

TIMETABLE
CLASS IV – a

No	CURRICULUM AREA/ DISCIPLINE	NO. hours FRAME WORK PLAN	No. hours Common trunk	hours ALLOCATED		
				Prof.	Ext.	Total
1.	LANGUAGE AND COMMUNICATION <i>Lb. and lit. ENGLISH</i> <i>Lb. modern: english</i>	7-9 5-7 2-3	5 2	1 -	- -	6 2
2.	MATHEMATICS AND NATURAL SCIENCES <i>Math</i> <i>Natural Sciences</i>	4-6 3-4 1-2	3 1	-	1 -	4 1
3.	MAN AND SOCIETY <i>Civic education</i> <i>History</i> <i>Geography</i> <i>Religion</i>	4-6 1-2 1-2 1-2 1	1 1 1 1 1	- - - - -	- - - - -	1 1 1 1 1
4.	ARTS <i>Musical education</i> <i>Art education</i>	2-3 1-2 1-2	1 1	- -	- -	1 1
5.	TECHNOLOGY <i>Technological education</i>	1-2 1-2	1	-	-	1
6.	PHYSICAL EDUCATION AND SPORT <i>Physical education</i>	2-3 2-3	2	-	-	2
7.	OPTIONAL ITEM THE LITTLE COMPUTER SCIENTIST	1-4	1	-	-	1
Total number of hours in the common trunk			21	-	-	-
Minimum number of hours per week		21	-	-	-	-
Maximum number of hours per week		24	-	1	1	2. 3

CLASS II SCHEDULE

MONTHS	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7.00				MATH
8.00 ED. PLACE.	MATH	ROMANIAN LANGUAGE	ROMANIAN LANGUAGE	WITH MED.
9.00 LB.ROM.	ROMANIAN LANGUAGE	READING	ROMANIAN LANGUAGE	ROMANIAN LANGUAGE
10.00 MATH.	PHYSICAL ED	MATH	PHYSICAL ED	RELIGION
11.00 ET. MUSIC.	OPTIONAL	-----	practical	-----

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IV CLASS SCHEDULE

MONTHS	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7.00 -----	GEOGRAPHY	HISTORY	Ed. CIVIC	-----
8.00 LB.ROM	LB. ENGLISH	MATH	LB. ENGLISH	science
9.00 MATE.	MATH	READING	MATH	Ed. PLASTIC.
10.00 LB.ROM	PHYSICAL ED	LB. ENGLISH	PHYSICAL ED	RELIGION
11.00 ET. MUSIC.	OPTIONAL	LB. ENGLISH	Ed. TECHNOLOGY.	LB. ENGLISH

verbalization, as freely as possible. Composition is the most favorable framework for cultivating students' abilities to express themselves correctly and coherently.

The value of compositions consists, first of all, in the fact that they offer optimal conditions for putting students in a position to systematically practice the act of expression; the students' activity in these lessons effectively engages their intellectual, creative capacities. On the one hand, the compositions create a synthesis of everything the students learn. On the other hand, they are the best opportunity to capitalize on the students' life experience, to manifest their creative imagination and fantasy. As the term *composition itself shows*, the creative, original, compositional elements represent their basic objectives, as well as the main criterion for evaluating all forms of communication, which the students achieve either in the classroom or outside the classroom, both orally and in writing.

The beginning of free compositions can be done already in the 1st grade, even from the pre-primary period. First grade children always have something to report from their life experience, however limited it may be. The creations, the children's own creations, will not be missing from these stories. As students have the opportunity to express themselves in writing, they will move on to the written account of their creations.

According to the degree of student participation, the compositions can be:

- collective compositions - when the plan and writing are carried out with the contribution of all students;
- group compositions - when working on the "group workshop" system, the students being grouped according to the preferential criterion or the performance criterion;
- semi-collective compositions - when the plan is developed collectively and the writing is done individually;
- individual compositions - when both the plan and the writing are done individually.

