

A constructivist approach to developing students' scientific knowledge through foreign languages

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Abstract. Comprehensive linguistic pedagogy, understood as a value system for addressing educational challenges in acquiring universal knowledge, skills, abilities, and values, is a fundamental aspect of many global social issues. This field within linguistic disciplines focuses on the scientific study of language, examining the complex processes involved in the evolution and development of languages.

Today, a broad linguistic perspective has emerged, shaped by the social and political realities of regions historically annexed by major European empires. The growing interest in learning foreign languages in schools, universities, and society at large has engaged all educational actors in lifelong learning. This interest is driven by multiple factors: the need for broader intercultural and professional collaboration, integration into social life, the demands of the technical and scientific revolution, and the increasing professionalisation of psychopedagogical language at universal, epistemological, and specialised levels.

Results Obtained. The development of comprehensive linguistic pedagogy relies on progress in both educational theory and practice. It allows for macro-level modelling of teaching methods and tools, promotes wide-ranging scientific inquiry, fosters connections between nations and cultures, and enhances the professional competitiveness of students and graduates.

Conclusions. Through communicative and participatory approaches, including communication, culture, connection, comparison, and community, comprehensive linguistic pedagogy aligns with both European and international educational standards, ensuring that learners develop the competencies required for contemporary social and professional life.

Keywords: communication culture, universal language, individual-specialised language, teaching-learning-evaluation community, transformative competencies.

Introduction

Comprehensive linguistic pedagogy, understood as a value-based system for addressing educational challenges in acquiring knowledge, skills, habits, and universal values, is a fundamental aspect of global social issues. This domain within linguistic disciplines focuses on the scientific study of language, emphasising the complex processes of language evolution and development.

At present, a broad linguistic perspective has emerged, shaped by the social and political realities of regions historically annexed by major European empires. Interest in learning foreign languages in schools, universities, and society has grown among all educational actors, driven by multiple factors: the need to expand intercultural and professional interactions, integrate into social life, respond to the demands of the techno-

scientific revolution, and enhance professionalism in psychopedagogical language at universal, epistemological, and specialised levels.

Through communicative and participatory approaches—including communication, culture, connection, comparison, and community—this approach aligns with European and international standards, ensuring that learners develop the competencies required for contemporary social and professional contexts (Braghiș, E. 2019, 58-63; Guțu, V., Pâslaru, V., Răileanu, A., Ivanovici, L. 1999, 42-76).

The role of comprehensive linguistic pedagogy in modern education goes beyond understanding language merely as a system; it serves as an integrated framework that encompasses the psychological, pedagogical, cultural, and social dimensions of language acquisition and use. Such an approach is essential for addressing the complex challenges arising from globalisation, technological progress, and the increasing demands of intercultural communication.

In educational settings, comprehensive linguistic pedagogy focuses not only on developing cognitive-linguistic competencies but also on fostering affective and social skills that are crucial for effective communication in diverse contexts. It promotes learner-centred and culturally responsive instructional approaches, recognising the dynamic interaction between language, identity, and social environment. Viewed in this way, language learning becomes a transformative process, enabling learners to navigate and actively contribute to interconnected, multicultural societies.

Furthermore, the comprehensive linguistic pedagogy perspective emphasises the importance of formative assessment and reflective practices, encouraging educators to adopt methodologies that promote critical thinking, problem-solving, and lifelong learning. It underscores the necessity for educational systems to continually evolve, integrating innovative pedagogical technologies and approaches that support both personalised and collaborative learning experiences.

At a broader, policy-making level, comprehensive linguistic pedagogy informs the development of standards and frameworks that ensure quality and equity in language education worldwide. Aligning national curricula with international benchmarks fosters linguistic and cultural competence as essential elements of educational and professional success in the 21st century.

This approach represents a holistic and forward-looking vision for language education, bridging theoretical insights with practical applications to empower learners, educators, and societies in an era of rapid change and global interdependence.

The study of a foreign language involves not only the development of professional competencies in students (Nastas, N., 2018, 98-107) but also the cultivation of a culture of communication, shaped by global trends such as globalisation and interculturality. Such education is necessary to nurture individuals capable of coexisting in diverse, tolerant societies and understanding people from different cultural backgrounds, while simultaneously supporting the progress and prosperity of the national culture.

