



SOFIA UNIVERSITY "ST. KLIMENT OHRIDSKI"  
FACULTY OF PHILOSOPHY  
DEPARTMENT OF EUROPEAN STUDIES

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**ABSTRACT**

**Dissertation topic:**

**THE LANGUAGE SITUATION AND THE LANGUAGE POLICY  
IN THE REPUBLIC OF MOLDOVA**

FOR THE AWARD OF THE EDUCATIONAL AND SCIENTIFIC DEGREE  
"DOCTOR" (PhD) IN THE PROFESSIONAL FIELD 3.3. POLITICAL SCIENCES  
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PREPARED BY:  
Ekaterina Stanova

SUPERVISOR:  
Prof. Dr. Maria Stoicheva

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Prof. Rositsa Aleksandrova Penkova - chairman - review

Prof. Dr. Teodora Ivanova Kaleinska - review

Prof. Dr. Mira Zdravkova Kaneva – opinion statement

Assoc. Ph.D. Fani Evgenieva Boykova – opinion statement

Prof. Dr. Kaloyan Kirilov Smilkov – opinion statement

The presented dissertation covers 233 standard pages, of which 150 are main text and 83 pages are appendices. It is structured in an introduction, three chapters, a conclusion, references and appendices. The conclusions are formulated after each chapter. 3 tables and 11 figures are included. The list of literature used contains 84 sources, of which 63 are in Cyrillic and 21 are in Latin.

The abstract structurally repeats the dissertation work.

The defence of the dissertation will take place on ..... 2024 at ..... in hall ....., Sofia University "St. Kliment Ohridski".

## **INTRODUCTION**

The relevance of the chosen topic is determined by the fact that in the last decade there have been no special complex analytical studies dedicated to the results of the language policy for 30 years of independence of the Republic of Moldova, as well as to the problems of the impact of the language policy on the dynamics and nature of language processes in the country. The work focuses on language policy materials and documents from recent years, which are analyzed in view of the researched problem.

The uniqueness of the conflicts in the Moldovan language policy can be related to various reasons. First, the factors of the powerful Romanian geopolitical and ethnolinguistic influence and the pro-European vector of the foreign policy of the Republic of Moldova; secondly, the disintegration consequences to the territory of the Republic of the first decisions in the field of language policy, in particular the formation of the unrecognized Transnistrian Moldavian Republic and the isolation of the Gagauz Autonomy; third, the initial ethnic diversity of the Moldovan population and its belonging to the Russian-speaking community.

The language policy of the Republic of Moldova is explicit. Special studies with an in-depth analysis of the language situation and language policy are practically absent. Most often, scientific publications are devoted to issues of language policy regarding the fate of a separate language in the multilingual palette of the Moldavian communicative space and are an integral part of works on a wider ethnic theme: Russian, Bulgarian, Ukrainian, etc.

## **RESEARCH METHODOLOGY**

The main lines of transformation of the language space of the Republic of Moldova are typical and refer to: 1) the establishment of the de jure and de facto status dominant of the state language, 2) the reduction of the role and place of the Russian language in all spheres of public life, 3) the construction of new coordinates for the use of the languages of national minorities.

The object of research is the process of language policy development in a multinational country.

The peculiarities of the language policy of the Republic of Moldova in the modern reality are considered the subject of research.

The aim of the study is to characterize the peculiarities of the language policy of the Republic of Moldova in the modern era.

The set goal is specified in the following tasks:

- to determine the factors, the typical participants and the ways of implementing the language policy;
- to describe the dynamics of the language policy of the Republic of Moldova in a historical aspect;
- to examine the concepts of "language policy" and "language situation";
- to identify and describe the importance of the Romanian and Moldovan languages from the point of view of language policy;
- to establish the specificity of the language policy of the Republic of Moldova in the context of globalization;
- to characterize the language policy in relation to ethnic minorities;
- to analyze the process of learning the Bulgarian language as the language of an ethnic minority.

The work carried out is based on the following hypothesis: language policy is determined by the interaction of the purposeful activity of state structures, on the one hand, and public reactions to the changes that occur in the language space, and on the other hand, such two-way impact of society on language takes place in social institutions and has certain discursive forms and methods of implementation; the specificity of the language policy of the Republic of Moldova is distinguished by originality in different types of discourse.

Data obtained through the analysis of legal documents related to the language policy of the Republic of Moldova, modern Moldovan journalism, materials published on the Internet were used as the research material.