According to the context of making the written communication:

- functional writing: ticket, letter, postcard, diary;
- imaginative writing: compositions after an illustration or a series of illustrations, composition according to the plan of ideas, composition with a given beginning, composition after comics, composition based on supporting words, narrative composition in which dialogue is introduced, composition based on words and given expressions, free narrative composition, compositions depicting a being or a corner of nature;
- writing about the literary text: narrating short texts according to the plan of ideas, the summary, the transformation of the dialogue text into a narrative text.

mouth. Through the exercises of dividing into syllables, two rules are learned: a) words are passed from one line to another only separated into syllables; b) the word consisting of only one syllable is not split; he is written on the same line.

Familiarization with the study of sounds is done by learning them. Returning to these notions in the post-primary period and then in the 2nd grade is motivated by the need for continuous correction of pronunciation, for the development of phonemic hearing, for the prevention of reading and writing mistakes. Activities from the alphabet period are extended with phonetic analysis and synthesis exercises, dividing sentences into words, then into syllables, then into sounds, correct pronunciation of sounds, recomposing syllables from sounds, counting sounds from words, written exercises to complete capital letters and small, by hand and type.

In the 2nd grade, the elements of pronunciation are emphasized especially by the attention given, in special lessons, to some diphthongs (*ea, ia, oa, ie*), some groups of sounds (*cs* and *gz*) rendered by the letter *x*, of the groups of letters *ce, ci, ge, gi, che, chi, ghe, ghi*, writing with *â* and *î*, correct pronunciation and writing of words that have *m* before *b*, etc.

After the analysis of the word as a language element, one can proceed to the analysis of the words according to another criterion: the reality, the object it designates. From now on, through a series of successive generalizations, the student advances towards the formation of some notions of morphology. The words are grouped according to the objects they designate: some are names of beings, others are names of things. In the same way, students can be led to learn about words that show attributes of beings, things, etc.; they can find that words that show actions etc. are used in speech

The elements of spelling and punctuation are closely related to those of grammar and phonetics and are analyzed in the order established in the program or as they appear in school textbooks.

Once they move on to reading some texts, the students are familiar with the operational-practical way and with the statement of the rule with the use of capital letters and periods. The question and exclamation marks are first learned by simple recognition in the texts from the alphabet and by the appropriate intonations when reading the respective sentences. These are treated in special lessons in the 2nd grade, in close connection with learning the types of sentences, without definitions.

1.5.2. Peculiarities of the formation of grammatical notions

1.5.3. Consolidation and systematization of the construction elements of communication

The elements of construction of communication are acquired in the most fundamental way in the process of application in the practice of expression. Due to their high degree of abstraction and generalization, grammatical notions cannot be understood if they are not used in current expression. The reinforcement of what has been learned is done through appropriate exercises. Here are some examples of exercises for the noun:

a). Underline the nouns in the following text:

"Like all bear cubs, Fram was born with his eyes glued together. He opened his eyes only after five weeks.

The blizzard did not pass through the cave. Only the buzzing outside could be heard. But there was ice below, ice above, shiny ice on the walls.

He slept curled up in a warmer bed: the bear's fur, which covered him to protect him from the cold snaps."

(Cezar Petrescu - Fram, the polar bear)

b). Give examples of nouns and names:

degrees of kinship: father, ...; people according to their profession: driver, ...; domestic birds: hen, ...; wild birds: eagle, ...; tools: hammer, ...; musical instruments: violin, ...; natural phenomena: rains, ...; school supplies: notebook, ...; domestic animals: horse, ...; wild animals: bear, ...; cereals: wheat, ...; vegetables: onion, ...; fruit trees: apple, ...

c). Make sentences with the following nouns: the wolf, the book, the car, the wind.

d). Separate the nouns below into three groups: 1). names of beings; 2). names of things; 3). names of natural phenomena: fruit growers, knives, clouds, engineer, saw, thaw, birds, scissors, heat, caterpillars, wind, grass.

e). Look for nouns - names of beings, things, natural phenomena. Create a composition of your choice with them, with one of the titles: "In the field", "On the street", "In the vegetable garden".

The new notions about nouns are also consolidated in the following lessons, about their grammatical categories, as well as on the occasion of learning other parts of speech, especially adjectives and pronouns.

