

# The Relationship Between Teaching and Learning in the School Subject Romanian Language and Literature at Primary Level: Didactic Premises and Formative Implications

Vasilica SIMIONOVICI<sup>1</sup>

## Abstract

*The teaching of Romanian language and literature in primary education involves a complex relationship between the transmission of knowledge and the development of students' linguistic and literary competences. This process requires not only mastery of curricular content, but also continuous adaptation to the real needs of children. The present paper examines the didactic premises of this relationship, highlighting the central role of the teacher in shaping a coherent, engaging, and formative educational approach. Given the increasingly frequent challenges related to students' reception of literary texts and assimilation of grammatical concepts, the necessity of continuous professional development for teachers is emphasized, alongside the use of differentiated methods tailored to the psychopedagogical characteristics of the age group. The analysis begins from the premise that the primary school teacher is not merely a transmitter of information, but rather a facilitator of learning and a relational model with a lasting formative impact. Particular emphasis is placed on in-depth knowledge of the student cohort and of each individual pupil, as the personalization of didactic intervention fosters real and sustainable progress. In the examination of the teaching-learning relationship, key components such as the role of literary texts, vocabulary development, stimulation of imagination, and the cultivation of reading interest from the early school years are addressed. Additionally, aspects related to formative assessment, pedagogical observation, and the use of worksheets as support tools in the consolidation of linguistic acquisitions are explored. The proposed perspective is an integrative*

---

<sup>1</sup> Primary school teacher, Secondary School No. 1, Dobârceni, Botoșani County, Romania. [simionoviciv@yahoo.com](mailto:simionoviciv@yahoo.com)

*one, in which the cognitive dimension of learning is complemented by affective and motivational factors, aiming to support the pupil's holistic development. By presenting these reference points and grounding the discussion in contemporary didactic realities, the article contributes to a deeper understanding of the interplay between teaching and learning within Romanian language and literature classes at the primary school level.*

**Keywords:** *primary education; teaching; learning; Romanian language and literature; curriculum development; didactic adaptation.*

## Introduction

The teaching of Romanian language and literature in primary education requires an integrated approach that coherently links the development of students' linguistic competences with the continuous professional development of teachers. This relationship cannot be conceived outside a clearly defined methodological framework that supports the effectiveness of the educational process and fully harnesses the formative potential of the subject. Within the context of primary schooling, the educational act becomes essential for consolidating correct language use, developing oral and written communication skills, and fostering logical and critical thinking<sup>2</sup>. For this reason, the teacher cannot remain anchored in traditional patterns but must continuously adapt their practice to the real needs of students, by carefully selecting appropriate methods, differentiating instruction, and consistently relating to age-specific characteristics. Thus, the teaching of Romanian language and literature becomes an activity with strong formative value, with direct implications for academic success and subsequent social integration (Iucu, 2001). The initial formation of pupils cannot be separated from the ongoing professional development of the teacher, and this interdependence lays the groundwork for an

---

<sup>2</sup> According to the provisions of Article 15, paragraph (1), letters a)–e) of Law No. 198/2023 on Pre-University Education, published in the Official Gazette of Romania, Part I, No. 613 of July 5, 2023, pre-university education in Romania is structured into the following levels: *Early education* (ages 3 months to 6 years) consists of ante-preschool education (crèche services) for children aged 3 months to 3 years, and preschool education for children aged 3 to 6 years, both comprising the lower, middle, and upper groups; *Primary education*, lasting 5 years, comprising the preparatory grade and grades I–IV; *Lower secondary education (gymnasium)*, lasting 4 years, comprising grades V–VIII; *Upper secondary education (high school)*, usually lasting 4 years; *Post-secondary education*, including non-university tertiary education, lasting between 1 and 3 years.

authentic education-one centered on the child's needs and grounded in the realities of the Romanian school system.