The following methods of analysis were used in the dissertation work: general scientific hypothetical-deductive method, contextual analysis, conceptual analysis, semantic analysis, survey, elements of quantitative analysis. The research is carried out using general scientific methods for analysis, synthesis and generalization of the obtained results.

The empirical basis of the dissertation research consists of normative and legal sources of the USSR from the countries of the post-Soviet space, statistical data from materials reflecting the specifics of the studied phenomena, Internet resources, project and program documents of the Commonwealth of Independent States, scientific publications and articles from post-Soviet publications, materials from regional, all-Russian and international conferences, collections of works of representatives of various scientific schools, etc.

The results of the study can be expressed in the following basic provisions put forward to protection:

1. The language policy of Moldova is inseparable from the state National policy and the political course related to inter-ethnic relations. In any post-Soviet state, language reforms must be carried out in accordance with the interests of ethnic groups and peoples living on its territory, ethno-linguistic groups of any number and function only in their context and in accordance with the linguistic tradition and norms of international law.
2. In the field of language policy of the countries that used to be part of the USSR, and currently there is a great influence from the period of the Soviet language policy. The destruction of these traditions leads to the creation of new sources of ethnopolitical conflicts. Thus, the adoption of new legislation on the state language in Moldova became one of the main sources of the Transnistrian conflict. The amendments to the educational legislation may turn into a practical ban on the use of the mother tongue in Russian-language schools and the languages of other national minorities.
3. In many post-Soviet countries, language policy has become a serious source of political conflict and direct violation of the rights of national minorities in the use of the mother tongue, as well as obtaining citizenship and direct restriction of human rights and freedoms.

4. The development of effective multilingualism/bilingualism requires the development of a systematic concept of learning Bulgarian and Romanian along the entire vertical of the system from early to higher education, based on the principle of a systematic, consistent and multilingual approach. It is necessary to review the approaches to language teaching and their qualitative methodological support along the entire vertical of the system; strategies and frequencies for assessment of competencies, certification of knowledge outcomes, etc.

## **FIRST CHAPTER**

### **1. THE MOLDOVA LANGUAGE POLICY MODEL**

The first chapter of the dissertation examines the essence and functions of the language policy and the language situation of the state, the problems of the legislative provision of the language rights of peoples and national minorities. This chapter reveals the essence of the concepts "state language", "language of inter-ethnic communication", "language policy", "language situation", and analyzes the functions of language in the state.

Having considered the concept of «language policy», as well as «language situation», we can move on to understand the language policy of the Republic of Moldova as a whole. We can say that the modern ethnos experiences constantly the influence of the linguistic activity of certain subjects and depends on it. This chapter also explores the political and legal foundations of official and state languages, as well as the peculiarities of the status of languages of inter-ethnic communication and their importance in state policy.

This chapter also reveals the language policy of Moldova in a historical aspect, how the laws regarding language have changed from the formation of the Soviet Union to the present day. It analyzes the language policy in the republics of the USSR, the transformation of the language policy in the countries of the post-Soviet space and characterizes the politically unstable situation that has developed there through the prism of state languages. The peculiarities of the implementation of the state language policy within the framework of the program of the Communist Party of the Soviet Union and party its decisions are considered. From the period of the Second World War, the language policy in the USSR carried out in the state can be divided into two periods:

1. from 1940 to the mid-1980s, the language policy was implemented in the conditions of a stable political regime in the Soviet Union.
2. from 1980 to 1991 - the implementation of the language policy took place in the context of the disintegration of the country, as a result of which the collapse of the USSR took place.

The language policy of the first stage is characterized by a relatively stable state. In general, we can mention the tendency to increase the role of the Russian language during these years, but this in no way means that a purposeful

Russification of the country was carried out from the standpoint of the political course conducted by the central government.

In the late 1980s, when informal movements began to emerge in the Soviet republics, forming around issues such as environmental protection, withdrawal of nuclear weapons and democratization, in the Moldavian Soviet Socialist Republic (MSSR) similar movements crystallized around the question of «the Moldavian» language — its status in the MSSR, the alphabet in which it must be written, as well as its relationship with the standardized literary Romanian language.

This chapter examines the phenomenon of language policy defined by the relationship with a number of related sociolinguistic concepts, analyzes the language policy in Moldova in a diachronic aspect, makes a comparison between the language policy of Moldova and other countries, presents a model of language policy, identifies the types of prescriptions, the results of the questionnaire of Moldovan informants are analyzed.