Consolidation and systematization of language knowledge are done, of course, periodically, after different learning stages, established according to the structure of the program and the textbook,

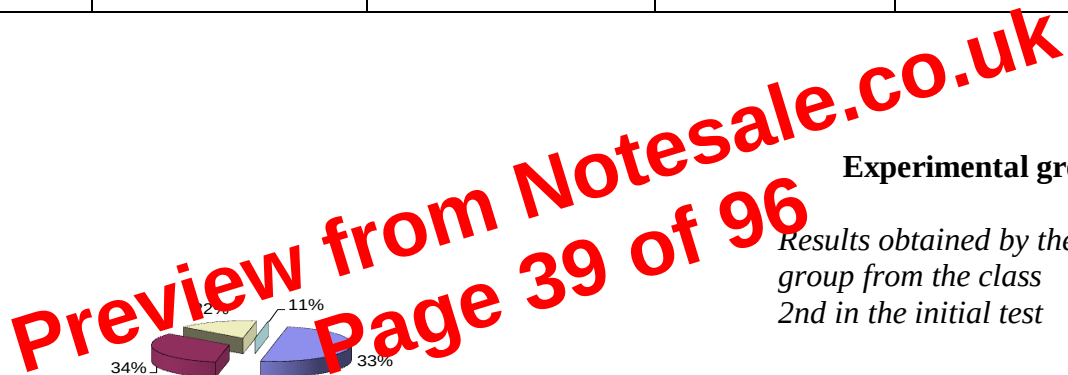
2	Using information from a text			x	
3	Grammatically correct statements			x	
4	Groups of letters		x		
5	Meaning of words	x			

THE RESULTS OBTAINED AT THE INITIAL EXAMINATION IN THE 2nd CLASS

TEST 1: The sentence, the word, the syllable, the sound

Experimental group

Qualifying	FB	B.	S.	i.
Frequency	3	3	2	1



Experimental group

Results obtained by the experimental group from the class 2nd in the initial test

Initial assessment
Romanian Language and

Literature
CLASS IV

Read the text:

"One day, when only my grandmother was home and the weeds had not yet been raked in the garden, I sneaked out with the rake and diligently set to work, also next to the cane fence, where there were dry weeds.

After making four piles, I took out the box of firewood from my pocket and lit the first one and from it, the others. The wind was blowing and the weeds were burning crackling with great flame. Next to the fence were thick and dense nettles. I couldn't rake them. The fire consumed the weeds and what remained was a pile of red sedge that was always revived by the wind."

(I. Agârbiceanu-, The Fire")

1. a) Find the main idea of the first fragment:

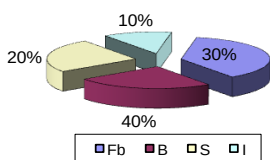
each noun		adjectives
*specify the correct answers to the three items	*specify the correct answers to two items	*indicate the correct answers to an item
*identifies all the words that are part of the lexical family of the given word	*identifies three words that are part of the lexical family of the given word	*identifies two words that are part of the lexical family of the given word
* recognizes the wrong form of the given orthograms	* recognizes the wrong form in two situations	* recognize the wrong form in a situation

THE RESULTS OBTAINED AT THE INITIAL EXAMINATION IN CLASS IV

TEST 1: Elements of communication construction

Experimental group

Qualifying	FB	B.	S.	i.
Frequency	3	4	2	1



Experimental group

Results obtained by the experimental group from the 4th grade at the initial test.

2.2.3.2. FORMATIVE STAGE

3.2.3.2.1. SPECIFIC COMMUNICATION IN PRIMARY EDUCATION

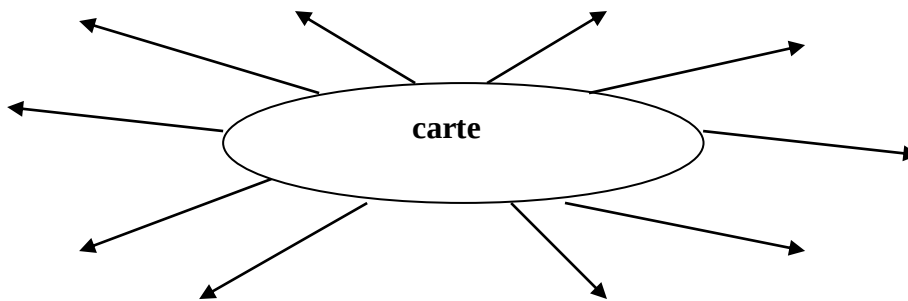
The teaching-learning process can be considered a special form of communication, didactic-school communication