The importance of the Romanian language and literature as a fundamental school subject derives from its multiple functions within the educational process: the communicative function, the cognitive function, the formative function, and the function of social integration. Language is, undoubtedly, the essential tool through which students learn not only to read and write, but also to understand, interpret, and make use of the information they receive. These functions are not merely theoretical; they are concretely manifested in every lesson, in each teacher-student interaction, and in every instructional task. From this perspective, the Romanian language and literature holds a central place in the primary school curriculum, and the significant number of hours allocated to this subject fully reflects its privileged status (Șerdeal, 2002). Romanian language and literature classes aim not only to achieve functional literacy but also to develop correct linguistic awareness and a positive attitude toward communication. The subject thus becomes a formative environment for personality development, empathy, cooperation, and critical thinking-all essential traits in shaping the graduate profile at the primary education level. Without rigorous and coherent instruction in language, a student's entire educational trajectory may be compromised, which underscores the need to approach this subject with responsibility and methodological precision (Popescu-Mihăilești, 1980).

Despite the recognition of the central role played by the Romanian language and literature in primary education, the current educational reality reveals a series of persistent difficulties related to both the teaching and learning of this subject. Among the most common challenges are the poor comprehension of literary texts, insufficient understanding of grammatical rules, and difficulties in oral and written expression. These issues are further exacerbated by the inadequate adaptation of teaching strategies to the specific profile of primary school pupils, as well as by the lack of relevant continuous professional development for teachers. A thorough analysis of these difficulties is required from an applied pedagogical perspective, one that identifies both the underlying causes and potential solutions. In this regard, differentiated instructional methods, the use of individualized worksheets, systematic pedagogical observation, and the application of formative assessment may constitute viable responses to the challenges encountered in everyday teaching practice (Okon, 1978). Moreover, it is essential that the didactic approach be supported by the teacher's intrinsic motivation for professional development, as the

effectiveness of education depends directly on the teacher's level of preparation and engagement. Any attempt at curricular or methodological reform in this domain must be grounded in these observable realities, integrated into a coherent pedagogical vision.

The need for a systematic analysis of the relationship between teaching and learning in Romanian language classes arises from the importance of a teaching practice grounded in school realities and aligned with clearly defined curricular objectives. It is essential to understand how applied strategies influence students' linguistic and literary performance, as well as how these strategies can be adjusted to more effectively meet the actual needs of the student group. This paper focuses on the interdependence between teaching and learning, viewed not as separate processes, but as components of a coherent, organized, and functional pedagogical approach. Within this framework, key aspects are addressed, such as vocabulary development, stimulation of imagination, the valorization of literary texts, cultivation of critical thinking, and the integration of functional communication into students' daily learning activities. The article offers an applied perspective on these dimensions, drawing on specialized pedagogical literature and situating the analysis within a contemporary methodological framework (Păun & Potolea, 2002). Through this approach, the aim is not only to identify the challenges encountered in the teaching of Romanian at the primary level, but also to outline concrete directions for improving instructional intervention in line with the demands of contemporary education.

### **Studying the Romanian Language as a Fundamental Formative Act in Primary Education**

The study of the Romanian language in primary education plays an essential role in shaping the student's personality, as both oral and written expression form the foundation of effective communication and constitute the premises for harmonious intellectual development. At this stage of schooling, language becomes not only a tool for interaction, but also a support for thinking, which entails increased responsibility in designing teaching activities focused on the development of linguistic competences. The ability to express oneself correctly, fluently, and appropriately to context is one of the essential conditions for social integration, and primary school has the task of laying the foundation for these skills. In this regard, the development of communication competence must be approached as a gradual process, interdependent with the child's cognitive and emotional maturation, and the Romanian language curriculum must be selected

and structured in a way that supports this development (Șerdean, 2002).

The development of expressive abilities does not consist merely in the accumulation of grammatical or lexical knowledge, but involves a systematic process of cultivating the capacity for understanding, reasoning, and nuanced expression of ideas. For this development to be effective, it is essential to articulate clear objectives supported by teaching strategies that emphasize active student participation, dialogue, reflection, and the exercise of independent thinking (Iucu, 2001). Student utterances that deviate from the norms of standard language should be addressed with pedagogical discernment, as opportunities for formative intervention, rather than approached through a punitive logic that inhibits expression. Within this framework, oral communication becomes a training ground for written expression, and the development of a functional relationship between the two forms of language represents a methodological priority. Correct expression must be practiced in varied contexts, including extracurricular ones, in order to encourage the transfer of acquired competences to everyday life.

