoarea aplicativă constă în: selectarea unui set de instrumente cu ajutorul cărora au fost identificate particularitățile comunicării, autocunoașterii și ale relațiilor interpersonale la copiii de vârstă școlară mică; elaborarea profilului psihologic al copilului de vârstă școlară mică cu trăsături manifeste de comunicare interpersonală eficientă; validarea programului de intervenție psihologică privind eficientizarea comunicării interpersonale la copiii de vârstă școlară mică; completarea bazelor de date cu metode psihologice, care pot fi utilizate de psihologi, psihologi școlari, profesori în activitatea de consiliere, în activități de dezvoltare personală și formare a competențelor de comunicare, de autocunoaștere și de ameliorare a relațiilor interpersonale; utilizarea rezultatelor cercetării în procesul de formare inițială și continuă a specialiștilor și în elaborarea cursurilor din diverse domenii ale psihologiei generale, psihologiei personalității, psihologiei vârstelor, psihologiei educaționale.

Implementarea rezultatelor științifice: rezultatele teoretice și practice ale cercetării au fost discutate și aprobate în cadrul Departamentului Psihologie al Universității de Stat din Moldova, în cadrul comisiilor metodice pedagogice, în activitatea de consultanță și consiliere psihologică a copiilor de vârstă școlară mică în gimnaziul „A.Mateevici” din satul Răuțel.

ANNOTATION

**Maria Rosca. Efficiency of interpersonal communication in primary school children.
Doctoral Thesis in Psychology. Chisinau, 2022.**

Thesis structure. The thesis contains an introduction, three chapters, general conclusions and recommendations, bibliography (177 titles), 8 annexes, 35 tables, and 20 figures. The volume of the thesis is 236 pages, of which 141 - basic text. The results of the research are published in 11 scientific articles.

Keywords: primary school child, communication, interpersonal communication, communication skills, self-knowledge, self-appreciation, interpersonal relationships.

Field of research: 511.01 – General psychology

The object of the research aims at the particularities of communication, self-knowledge, and interpersonal relationships in primary school children.

Research purpose is to identify the peculiarities of communication, self-knowledge, and interpersonal relationships with primary school children and to develop a program of psychological intervention to streamline interpersonal communication.

Research objectives: analysis of the literature on the issue of communication, self-knowledge, and interpersonal relationships in primary school children; establishing the methodology for investigating communication, self-knowledge, and interpersonal relationships in primary school children; identification of the particularities features regarding the communication competence, the level of self-knowledge, and the interpersonal relations in the children of primary school-age; elaboration, implementation and evaluating the effectiveness of a Psychological Intervention Program to make interpersonal communication more efficient for primary school children; formulating the conclusions of the recommendations for psychologists, educators, parents, children.

Scientific innovation and originality. The research results complete the theoretical-applied framework of the investigated issues, through various approaches: *Theoretical*: presentation of new information on the peculiarities of communication, self-knowledge, interpersonal relationships; establishing the psychological profile of the primary school child with obvious features of effective communication; substantiation of the Psychological Intervention Program aimed at streamlining interpersonal communication in primary school children; *Applicative*: selection and argumentation of research tools, obtaining conclusive results; elaboration, implementation, and evaluation of the efficiency of the Psychological Intervention Program.

The important scientific problem solved lies in the identification of the particularities of communication, self-knowledge, and relationships at a young age, which conditioned the development of a Psychological Intervention Program, thus ensuring the efficiency of interpersonal communication in primary school children.

The theoretical importance lies in: the systematization of scientific knowledge on communication, self-knowledge, interpersonal relationships of primary school children; identifying the peculiarities of communication, self-knowledge, interpersonal relationships of primary school children; substantiation of the Psychological Intervention Program aimed at stimulating communication skills, developing the level of self-knowledge, improving interpersonal relationships to streamline interpersonal communication in children of primary school age.

The applicative value of the research consists in the selection of a set of tools that helped to identify the particularities of communication, self-knowledge, and interpersonal relationships in primary school children; the elaboration of the psychological profile of the child of small school age that manifest features of effective interpersonal communication; the validation of the Psychological Intervention Program regarding the efficiency of interpersonal communication in primary school children; formulating scientific conclusions and recommendations regarding the premises and psychological context of streamlining interpersonal communication in primary school children; the obtained results complete the methodological database on the activity of the psychological service in pre-university education institutions and in specialized centers with psychodiagnostic and practical methods that can be used by psychologists, school psychologists, teachers in counseling, personal development activities, training of communication skills, and self-knowledge, improving interpersonal relationships, etc.; the research results can be applied in the initial and continuous training process of school psychologists, pedagogues, counselors in the field, can be used in university, master's or specialization courses and continuing professional training in general psychology, personality psychology, age psychology, and educational psychology.