Didactic communication has certain characteristics:

- it is an accepted communication, carried out in an institutionalized, systemic framework, which ensures equal opportunities and differentiated, personalized treatment. The sender is the

the connections between ideas; a way to build or realize new associations of ideas or to reveal new meanings of ideas. It is a technique of searching for access to one's own knowledge, highlighting the way to understand a certain theme, a certain content.

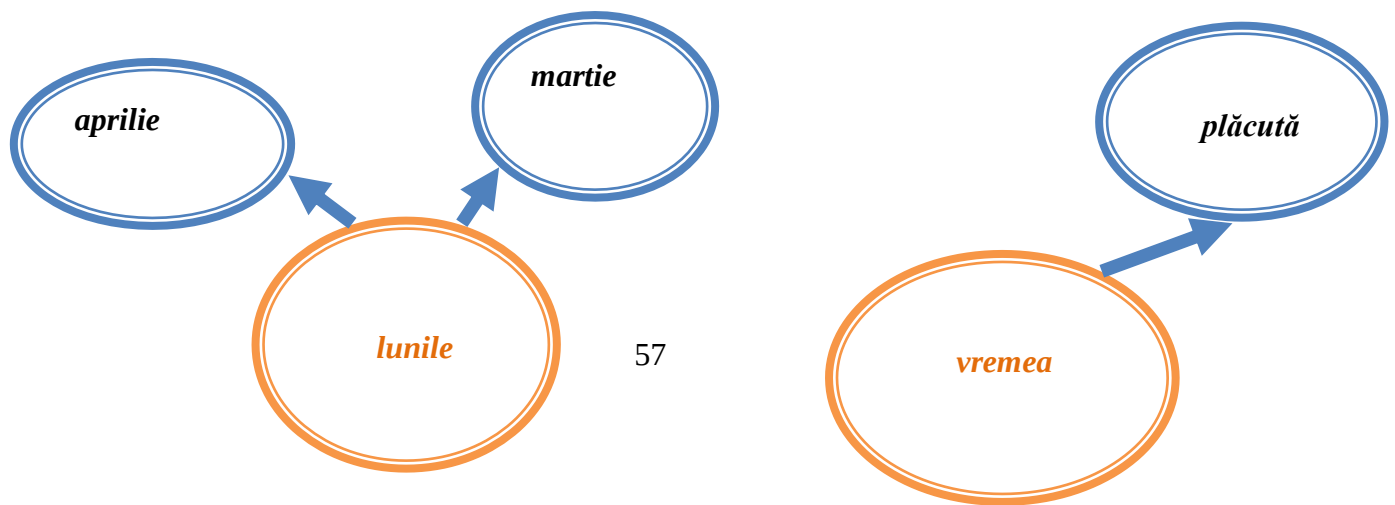
Example: *What do you think of when you hear the word book?*