The teaching of the Romanian language in primary grades must follow a rigorous instructional path, grounded in validated pedagogical principles, yet flexible enough to adapt to the actual needs of the student group. Linguistic development is closely linked to the age-specific characteristics of young learners, which requires careful selection of teaching methods and tools. Active strategies that involve cooperation, role-play, exploration, storytelling, and dramatization contribute to the emotional and cognitive engagement of pupils, ensuring lasting learning (Cerghit, 1998). Moreover, it is important for instruction to integrate the practice of divergent thinking, through open-ended tasks that encourage the expression of personal ideas and the structuring of individual discourse. In this regard, Romanian language teaching must focus on competence development, rather than the mere transmission of information.

The consolidation of correct expression also entails embracing a formative dimension that goes beyond the linguistic domain. The subject Romanian Language and Literature contributes directly to the development of logical thinking, aesthetic sensitivity, and the capacity for analysis and synthesis through constant interaction with both literary and non-literary texts (Popescu-Mihăilești, 1980). From this perspective, primary school has the responsibility to create a stimulating environment in which expression is not perceived as an obligation, but as a natural means of self-expression. The teacher's

intervention must be guided by an integrative pedagogical vision that combines high expectations with an understanding of individual development. It is equally essential to form correct language habits from the earliest stages of education, as errors tolerated during this period become increasingly difficult to correct later on (Okon, 1978). Therefore, the teaching of Romanian should not be approached merely as a standard school subject, but as a profound formative act with lasting implications for the student's intellectual profile.

### **Theoretical and Methodological Premises of Romanian Language Didactics in Primary Education**

The specialized didactics of the Romanian language for the primary education cycle is grounded in a theoretical corpus derived from pedagogy, psychology, and linguistics, adapted to the specific characteristics of young school-age children. These theoretical foundations are not adopted mechanically, but are integrated into a teaching approach centered on the cognitive, affective, and social development of primary school students. General pedagogy provides the fundamental concepts related to the teaching - learning process, yet their application in Romanian language lessons requires rigorous transposition, taking into account the need for a balance between accessibility and scientific rigor (Păun & Potolea, 2002). Educational psychology contributes to the understanding of language acquisition mechanisms, the cognitive processes involved in learning, and school motivation - all of which are essential for the success of instructional interventions. Linguistic contributions are reflected in the careful selection of content, the gradual structuring of morphosyntactic concepts, and the adaptation of terminology to the developmental stage of the learners (Șerdean, 2002). This inter- and transdisciplinary articulation enables the formulation of clear, operational objectives that reflect not only the accumulation of knowledge but also the formation of correct, stable, and transferable linguistic skills applicable in diverse communication contexts.

Within the didactics of the Romanian language, the rigorous design of teaching activities is a key condition for the effectiveness of the instructional process. Constructing a coherent lesson requires the precise formulation of operational objectives, the selection of relevant content, and the alignment of methods and resources with these elements. Cerghit (1998) emphasizes the importance of diversifying teaching strategies, advocating for the complementary and alternating use of traditional and modern methods, depending on the nature of the content and the specific characteristics of the student group.

Furthermore, instructional planning in primary education must remain connected to the principle of continuity and progressive learning, which involves building new acquisitions upon previous ones with a carefully calibrated increase in difficulty. Medium- and long-term planning, correlated with continuous assessment of outcomes, allows for real-time adjustments in instructional interventions, thus preventing stagnation or regression. Therefore, the teaching of Romanian cannot be reduced to a sequence of grammatical topics; it requires a functional and integrative approach to communication, in which each content element contributes to the development of general linguistic competence.

The Romanian language lesson must be understood as a privileged framework for activating thinking, reflection, and self-assessment processes, not merely as a vehicle for transmitting grammatical knowledge. According to Iucu (2001), meaningful learning involves engaging the student in acts of decision-making, exploration, and justification, even in tasks with a low level of complexity. Didactic activities that encourage hypothesis formulation, justification of personal choices, or the identification and correction of errors in a reasoned manner contribute to the development of critical thinking and linguistic awareness. In this regard, metalinguistic reflection becomes a transversal objective of Romanian language teaching, through which the student not only acquires rules, but also learns to apply them consciously and creatively in various contexts. Self-assessment, as a dimension of reflective learning, entails the development of the ability to monitor one's own expression, to recognize errors, and to formulate remedial strategies. This ability is not innate but must be systematically cultivated through age-appropriate instructional activities tailored to the students' level of maturity (Mialaret, 1964). In conclusion, the Romanian language lesson should not be a space for unidirectional information transfer, but rather a complex formative framework in which knowledge is constructed through active engagement, reflection, and the development of responsibility.