In agreement with (Petranova 2014, 71-85), learning a foreign language goes beyond acquiring vocabulary and grammatical structures; it also entails embracing new ways of thinking, reflecting, and perceiving the world, as well as developing insights and philosophies related to contemporary civilisation.

Studying a foreign language professionally within the teaching-learning process develops both professional and communication competencies in the target language. When aligned with methodological strategies, it can serve as a foundation for reorienting

educational practices. Teaching activities are increasingly expected to implement methods that foster students' critical thinking, stimulate their curiosity, and engage their interest through high-quality professional communication. This allows students to convey specialised information and use the language effectively in practical contexts, such as experience exchange, training camps, international sports competitions, or personal interactions (Guțu, I., Voroniuc, S., Onofreiciuc, E., Genunchi, L., 2014, 46-88; Petranova 2014, 71-85).

The development of professional English language skills among students at IPES facilitates the comprehension and application of sports-pedagogical language, as well as the cultivation of general and specialised cognitive competencies that underpin their educational activities. This process is further strengthened by continuous reference to real social practices and concrete contexts in which to apply the acquired skills. Consequently, language learning becomes a clear, goal-oriented process, enhancing students' motivation to act (Goraș – Postică, V., Barbarov, S., 1999, 76-79).

By activating students' prior knowledge, competencies provide concrete opportunities to implement the educational process, thereby fostering skill development and increasing motivation to learn English. Emphasising final learning outcomes also grants students the freedom to employ diverse learning styles, strategies, and modern technologies, effectively preparing them to become future specialists in sports education (Bîrsa, E. 2016, pp. 5-6; Bocoș, Mușata 2017, 17-25).

The aim of this paper is to provide a scientific and theoretical foundation that balances theory and practice, and between practical teaching experience and disciplines, with a progressive pedagogical focus. The study emphasises the improvement and optimisation of the instructional process, enhancing conditions for teaching, learning, and assessment within the university-level English language training cycle. It specifically targets the development of competencies in communication, culture, connection, comparison, and community.

The theoretical and practical significance of this study is grounded in scientifically and empirically validated methodological and organisational principles. These principles support the development of students' competencies, skills, and professional habits for mastering and applying English in higher education, particularly in the field of psychopedagogy. At a universal level, they also inform the interpretation and application of bilateral linguistic instruction and learning, providing a framework for effective language education that integrates both theoretical understanding and practical experience.

Research Methodology

The established objective was achieved through a comprehensive research approach, which included the following methods:

1. Examination of the theoretical, conceptual, methodological, and practical foundations presented in specialised scientific and pedagogical literature.
2. Analysis of documentary materials related to the psychopedagogical professional training of students.
3. Pedagogical observation to assess teaching and learning processes in practice.
4. Conducting sociological surveys, including questionnaires, interviews, and informal conversations.
5. Testing students' linguistic proficiency levels.

6. Application of the modelling method for the development of professional pedagogical competencies.
7. Use of the psychopedagogical experimental method.

Organisation of the Scientific Research

The psychopedagogical experiment was conducted at the Institute of Physical Education and Sport over a three-year period (2022–2025). The study monitored the development of two groups over time: an experimental group, which followed a universal constructivist English curriculum that was modernised and focused primarily on the domains of Communication, Culture, Connection, Comparison, and Community; and a control group, which adhered strictly to the English curriculum in force in 2022 for the first educational cycle.

The experiment was of a “modelling” type, as the content of the formative process was substantially modified, and the organisational aspects of the teaching-learning process were transformed constructively to align with the goals, objectives, and thematic content of non-traditional lessons. Additionally, the study can be considered a comparative experiment, since the two groups were relatively homogeneous and matched in terms of gender, age, and level of knowledge, and their interpersonal communication competencies were consistent with standards commonly found in the European context.

Results Obtained

The development of comprehensive linguistic pedagogy depends on advances in both the theory and practice of educational systems. It enables macro-level modelling of teaching tools, methodologies, and instructional approaches, supporting broad and universal scientific investigation at the societal level. This approach also strengthens interconnections between nations and cultures within education and enhances the competitiveness of students and graduates.