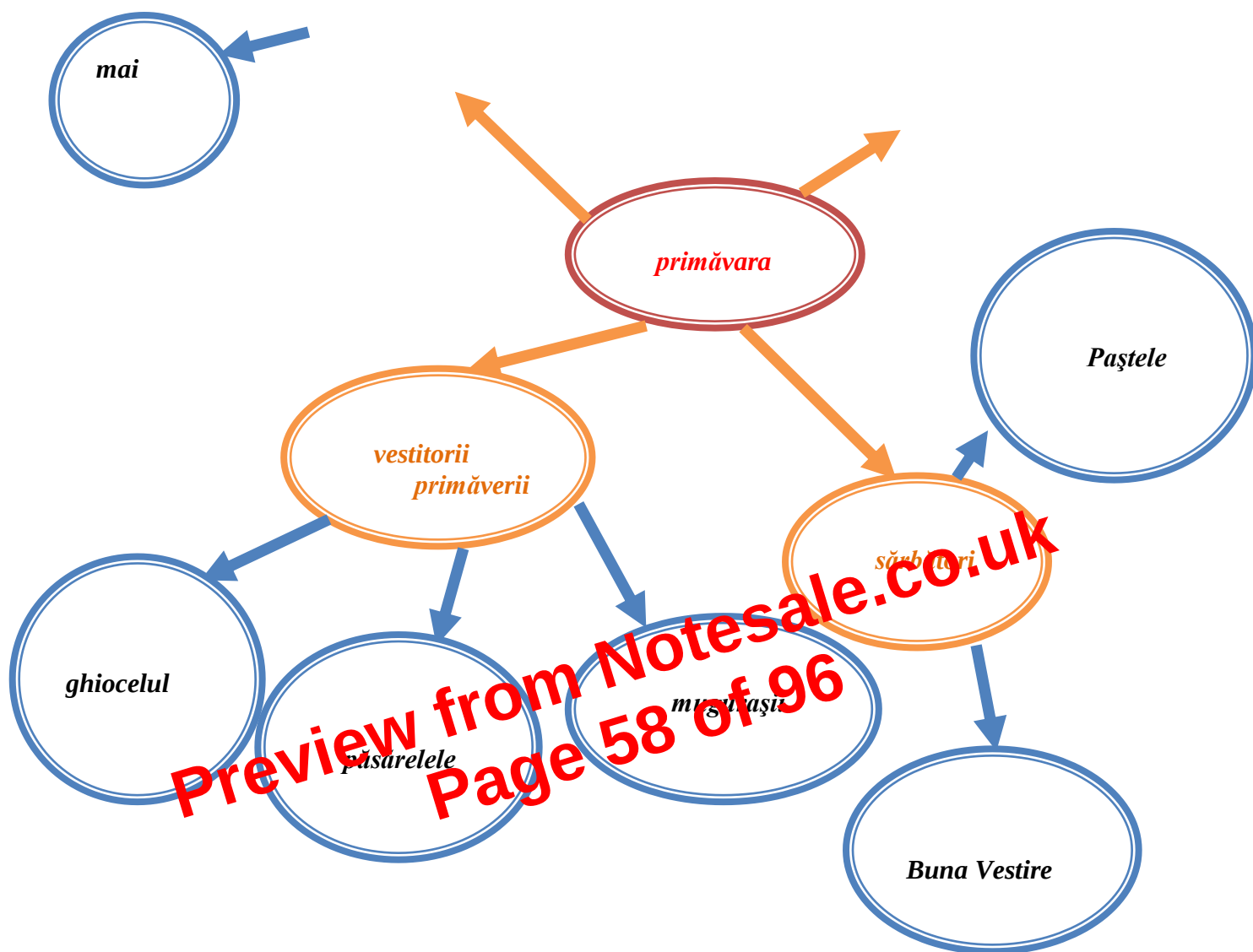


The cluster method gives great results when students work in teams. Each team member will find at least two words related to the initial word.

Observing and approving the variants of his colleagues, the child develops his imagination and creativity. This method can be used to systematize the acquired knowledge of the Romanian language and literature. Through questions, the teacher directs the students' thinking, notes and schematizes the theoretical knowledge. Through this technique, ideas are better fixed and information is structured, facilitating their retention and understanding. The cluster technique can be applied both individually and at the level of the whole class to systematize and consolidate knowledge. In the reflection stage, students can be guided by means of questions, in grouping the information according to certain criteria.

Example: *What comes to mind when you hear the word spring?*





The bunches can be used equally in both classes.

II. THE HEAVEN METHOD

This method is based on stimulating and developing the abilities to communicate what they have learned through questions and answers. The name of the method comes from the initials of the words ANSWER-THROW-QUESTION.