One of the fundamental principles of Romanian language didactics in primary education is the individualization of the instructional act, in accordance with differences in students' learning pace, style, and developmental level. The principles formulated by Dottrens (1978) regarding respect for the child's personality and the stimulation of their individual potential remain highly relevant, especially in an educational context marked by diversity and complexity. Integrating these differences into the design and delivery of lessons requires detailed knowledge of each student and increased

methodological flexibility. For example, during vocabulary development lessons or grammar reinforcement sessions, tasks must be adapted to different levels of difficulty, allowing each student to progress at their own pace. The use of differentiated worksheets, heterogeneous group or pair work, and cooperative learning strategies facilitates the inclusion of all students in an equitable educational process (Şerdean, 2002). In this respect, the primary school teacher does not act merely as a transmitter of information but as an organizer of learning experiences - one who is capable of identifying and leveraging each student's resources, thereby ensuring the harmonious and balanced development of communication competence.

### **The Central Role of the Subject in the Structure of the Primary Curriculum**

Romanian Language and Literature holds a fundamental position in the curricular structure of primary education, functioning as a key component in the process of functional literacy and the development of initial communication skills. This subject goes beyond the transmission of linguistic and literary content; it plays a constitutive role in the development of thinking, the shaping of students' personal and cultural identity, and the formation of their ability to express themselves coherently, correctly, and appropriately. At the stage of early schooling, when basic cognitive and expressive abilities begin to crystallize, Romanian language subject becomes the primary instrument through which the child internalizes norms, models, and cultural values, while also acquiring the necessary tools for active participation in the learning process. Literacy is not merely the mechanical learning of letters and sounds; rather, it involves the deep internalization of language structures, the functional assimilation of lexical meanings, and the progressive familiarization with both oral and written discourse. From this perspective, Romanian language subject is the pivot around which the entire formative activity of the primary cycle revolves, representing the very condition for the possibility of any other type of learning (Şerdean, 2002).

The instrumental function of the Romanian Language and Literature subject is highlighted by the fact that it serves as the vehicle through which students gain access to other domains of knowledge, from mathematics to natural sciences and civic education. All these curricular areas inevitably require the understanding of concepts expressed through language, and students' academic performance is directly dependent on their ability to read, comprehend, and express ideas in a coherent and appropriate manner. From this point of view,

linguistic competences are not merely an end in themselves, but become transversal tools that support learning as a whole (Skinner, 1971). Students who experience difficulties in decoding written texts or in articulating ideas clearly in oral speech often encounter obstacles in learning mathematics, formulating scientific hypotheses, or interpreting social norms discussed during civic education classes. Thus, Romanian language subject does not operate in isolation; it underpins the development of the general and transversal competences required by the contemporary curriculum. Furthermore, through activities such as active listening, conversation, storytelling, argumentation, and composition, students develop a functional and reflective relationship with language, strengthening their logical thinking and capacity for abstraction (Cerghit, 1998).

Another essential aspect is the informational role of the Romanian language, reflected in the subject's capacity to introduce students to the cultural, moral, and aesthetic values of society. Through literary and non-literary texts appropriately selected according to the child's age and developmental level, students become familiar not only with the norms of standard language, but also develop critical and reflective thinking, enabling them to analyze, interpret, and evaluate the surrounding world. At this stage of development, language is deeply connected to the process of knowledge acquisition and to the structuring of reality. Through the variety of texts and tasks proposed within the subject, students are encouraged to reflect, express their viewpoints, and learn to respect the opinions of others. Moreover, reading becomes an active cognitive process and a form of self-education, contributing to the formation of aesthetic sensibility and a nuanced understanding of both literary and pragmatic messages. In this way, the subject Romanian Language and Literature supports students' cultural integration and the development of independent thinking, becoming an essential educational tool in shaping a responsible and well-balanced personality (Popescu-Mihăilești, 1980).