In this study, comprehensive linguistic pedagogy focused on defining educational outcomes by specifying the quality and quantity of knowledge, skills, competencies, and attitudes essential for social development. Consequently, the process of forming and developing professional English language skills can be enhanced through continuous reference to social practices and the practical application of acquired competencies. Language learning thus becomes a micro-level pedagogical system—a clear, goal-oriented process that fosters motivation and purposeful action.

As previously noted, the pedagogical experiment was of a modelling type, since the content of the formative process was significantly modified with a strong emphasis on English language instruction. The approach was structured around five thematic domains: ***Communication, Culture, Comparison, Connection, and Community***, forming a conceptual framework for developing professional competencies in university students. It also contributed to the cultivation of a culture of communication (Guțu, V., Pâslaru, V., Răileanu, A., Ivanovici, L., 1999, 42-76).

Within the **Communication domain**, the following competencies are developed:

- a) Professional linguistic competencies at the orthographic, lexical, and syntactic levels;
- b) Professional communicative competencies, enabling the effective application of linguistic knowledge and skills to comprehend oral messages;

c) Practical competencies, which ensure the selection of appropriate communicative strategies and the ability to adapt to the specific requirements of each communication act.

In the **Culture domain**, specific competencies include understanding values, norms, representations, and other significant elements, such as cognitive, axiological, and creative aspects. Students also develop the ability to interpret methodological and scientific data, as well as radio and television broadcasts, and to apply information technology effectively.

The **Connection domain** addresses interdisciplinary competencies, integrating knowledge from related university disciplines. These competencies support professional English communication at the lexical, grammatical, and phonetic levels, both nationally and internationally.

The **Comparison domain** emphasises the ability to compare and align English-language teaching, learning, and assessment methodologies with the disciplinary methodologies used in professional training sciences.

The **Community domain** facilitated the connection between professional competencies developed in university education and their application in everyday life, bridging behaviours established in one's own society with those of the culture associated with the foreign language studied.

Within the English language didactic approach, the cognitive communication process was linked not only to content units and teaching strategies but also to the effective implementation of bilateral instruction. The approach employed a variety of communication methods for knowledge acquisition, including expository techniques—such as description, explanation, theoretical demonstration, lectures, and information delivery—alongside interactive methods, including discussions, dialogues, group consultations, and written or oral-visual communication. Additionally, a rationalisation method was used to connect content to teaching-learning activities focused on professional performance, thereby strengthening the integration between the English language course and professional training disciplines that are critical for preparing future specialists.

The modelling of professional competency formation was well-received by students, with 89.25% rating it as effective “to a very large extent” or “to a large extent.” Notably, the student plays a central role in this process, receiving, decoding, and transforming the teacher's guidance into knowledge, fostering the development of universal intellectual capacities, and enhancing self-perception.

The concept of openness to universalism in comprehensive linguistic pedagogy refers to openness to general human educational values and, more specifically, to the universally circulating values of scientific knowledge. The modernization of comprehensive linguistic pedagogy at the international level reflects an orientation toward universal scientific research in linguistic psychology and pedagogy. This trend informs educational policies that ensure European and global compatibility of educational standards, regulate the quality and linguistic characteristics of the educational system, and, more broadly, contribute to societal progress.

Conclusions

The statistical data collected during the observational experiment evaluating the effectiveness of didactic strategies within comprehensive linguistic pedagogy indicate that the Communication and Culture domains—key aspects of linguistic competence—are systematically introduced in the first year of study. This approach positions the student at the centre of the teaching-learning process within their chosen speciality. The domains of

Connection, Comparison, and Community are progressively addressed in subsequent semesters, guided by didactic principles and informed by the macrostructure of the educational system, as well as by motivational factors, personal aspirations, and social interests, all of which are supported by a psychopedagogical rationale.

The modelling of linguistic competence formation in higher education students provides objective support for the didactic content of the instructional process during the pragmatic phase of instruction. This phase is structured around the five domains—Communication, Culture, Connection, Comparison, and Community—and demonstrates clear effectiveness in enhancing students' linguistic and professional competencies.

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