Implementation of the results. The obtained results were discussed and approved within the Department of Psychology of the State University of Moldova, within the pedagogical methodological commissions in the gymnasium "A.Mateevici" from Răuțel village.

АННОТАЦИЯ

Мария Рошка. Повышение эффективности межличностного общения у детей младшего школьного возраста. Диссертация на соискание ученой степени доктора психологии. Кишинев, 2022.

Структура работы: Работа состоит из аннотации на румынском, английском и русском языках, содержания, введения, трех глав, выводов и рекомендаций, библиографии (177 источников) и приложений (8). Объем работы составляет 236 страниц, 141 из которых - основной текст, содержит 20 рисунков, 35 таблиц. По результатам исследования опубликовано 11 научных работ.

Ключевые слова: младший школьник, общение, межличностное общение, навыки общения, самопознание, самооценка, межличностные отношения.

Область исследования: 511.01 - Общая психология

Объект исследования: особенности общения, самопознания и межличностных отношений у детей младшего школьного возраста.

Цель исследования: выявить особенности общения, самопознания и межличностных отношений у детей младшего школьного возраста; разработать Программу психологического вмешательства, способствующую повышению эффективности межличностного общения.

Задачи исследования: проанализировать литературу по проблеме общения, самопознания и межличностных отношений у детей младшего школьного возраста; разработать методологию исследования особенностей общения, самопознания и межличностных отношений у детей младшего школьного возраста; выявить особенности навыков общения, уровня самооценки и межличностных отношений у детей младшего школьного возраста; разработать, внедрить и оценить эффективность Программы психологического вмешательства, направленную на повышение эффективности межличностного общения детей младшего школьного возраста; сформулировать выводы и разработать рекомендации для психологов, учителей, родителей, детей.

Научная новизна и оригинальность. Результаты исследования дополняют теоретико-прикладную основу изучаемых вопросов посредством различных подходов: *теоретический* - представление новых данных об особенностях общения, самопознания и межличностных отношений детей младшего школьного возраста; установление психологического профиля ребенка младшего школьного возраста с эффективной моделью межличностного общения; обоснование программы психологического вмешательства, направленной на повышение эффективности межличностного общения детей младшего школьного возраста; *прикладной* - выбор и аргументация инструментов исследования; разработка и внедрение программы психологического вмешательства; разработка рекомендаций для психологов, педагогов, родителей и детей.

Решенная значимая научная проблема состоит в установлении особенностей общения, самопознания, межличностного общения детей младшего школьного возраста, что обусловило разработку Программы психологического вмешательства, способствующей повышению эффективности межличностного общения у детей младшего школьного возраста.

Теоретическая значимость заключается в: систематизации научных знаний о развитии общения, самопознания, межличностных отношений у детей младшего школьного возраста; в установлении особенностей общения, самопознания, межличностного общения детей младшего школьного возраста; в обосновании Программы психологического вмешательства, направленной на стимулирование коммуникативных навыков, развитие уровня самопознания, улучшение межличностных отношений с целью повышения эффективности межличностного общения у детей младшего школьного возраста.

Практическая значимость состоит: в подборе методов, направленных на исследование особенностей общения, самопознания и межличностных отношений у детей младшего школьного возраста; в разработке психологического профиля ребенка младшего школьного возраста с эффективной моделью межличностного общения; в апробации Программы психологического вмешательства, направленной на повышение эффективности межличностного общения детей младшего школьного возраста; в пополнении базы данных психологическими методами, которые могут быть использованы психологами, школьными психологами, педагогами в консультировании, в лично-развивающей деятельности, в обучении коммуникативным навыкам, самопознанию и улучшению межличностных отношений; в использовании результатов исследований в процессе начальной и непрерывной подготовки специалистов, при разработке курсов по различным направлениям общей психологии, психологии личности, возрастной психологии, педагогической психологии.

Внедрение результатов. Теоретические и практические результаты исследования докладывались и обсуждались на методических семинарах Департамента Психологии Молдавского Государственного Университета, в деятельности методической комиссии гимназии им. А.Матеевича, село Рэуцел, в рамках психологического консультирования детей младшего школьного возраста.

ROȘCA Maria

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