At the curricular level, the central role of the subject is reflected in the significant allocation of time and resources within the national framework plans for primary education, as well as in the volume and complexity of the specific objectives associated with it. The school curriculum for Romanian Language and Literature values both the cognitive and attitudinal dimensions of learning, promoting the development of comprehensive communication competence through the harmonious integration of oral and written language. Textbooks, activity notebooks, worksheets, and other auxiliary materials reflect this centrality, offering a wide range of differentiated activities adapted to

students' needs and individual learning pace. In addition, this subject receives special attention in both ongoing and summative assessments, being considered a key indicator of overall school performance. Therefore, the initial and continuous training of teachers involved in teaching this subject must be grounded in a deep understanding of the didactic process and in the use of active and participatory methods capable of fostering student engagement and supporting real and lasting progress (Iucu, 2001).

### **Reading and Writing - Complementary Dimensions of Learning the Romanian Language**

The study of the Romanian language in primary education has as its essential goal the development of fundamental reading and writing skills, which serve as the foundation upon which students gradually build their capacity for expression, comprehension, and communication. The learning process begins with the child's familiarization with the letters of the alphabet and continues with the integrated practice of reading and writing. These activities are not addressed hastily or superficially; rather, they involve a gradual process tailored to the cognitive development rhythms of young learners. In the first grade, the focus lies on the acquisition of sounds and letters, as well as on understanding the relationship between phonemes and graphemes, while in the second grade, these skills are consolidated through adapted texts and tasks that stimulate both comprehension and expression (Șerdean, 2002). Writing and reading are not treated as isolated activities, but as interdependent processes that support each other in the overall development of language. Therefore, teaching activities are structured around shared objectives for both dimensions: accurate recognition and reproduction of words, meaning identification, clear expression of thoughts, initiation into dialogue, interpretation of simple structures, and so on. The teacher's role is to coherently integrate teaching strategies, providing differentiated support according to each student's level and encouraging individual progress. Systematic exercises, adapted to the intellectual and practical competences of children, are essential at this stage, particularly for the automatization of basic skills. Activating students' motivational resources is also a key factor, as it helps maintain their interest in learning and reinforces initial acquisitions by fostering a positive relationship with their mother tongue and with the learning process more broadly.

Throughout the first and second grades, the emphasis remains on building strong reading and writing skills, at a pace that allows each

child to understand the mechanisms of written language. In the second grade, the stage often referred to as the post-literacy phase marks a transition from learning the written code to its functional use in various communication contexts. Pupils are encouraged to read aloud, silently, or mentally, to ask questions about texts, to extract main ideas, and to summarize content. At the same time, both oral and written expression are fostered through activities such as reconstructing sequences, guided compositions, descriptions, and storytelling on familiar topics (Stanciu, 1968). Practicing these activities reinforces not only text comprehension but also the development of active vocabulary, narrative coherence, and logical thinking. Simultaneously, the phonemic component of language is not overlooked, since correct pronunciation, sound identification, and the development of phonemic awareness remain fundamental to fluent reading and error-free writing. Exercises such as syllable division, identification of initial and final sounds, and phonetic dictation contribute to the refinement of these skills. A child who cannot correctly distinguish the sounds in a word will experience difficulties in both transcription and comprehension, which limits access to meaning and discourages active participation in the educational process. Therefore, the teacher has the responsibility to correlate phonetic activities with semantic and morphological ones in order to achieve the harmonious development of language (Șerdean, 2002).

Starting in the third grade, the educational objectives expand significantly, aiming not only at consolidating instrumental reading and writing skills but also at developing advanced competencies in comprehension, expression, and the appreciation of texts. Pupils are introduced to both literary and non-literary texts, learning to analyze, interpret, and apply them in various contexts. Reading is no longer just a tool for mechanical word recognition but becomes a gateway to understanding the world, characters, situations, and underlying meanings. In this context, it is essential for students to learn to ask questions about what they read, to formulate hypotheses, to identify the author's intent, or to observe stylistic devices used in the text (Stanciu, 1968). Oral expression is developed through guided conversations, role-plays, debates, or brief presentations, while written expression is practiced by composing texts with given beginnings, endings, or entirely open themes, depending on the task. The teacher plays a crucial role in adapting assignments to each pupil's developmental level, offering opportunities to express creativity and build self-confidence. At the same time, the curriculum gradually introduces elements related to text structuring, idea organization, and

adherence to grammatical norms, thus preparing pupils for increasingly complex written communication. The formative value of reading activities increases along with the depth of the texts and the requirements involved, encouraging students to relate to the readings critically, reflectively, and empathetically.