At the end of a lesson or a sequence of lessons, the teacher together with the students investigates the results obtained as a result of teaching-learning, through a game of throwing a light ball from one student to another. The one who throws the ball must ask a question from the lesson taught to the one who catches it. He answers the question and then passes it on to another colleague, also asking a

2.2.3.2.3. THE CONTRIBUTION OF THE EDUCATIONAL GAME TO THE DEVELOPMENT OF COMMUNICATION SKILLS

"The game is the bridge between childhood and adulthood"

J. Chateau

The didactic game is highly valued in primary education, it attracts students to participate actively without being aware of the intellectual and physical effort made. The child learns with pleasure, becomes interested, the shy ones become braver, the entertained ones become more attentive. It generates joy, good mood, prevents fatigue and monotony, combines the spontaneous with the imaginary.

The role of the didactic game consists in the fact that it facilitates the process of assimilation, fixation and consolidation of knowledge and due to its informative character, it influences the development of the student's personality.

In order for the didactic game to contribute to the achievement of the instructive-educational objectives, the teacher must specify the content of the game, the game task, the rules and the game elements. Depending on the nature of the game, the child enriches his knowledge, develops his language, imagination, and forms positive character traits.

Next, I will present some of the engaging and enjoyable didactic games used in Romanian language and literature lessons:

- **"Say on"**

The purpose of this game is to check the correct pronunciation of sounds and groups of sounds that are more difficult to pronounce such as: c, g, r, st

The teacher throws a ball to a student. It starts a sentence about beings or things that make noises. The student will complete with the appropriate onomatopoeia. The other students repeat the onomatopoeia in chorus.

Examples: The bear makesdie, die, die

The car does.....you, you, you

The game aims to develop voluntary attention and imagination. Questions are formulated that require the forbidden word as an answer.

Students are asked to answer the questions without using the previously established word.

The forbidden word "spring".

Q: "When does the snow melt?"

A: "In the season when snowdrops bloom."

Q: "When do snowdrops bloom?"

A: "When the snow melts."

Q: "What season is this poem talking about?"

"Spring, spring

Come to our country again."?

A: "About the season after winter."

- **"How can that be?"** – finding the right adjectives.

How can the code be? (thick, green, dark, dry, deserted ...).

How can heaven be? (blue, clear, cloudy, grey ...).

- **"I say one, you say many"** – finding the plural of given nouns:

school - schools the well - the wells

and people - bee - bee

- **"I say many, you say one"** - finding the singular of given nouns:

beehives - beehive swallows - swallow

the mornings - the morning the trees - the tree

- **"chain of words"**

The teacher says a word and the students will look for another word that starts with the last letter of the written word and the game continues.

a). "Chain of nouns": pen - eraser - plane - nose - sled - pupil

b). "Chain of adjectives": demanding - respected - shy - giving - brave - sociable - quiet

- **The word is looking for its "relatives"**

Learn: teacher, education, education, learned, education.

Forest: wooded, wooded, forester, wooded, unwooded, forester, forester.

- **Letter board:** Find the sentence hidden in the "letter board"!

2. Turn the italicized sentence from the text into an affirmative sentence.

3. Make up a sentence using the words "take" and "take".

4. Explain the use of punctuation marks in the given statement:
"-What are we doing, Patroclus?"

5. Make a sentence in which the verb "to know" is in a different tense and number than the one in the text.

6. What is the word "anxiety" in the text as a part of speech?
a) adjective b) noun c) verb

7. Analyze the underlined words in the text.

8. Complete the scheme of the following sentence:
The puppy touched her hands with its snout.

III. Make a poster for the theater play "The Wonderful Forest" or an invitation addressed to a friend for the same play in the frame of your choice

	number are different from those in the text	different from those in the text, with small mistakes	tense or only the number of the verb
II 6	Choose the correct option	--	-
II 7	Analyze the three given words correctly specifying all the information learned about each part of speech and its role in the sentence	Analyze two of the three words correctly specifying all the information about each part of speech and its role in the sentence	Analyze a correct word, or two words with some mistakes
II 8	Correctly complete the scheme of the sentence	Complete the sentence scheme with one or two mistakes (a part of speech or a part of a sentence)	Make the sentence outline with three / four mistakes (parts of speech, parts of sentence)
III 1	Make a poster or an invitation correctly specifying: the title, the date, the place, the way of making it, the reason, the addressing formulas	Create a poster or an invitation by omitting one of the following information: title, date, place, way of making, reason, address forms	Make a poster or an invitation omitting several of the following information: title, date, place, way of making, reason, address forms