The uniqueness of the language situation in the Republic of Moldova and the regions is not only related to the use of different languages, but also to different graphic systems in the use of some of the languages. Table 3 is dedicated to this, in which these features are shown.



## Languages and graphic systems in the Republic of Moldova and the regions

<b>Country/Region</b>	<b>State language</b>	<b>Other languages</b>	<b>Graphics systems</b>
Moldova	Moldovan (1994)		according to Art. 13 of the Constitution: "1. The state language ... is the Moldavian language, functioning on the basis of the Latin script.
Tarakli	Moldovan	Bulgarian and Russian - language of interethnic communication	
Gagauzia	The Gagauz language has official status in the autonomous Gagauz Republic. In Gagauzia and PMR, three official languages are de jure (Gagauz, Romanian and Russian languages in Gagauzia and Russian, Ukrainian and Moldovan languages in Transnistria), but de facto	Gagauz, Moldavian and Russian. National and language preferences of residents of different nationalities often do not coincide and differ in the prevalence of bilingualism and trilingualism.	Cyrillic and Latin alphabets are used.
Transnistria	Russian remains the language of offices and everyday communication.	Different languages are used.	Cyrillic and Latin for different languages.

In the majority of cases, a sustainable development is noticeable (97.2% of Moldovans/Romanians call their mother tongue Moldovan/Romanian, 2.5% - Russian and 0.3% - other languages). Russians (97.2%) declare their native language as Russian and Gagauz (92.3% - Gagauz, 5.8% - Russian, 1.9% - other languages).

Among Bulgarians, a growing difference is observed: 81% indicated their native language as Bulgarian, 13.9% as Russian and 5.1% as other.

The most significant discrepancy is present among Ukrainians: only 64.1% have stated that Ukrainian is their mother tongue, 31.8% of Ukrainians state Russian is their mother tongue, and 4.1% have indicated other languages.

The picture has changed in the survey data related to the most frequently used languages: of the total number of inhabitants of the country, 75.2% state that they usually use the Romanian language, 16% - Russian, 3.8% - Ukrainian, 3.1 - Gagauz , 1.1% - Bulgarian, 0.4% - other and 0.4% did not provide data on the matter. Thus, taking into account that the absolute majority of Gagauz, most Bulgarians and the relatively large part of Ukrainians have recognized their native language corresponding to their nationality, it can be established that approximately every second Ukrainian, every third Bulgarian and every fourth Gagauz speak usually Russian. The data also shows that 6.2% of Ukrainians, 4.4% of Russians, 1.9% of Gagauz and 7.1% of Bulgarians usually speak Romanian.

Data on the level of language competences show that 38% of the representatives of national minorities are fluent in the national language, 37.2% is the minimum level of competences and 20% do not know the state language at all.

The language of the majority ethnic group in the Republic of Moldova was granted the status of a state language in 1989, thus indicating the direction to revive the language and expand its functions according to the status.

Regarding this language, language policy and language planning are conducted in all areas: status planning, corpus planning, research planning and prestige.

The revival of the language is primarily related to the return of the Latin script and the standardization of the language.

Determining the status of the state language also implies a certain educational policy, the state language becomes a compulsory language for study in all schools.

But regardless of the fact that in Moldova the language of the majority ethnic group is called the Moldovan language, this name functions only at the level of the Constitution and in some official documents. Often, to avoid discussions, the Moldovan language is called the state or official language. In the Ministry of Education, as in education in general, the language is called Romanian. Romanian language and literature - this is the name of the study discipline at all educational levels, whether high school or university; it is a specialty taught to students in higher education institutions in Moldova. Romanian language and Romanian literature - this is a specialty in which master's and doctoral theses are defended.

Here in this chapter, the Transnistrian conflict and the Gagauz conflict are considered. The Transnistrian conflict arose in the form of an armed confrontation and led to the de facto separation from Moldova of the territories on the left bank of the Dniester, the formation of an unrecognized state there and the subsequent freezing of the situation. This conflict obviously cannot be considered resolved even now.

The Gagauz conflict led to the temporary proclamation of an independent Gagauz Republic, but it continued peacefully and was subsequently resolved by the creation of the Gagauz Autonomy as part of a unitary Moldova. What the two conflicts have in common is that it is a protest of a compact non-Romanian speaking population against the methods and ways of building a new independent state with a Romanian speaking majority.

## **SECOND CHAPTER**

### **2. LANGUAGE POLICY IN EDUCATION**

The second chapter of the work analyzes the difficulties in the implementation of the state language policy in the post-Soviet countries. Language legislation in the field of education is a reflection of the language policy of the country.