The fourth grade marks a stage of linguistic maturation, emphasizing expressiveness, clarity, and accuracy. Pupils begin to engage with more complex texts, including poems featuring symbols and stylistic figures, learning to identify lyrical intent and nuanced meanings. Simultaneously, through non-literary texts such as posters, advertisements, children's magazine articles, or public messages, students learn to decode information, classify it into functional types, and use it appropriately in their own productions (Șerdeal, 2002). Preparation for oral communication includes adherence to conversational rules as well as the practice of presentation skills, active listening, and formal or informal address, depending on the context. Role-plays and simulations become effective methods for strengthening these abilities, allowing children to express themselves in a controlled, yet realistic environment. Writing tasks become more rigorous, involving the drafting of simple narrative, descriptive, or argumentative texts, which require not only grammatical accuracy but also logical coherence. The pupil is placed at the center of the educational process, being encouraged to evaluate their own performance, to identify errors, and to propose correction strategies. In this process, the teacher becomes a guide and facilitator who supports learning autonomy while cultivating responsibility, perseverance, and a genuine interest in the Romanian language. This transitional phase lays the foundation for mature communication and for active participation in social and school life (Stanciu, 1968).

The formative role of the Romanian language in primary education is not limited to the cognitive or linguistic dimensions; it also contributes significantly to the personal and social development of pupils. Through reading and writing activities, children engage in a process of self-discovery and social interaction, learning to express emotions, form opinions, and construct arguments. Language thus becomes a tool for shaping identity and for integrating into the community. The primary school is responsible for creating an environment conducive to this development, not only through relevant content but also through active, participatory, learner-centered methods. Each lesson must respond to a genuine communication need and facilitate the practical application of knowledge in real-life contexts. Thus, learning the Romanian language is not reduced to a set of rules

or routine exercises but becomes a dynamic process with multiple implications for shaping the pupil as a competent speaker and a responsible citizen. Ongoing language practice in diverse contexts - from recounts and notes to letters and creative compositions - familiarizes pupils with a variety of stylistic registers and fosters expressive flexibility. Furthermore, the development of critical thinking and empathy through reading contributes to forming a well-balanced personality, capable of understanding different perspectives and communicating effectively. Therefore, the study of the Romanian language in primary education must be approached with seriousness, consistency, and dedication, in a joint effort by the teacher and the pupil, supported by the family and the wider community. Only in this way can the major objective be achieved: the formation of an individual who not only knows how to read and write, but also how to think, feel, and act through and with the help of words (Șerdean, 2002).

## **Conclusions**

The relationship between teaching and learning within the subject Romanian Language and Literature at the primary level is characterized by an essential functional interdependence, in which the teaching strategies employed by the teacher directly influence the acquisition, transfer, and consolidation of linguistic competencies. This relationship cannot be reduced to a mere cause-and-effect correlation between method and outcome, but must be understood as a complex dynamic involving the selection of content, adaptation to the pupils' age-specific characteristics and learning pace, as well as the quality of the pedagogical relationship between teacher and class. Within this dynamic, the formative component cannot be separated from the informative one, and didactic success must not be evaluated solely through the accumulation of knowledge, but also through observable transformations in expression, comprehension, interpretation, and the conscious use of language. Correspondingly, learning efficiency is enhanced by the teacher's ability to construct coherent and integrated learning paths that stimulate reflection, autonomy, and clear, correct, and context-appropriate expression. Therefore, the act of teaching Romanian language and literature must be reflective, rigorously planned, and oriented towards the real progress of each pupil.