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CORRECTION SCALE

I 3 p

1. 0.20p for each correct answer $0.20 \times 3 = 0.60p$
2. 1.5p for correct storytelling
3. 0.5p for formulating the main idea
4. 0.20 for each correct statement $0.20 \times 2 = 0.40 p$

II 4.5 p

1. 0.10 for each synonym and antonym $0.10 \times 6 = 0.60 p$
2. 0.25 p for the correct transformation of the sentence
3. 0.25 for each statement $0.25 \times 2 = 0.50 p$
4. 0.10 for each correctly explained punctuation mark $0.10 \times 4 = 0.40 p$
5. 0.25 for changing the time and 0.25 for changing the number $0.25 \times 2 = 0.50$
6. 0.50 for choosing the correct answer
7. 0.25 for each correctly analyzed word $0.25 \times 3 = 0.75$

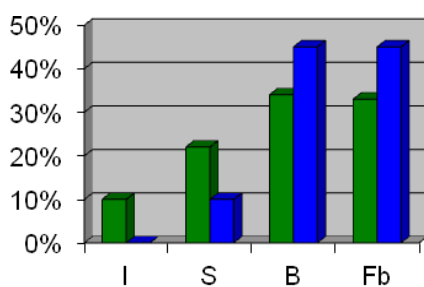
The grade S was obtained in the initial evaluation by 2 students, and in the final one by one.

A notable fact is that, unlike the initial testing, no I (insufficient) grades were recorded in the final testing.

Comparison of the results of the initial tests and the final ones

Second grade: The sentence, the word, the syllable, the sound

Experimental group:



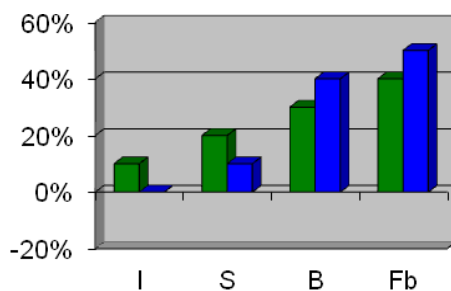
■ Testare initiala

■ Testare finala

7. Comparative representation of the results obtained by the experimental group from the second grade at the initial and final tests

Fourth grade: Elements of communication construction

Experimental group:



■ Testare initiala

■ Testare finala

Comparative representation of the results obtained by the experimental group in the 4th grade at the initial and final tests

ConCluSIonS

This paper presents the finality of a long theoretical and practical-applicative study regarding the specifics of improving communication skills in the primary cycle, in the 2nd and 4th grades.

In the experiment that I organized and conducted, I aimed to demonstrate that the results of learning activities can be significantly better using interactive methods and didactic games in Romanian language and literature lessons. In this sense, the paper highlighted the idea that confirms the hypothesis from which we started, namely that the abilities communication skills can be improved using interactive methods in teaching-learning activities in Romanian language and literature lessons.

The results obtained by applying the final tests led to the following findings:

- interactive methods lead to the optimization of the educational process and contribute to the development of critical thinking, focusing on independent and collaborative learning;
- using these methods we help children to take responsibility for their own learning, to form reasoned opinions, to understand the logic of arguments, to synthesize ideas from different sources, to respect the opinions of others, to work in collaboration with others;
- the didactic game trained the children with poor results, removing their fear of mistakes, shyness, discouragement;

I believe that the proposed objective and hypothesis of the paper have been confirmed. The students managed to register progress in the learning activity, the interactive methods improving the communication skills of the students.

It is necessary for the student in small classes to form the skills of correct expression from a grammatical point of view, to pronounce correctly, to enrich his active vocabulary, to learn how to communicate in society.

Improving the school system means, in the last resort, that we want the students to not always depend on us. Among the remarkable tools that announce this independence and that will contribute to its further conquest are: reading, writing, numeracy, mathematical calculation.

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*** *School curriculum for Romanian language and literature*, 2003, first and second grades, Bucharest.

*** *School curriculum for Romanian language and literature*, 2004 , 4th grade, Bucharest.