The Law on the Rights of Persons Belonging to National Minorities and Their Organizations is declarative but not practical, perhaps because it is actually not applicable in practice.

At the current stage of the development of society, the educational function is sharply increasing, which should become a mechanism for the development of culture, the formation of the image of the world and the person in it. The language policy in the educational sphere of foreign languages is aimed at establishing interstate and intersocietal contacts, to prevent, regulate and overcome conflicts, possibly due to suppression or unjustified exaggeration of the role of one language or another in society.

In our review, we have tried to present the views of modern researchers on the problems of linguistic and cultural competence of the individual in the multilingual and multicultural community. We believe that familiarization with modern approaches will be interesting for specialists dealing with linguistic and cultural problems of the national minorities of Moldova. First of all, the presented approaches can be used in the process of education and upbringing in the environment of national minorities, where the problem of the formation of national identity and ethnic self-identification of the individual is particularly emphasized.

Parallel language learning is an educational policy concept designed to create real opportunities that ensure the effectiveness of the teaching/learning process in the same period of time in two or more languages with similar content and one purpose.

Considering that the study of Romanian and Gagauz / Bulgarian languages takes place in parallel, the structure, the number of hours and the technique are the same, the differences are found only in the grammar of the language. Within the framework of the parallel program, language learning is promoted by the national policy to learn the state language of Moldova and to guarantee the right

of the ethnic minorities of the Republic of Moldova to learn and preserve their native language.

In modern conditions, studying the Bulgarian language in the schools of the Republic of Moldova is a natural communicative need of the descendants of the Bulgarian immigrants who have preserved their language, way of life and culture over the past two centuries. Today, the educational process is oriented towards forming the main characteristics of the child's linguistic personality through the study of languages and cultures with the aim of achieving intercultural understanding. In this context, the concept of "language learning" is gradually being replaced by the concept of "language and culture learning", which implies the development of the ability of young Bulgarians, citizens of the Republic of Moldova, to effectively participate in real intercultural communication.

Ukrainians, Gagauz, Bulgarians, Jews, Gypsies, Poles, etc. are given the opportunity to study their native languages as a subject in the program of certain classes.

Thus, the Moldovan language policy is a living process requiring new effective steps aimed at consolidating the society and preserving the people, which requires these steps to be delicately commensurate with the realities of the language situation.

## **CHAPTER THREE**

### **3. MULTILINGUALISM AS A DETERMINING APPROACH TO LANGUAGE POLICY IN MODERN LANGUAGE EDUCATION**

The third chapter is devoted to the problems related to learning both the mother tongue and other languages in conditions where the mother tongue is not the state language. So is the Bulgarian language in Moldova. Full-fledged ethnic self-identification is impossible without knowledge of the native language, without entering the field of national culture through the language. This is the first part of the problem of the preservation of national identity by the linguistic personality.

In the process of teaching the Bulgarian language at school, it is important to create conditions in which the student begins to relate not only to his own, but also to other cultures, to feel complicity, sympathy, an effort to find ways of interaction, a desire to cooperate with people of different ethnicities, regardless of differences.

State policy in the field of language education is aimed at its dissemination and support in educational settings and is determined by the specifics of the socio-economic and political context in which the educational system operates, capable of preserving or changing the conditions and norms for language learning, native as well as foreign. The current state educational policy in the field of teaching foreign languages is based on the recognition of the importance of the development of all languages and the creation of the necessary conditions for the development of bilingualism and multilingualism on the territory of Moldova.

The language policy dictates the goals, principles and determines the content of modern language education, which is developed in close international cooperation. Today it is obvious that the specificity of the target and content aspects of teaching a foreign language in the context of the intercultural paradigm as a central element of the methodological model places the student as the subject of the educational process and as the subject of intercultural communication.

Socio-economic changes require the application of new approaches to language policy in education, substantiated by scientific research (see: Chavdarova,

Penkova, Tsvetkova, 2013, pp. 27-38). More specifically, an emphasis is placed on some results of a study of the attitude to language learning of students of different ethnic origins, which gives reasons to conceptualize the idea of implementing multilingual learning models in the educational system of the Republic of Moldova. The data we present were collected from: students from Russian-language schools (with Bulgarian language studies) - VIII-XII grades; Bulgarian language teachers and parents.

The received empirical data from the researched persons (190 in number) provide important guidelines that can serve as the necessary and sufficient basis to draw important conclusions for deepening and expanding the studies in this direction and for the development of language policy in the field of education.