The importance of the Romanian Language and Literature discipline in the primary curriculum far exceeds its status as a mere subject of study, acquiring a transversal formative value and an integrative function that supports all other learning areas. This discipline not only provides the necessary tools for communication but

also contributes to the formation of personal identity, the development of logical and critical thinking, and the internalization of fundamental social and cultural values. In this regard, the teaching of Romanian must be approached as a formative mission of primary importance, through which pupils learn not only to read and write correctly, but also to think, to understand the world around them, and to express their ideas and emotions appropriately and responsibly. From this perspective, its educational value extends beyond immediate school success, reflecting on the pupil's overall development both within and beyond the school environment. Any weakness in the formation of communication skills negatively impacts overall learning capacity, while success in this domain becomes a strong predictor of general performance. Thus, the effective teaching of Romanian must be institutionally supported through adequate resources, high-quality continuous professional training, and the promotion of a professional culture oriented toward pedagogical reflection and adaptability.

The continuous professional development of teachers represents an essential condition for ensuring relevant, modern, and effective education in the field of Romanian language. Curricular changes, the diversification of pedagogical tools, and shifts in pupils' psycho-pedagogical profiles require a constant effort to update professional competencies. This effort cannot be reduced to formal participation in continuing education courses, but must be understood as an ongoing process of professional learning in which the teacher assumes a reflective, evaluative, and creative role in their own didactic practice. In this process, the critical evaluation of used strategies, the integration of pupil feedback, and the use of formative assessment data become essential tools for optimizing the educational approach. At the same time, collaboration among teachers, the exchange of good practices, and active participation in professional communities contribute to developing an institutional culture that fosters pedagogical excellence. Only through such an approach can the teaching of Romanian respond to the varied realities of today's classrooms and support pupils in developing strong, transferable, and enduring communication competencies.

Finally, a learner-centered pedagogical vision is needed - one that genuinely values the diversity of learning rhythms, styles, and educational needs in primary school classes. Such a vision requires moving beyond the transmissive paradigm and embracing an interactive, participatory, and flexible pedagogical model, in which the teacher becomes a facilitator of learning and a role model for linguistic and attitudinal expression. The valorization of spontaneous

expression, the encouragement of reflection, and the consolidation of correct and coherent expression can only be achieved in an educational climate characterized by safety, respect, and intrinsic motivation. Furthermore, the development of pupils' ability to use the Romanian language accurately and consciously must be a continuous process, integrated across all school activities - not limited to explicitly linguistic ones. In this context, the teacher's role is to create authentic learning experiences in which Romanian is not merely a subject of study, but an active tool for thinking, communication, and interaction. In this way, the foundations are laid for meaningful education - an education that fully assumes the responsibility of shaping citizens capable of expressing themselves clearly, critically understanding the messages around them, and actively contributing to community life.

## References

- Cerghit, I. (1998). *Metode de învățământ* [Teaching Methods]. Didactică și Pedagogică.
- Dottrens, R. (1978). *A educa și a instrui* [To Educate and to Instruct]. Didactică și Pedagogică.
- Iucu, R. B. (2001). *Instruirea școlară. Perspective teoretice și aplicative* [School Instruction: Theoretical and Practical Perspectives]. Polirom.
- Mialaret, G. (1964). *Introduction à la pédagogie* [Introduction to Pedagogy]. Presses Universitaires de France.
- Okon, V. (1978). *Învățământul problematizat în școala contemporană* [Problem-Based Learning in the Contemporary School]. Didactică și Pedagogică.
- Păun, E., & Potolea, D. (Coord.). (2002). *Pedagogie. Fundamente teoretice și demersuri aplicative* [Pedagogy: Theoretical Foundations and Practical Approaches]. Polirom.
- Popescu-Mihăilești, Al. (1980). *De la activitățile de dezvoltare a vorbirii la lecțiile de gramatică* [From Speech Development Activities to Grammar Lessons]. Științifică și Enciclopedică.
- Skinner, B. F. (1971). *Revoluția științifică a învățământului* [The Scientific Revolution of Education]. Didactică și Pedagogică.
- Stanciu, S. (1968). *Munca didactică în clasele mici (Vol. Modernizarea învățământului în clasele I-IV)* [Teaching Work in Early Grades (Vol. Modernizing Education in Grades I-IV)]. Didactică și Pedagogică.

Șerdean, I. (2002). *Didactica predării limbii române în învățământul primar* [The Didactics of Teaching Romanian in Primary Education]. Corint.