The research was carried out according to the previously prepared work program, organized in three stages. The first covers a theoretical clarification of the problem of the linguistic situation in the multinational state, as well as more specifically of the Bulgarians living in the Bulgarian communities in the Republic of Moldova. In the second stage, a toolkit was developed to check the attitude towards language learning of students of different ethnic origins, looking for opportunities to improve the quality of education; at the third stage, empirical studies were conducted with students, parents and teachers of the language disciplines.

Teachers teaching Bulgarian in Moldova also take part in the work. Consultations are held with specialists in the field of teaching methodology in the Bulgarian language. Meetings and discussions are held on the issue.

The results show that the surveyed students are aware of the importance of mastering the Bulgarian language. To the question: "Which language do you study with the greatest interest and motivation?" (see here fig.1), a large part of them indicate the Bulgarian language (44%), but there is also interest in others: the official language, English, Russian, Ukrainian, Korean, German.

Figure 1.



The analysis of the responses of the respondents related to their communication skills shows that 90% of the students consider that they can communicate well on everyday topics in Bulgarian, and only 10% of them encounter certain difficulties (see here Fig. 2) . Another situation emerges regarding communicative skills in the Romanian language and in the foreign language studied at school. 50% of the students have certain difficulties in the Romanian language. 40% of the respondents have gaps in a foreign (English) language. Communication skills in Russian are highly rated by all respondents (100%) – they believe that they are able to communicate very well or well enough in this language. This is due to the fact that, although the mother tongue of many of the students is Bulgarian, in everyday life (both at home and at school) the students most often communicate in Russian; Russian is also a language of instruction.



**Figure 2.**



The results show that students are more critical of the proposed topics in Bulgarian language and literature studies, admitting that they encounter difficulties (see here Fig. 3). Only 16% of the students accept that the topics fully correspond to their interests and do not experience difficulties in learning the Bulgarian language. A large part of the respondents do not have enough time to study the Bulgarian language, and there are not a few who think that the topics and textbooks are inappropriate. Many of the respondents find it difficult to learn Bulgarian language and literature.

Figure 3.



The analysis of the answers shows that the students have a desire for changes in learning (see here Fig. 4),:

- To improve textbooks.
- To pay more attention to oral speech.
- To have more interesting and varied tasks in the lessons.
- To use new technologies (including distance learning).
- To have more practical tasks - for writing and reading.

Figure 4.



The data obtained from the study allow some more general CONCLUSIONS to be made.

- Although there is a relatively high interest in languages, the number of students who accept the study of these languages as a tool to ensure their future realization is not large.
- There are students with a complete lack of motivation for learning their mother tongue, as well as Romanian as a state language.
- Students rate the level of their knowledge of the Russian language much higher than the knowledge of the mother tongue or the state language.
- The students propose changes in the teaching, including more modern and up-to-date communication topics, to predominate practical activities in language learning.
- Teachers believe that the topics in the textbooks correspond to the needs and interests of the students to a greater extent, while the opposite opinion prevails among the students.
- Most students show a desire to use the Bulgarian language in everyday life, outside of lessons; looking for opportunities to communicate on more interesting

and current topics; diverse methods of working in the classroom; use of computer and internet in Bulgarian language and literature classes.

- Outside lessons, students most often use Bulgarian and Russian, Romanian is used less.
- More than half of the surveyed teachers have participated in courses or seminars in the last three years (see here Fig. 5).

**Figure 5.**



The research done and the results obtained provide grounds for continuing research in this direction. They are a guide for the development of the language policy in the field of education towards the idea of implementing multilingual learning models in the educational system of the Republic of Moldova.

The development of effective multilingualism/bilingualism requires the development of a systematic concept for learning Bulgarian and Romanian along the entire vertical of the system from early to higher education, based on the principle of a systematic, consistent and multilingual approach.

It is necessary to review the approaches to language teaching and their qualitative methodological support along the entire vertical of the system;

strategies and frequencies for assessment of competencies, certification of knowledge outcomes, etc.

## **IN CONCLUSION**

We can say that the analysis of the language policy and the language situation shows that the language policy in the Republic of Moldova belongs to the third model according to the classification of V. M. Alpatov - one dominant language (usually with national status) with recognition and state support of others languages, but gravitates towards the first, like most countries of the former Soviet Union – one dominant state language throughout the territory and the lack of state support for minority languages.

The issue of the glottonym to denote the state language of the Republic of Moldova is one of the particular conflicts that has not yet been unequivocally resolved in the Republic of Moldova.

There are two opposing points of view on this matter. Supporters of one of them, the so-called statalists (statesmen, Moldovanists) are of the opinion of the historical advantage of the Glottonymous Moldavian language and of the right of the inhabitants of Moldova of the titular nationality and the population of the sovereign state as a whole to call the language of their country Moldavian. Supporters of the other point of view, called Romanianists and Unionists (advocating the unification of Moldova with Romania), are convinced of the identity of languages and the ethnic unity of Moldovans and Romanians: one people, one language and two states that should be united.

In the official documents, the state language is Moldovan, but despite the legal provisions, the language in the education system is called Romanian, accordingly, the textbooks are also in Romanian, and the educational institutions are called with the Romanian language of instruction. In this way, the educational system forms a Romanian rather than a Moldovan linguistic identity among the new generation of the Republic of Moldova.

Moldovan-Russian bilingualism with a high level of proficiency in both languages is a phenomenon that used to be widespread and partly preserved in the young generation of the Republic of Moldova. In this way, the Russian language in Moldova is sought not only by native speakers, but also by inophones of different ethnic origins. Also, the Russian language environment and all its supporting

infrastructure are preserved: theaters, libraries, educational institutions, churches, media, etc.

Sharp disagreements over the status of the Russian language and the scale of its functioning, as well as opposition to the unionists' intentions to unite Moldova with Romania, caused the breakup of the republic and the isolation of its eastern regions, located on the left bank of the Dniester, where he lives and works in large enterprises of all-Union importance, mainly the Russian-speaking population. Since 1991, this territory has been present in the geopolitical space of the region as the unrecognized Transnistrian Moldavian Republic. The language policy of the unrecognized Transnistria is based on the equality of the ethnic groups living there. Therefore, the Moldovan, Russian and Ukrainian languages have the status of official languages in Transnistria.

The second region to achieve relative independence in 1994 is the Autonomous Territorial Entity of Gagauzia within the Republic of Moldova. This is the southern region of the country where the Gagauz live compactly: an Orthodox Russian-speaking population of Turkic ethnic origin. Within the framework of its own language policy in Gagauzia, the status of official languages was immediately assigned to three languages: Gagauz, Moldovan and Russian.

As for the main status of the Russian language in the Republic of Moldova, it has established the status of the language of interethnic communication. Concluding the topic of the status of the Russian language in the context of the language policy of the Republic of Moldova, it should be noted that the state-legalized pro-European vector of Moldova's foreign policy in one way or another orients Moldova to solving individual issues, including national-linguistic, European model.

The language policy regarding national minorities began to be formed immediately in the general context of the new national-language policy of the Republic of Moldova, which is confirmed by one of the above-mentioned documents "Law on the functioning of languages on the territory of the MSSR" (1989). In its provisions, the emphasis was on the preservation and development of cultural traditions, as well as on the study and use of minority languages in their compact residential areas.

## **CONTRIBUTIONS**

The scientific contribution of the dissertation consists in determining the factors and situational manifestations of the language policy, in the description of the main trends in the implementation of the language policy of the Republic of Moldova, in the identification and characterization of ethnic minorities through the prism of the language policy, in the construction of a model of the language policy of the Republic of Moldova, including the interaction of the state and society and the variability in the description of the characteristics of this policy in the context of globalization.

The theoretical value of the study can be defined as a contribution to the development of sociolinguistics by characterizing the essence and scope of language policy in the multinational state, emphasizing the theory of language contacts, clarifying the reaction of the state and society to the phenomenon of globalization.

The practical importance of the dissertation consists in the possibility of using the obtained results in the courses of linguistics, intercultural communication, history of the Moldovan language, in special courses of sociolinguistics and linguaculturalology.

## PUBLICATIONS OF THE AUTHOR ON THE TOPIC OF THE DISSERTATION

1. STANOVA, E., 2022. Linguistic diversity and peculiarities of language policy in Moldova. – Rhetoric and Communications, Issue 50, January.
2. STOYCHEVA, M., STANOVA, E., 2024. Towards the issue of language policy in the education of young people in a multinational state (From the experience of the Republic of Moldova). – Bulgarian Language and Literature, Vol. 66, No. 1, pp. 9-29. (Indexed in Web of Science)
3. STANOVA, E. Multilingualism as a defining approach of language policy in modern language education. In: Yearbook of the Department of Language Education and Continuing Qualification of the University of St. Kl. Ohridski", UI "St. Kl. Ohridski" (in press).