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**THE THEORY AND METHODOLOGY
OF THE FORMATION OF VALUE ORIENTATIONS
IN ADOLESCENTS AND YOUNG PEOPLE**

531.01. General Theory of Education

ABSTRACT

of the thesis of doctor habilitate in education sciences

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LIST OF ABBREVIATIONS

In Romanian:

VOAQ - Value Orientations Assessment Questionnaire

PDAEPFVO - The Pedagogical Demarche of Axiological Education from the Perspective of the Formation of Value Orientations

AE - Axiological Education

PITL - Public Institution Theoretical Lyceum

CMAE - Conceptual Model of Axiological Education

TMVO - Theoretical Model of Value Orientations

VO - Value Orientations

PEP - Psychopedagogy and Preschool Education

RM - Republic of Moldova

TIVO – the Theory of Integralisation of Value Orientations

p.c. – conventional points

In English:

VO – Value Orientations

AE – Axiological Education

CONCEPTUAL REFERENCE OF RESEARCH

The timeliness and relevance of the topic researched results from the impact of the global crisis of education and the crisis of values that have determined the interest of the scientific community for the reconsideration of axiological education. Achieving the educational ideal in the spirit of the national culture is a major problem of the contemporary society in the preoccupations of ensuring the necessary conditions for the affirmation through democratic values of the future generations. Education policy documents, relevant for the development of the education system at international and national level: Education Code of the Republic of Moldova [76]; Concept of education development in the Republic of Moldova; National Development Strategy “Moldova 2030”; Reference framework of competences for democratic culture published by the Council of Europe (2018) [75], The Global Development Agenda 2030, determines relevant scientific approaches to axiological education from the perspective of contemporary education paradigms, aimed at the harmonious correlation of traditionalism with postmodernism, so as to ensure *“forming a personality with a sense of initiative, capable of self-development, open to inter-cultural dialog in the context of assumed national and universal values”*; *“stimulating important attitudes and valuable orientations in adolescents and young people to contribute to the assertion of personal identity through national dignity”*; *“promoting general human values and European integration aspirations”* [76]; *“capitalizing on individual potential”* and *“developing human capital”*; *“focusing on the needs of citizens”* and *“increasing the quality of life”*, desideratum that imply *“human development”* [77, p.17].

The need for research is generated by international and national trends of in the interpretation of axiological education, which ensures the progressive evolution of the personality value system, arguments that explain the need for research and theoretical-methodological substantiation of the process of forming value orientations, especially at the age of adolescence and youth. In the context, the current situation of the pedagogy of emotional culture as a pedagogical science with the object of study is outlined – the education of human emotionality through values in accordance with the educational ideal. “As an axiomatic model, the pedagogy of emotional culture is asserted by the function of emotional education which involves the formation of attitudes for the establishment of the individual system of personality values” [14]. From

this perspective, the current trends in axiological education, highlighted by B. Tomar, are relevant: “the permanent reconsideration of the axiological reference of the family and the increase of the attention paid to the children; perpetuating axiological education at the level of the education system; promoting general human values; continuous training of teachers for axiological education; renovating the curriculum to achieve the objectives through innovative axiological education methodologies; maintaining cultural and moral standards; excluding the destructive influence of anti-role models in the media and promoting the genuine values necessary for the socialization of adolescents and young people” [59].

The description of the situation in the field of research and identification of the research problem. In the recent decades *the complex topic of value orientations development in adolescents and young people* remains on the agenda of researchers in a national and global context. The growing interest in studying axiological education is explained by theoretical and methodological uncertainties regarding axiological education. Important and valuable contributions in the field of philosophy, pedagogy, psychology, sociology were brought in terms of interpreting the concepts of value, value orientations, axiology, axiological education, classification of values, research of values held, links between the values and other elements in the sphere of personality, properties of values and new educations, constituted from axiological perspective.

Internationally, philosophical, pedagogical, psychological and sociological literature presents interdisciplinary research where the concept of value is approached by Aristotle [63], I. Kant [apud 4], G.W. Hegel [65], J.W. Goethe [66], M. Weber [61], Ș. Lupașcu [29] from the perspective of its correlation with reality and the subject as functional products of the rationality of moral convictions; F. W. Nietzsche [31] criticized the fundamental values of ultra-rationalized society; R. Benedict [49] studied cultural patterns and established that values, attitudes and behaviors are the most important characteristics of the human being with its own forms of expression; W. Windelband [apud 4], studies the problems of value according to the problems of ethics; Cl. Kluckhohn [54], I. Kant [apud 34] examined the value in the light of metaphysics, anthropology, logic, knowledge and consciousness, of values, studied by E. Spranger [apud 4; 39]; scholars J. Dewey [21; 68], W. James [apud 47], M. Horkheimer [52], H. Rickert [apud 6], D. Adorno [62],

the authors who addressed the conflict that arises in the value system of a society and that of human beings, in relation to consciousness and axiological experience; T. Vianu [47] mentioned, that the value must be interpreted as the object of desire, which corresponds to the expectations of the individual; C. Noica [apud 34], C. Radu [38] studies the origin of value in relation to the subjective-objective character of knowledge; Ș. Bârsănescu [7] approached the value and culture in the field of pedagogy; L. Șoitu [57] interprets from the pedagogical perspective the importance of communication and activity in the process of axiological education of personality; L. Vygotsky [64], A.N. Leontiev [71], B.F. Lomov [apud 69] analyze the values at methodological and operational level; T. Vianu [47], C. Cucuș [18], C. Clanet [apud 18], R. Dasen [apud 18], G. W. Powel [apud 18], J. W. Berry [apud 18], Micheline Rey [apud 4] examine the values in the light of culture, interculturality; the relationship of values with thinking and language and the establishment from the linguistic perspective have been researched by Jakobson, Sh.Bally, D.Goleman, E.Sapir, C. Kerbrat-Orecchioni [apud 73], V.I. Shakhovsky [273]; N. Krivykh [70] researched the problem of developing value attitudes from the perspective of structuring its components, etc.

In the Republic of Moldova, the education through and for values has become an active scientific concern of researchers: N. Silistraru [42; 43] who conducted the study of values from the perspective of ethnopedagogy; V. Goraș-Postică [25] certifies the role of non-formal education in the development of values and personality; V. Pâslaru [34; 35] highlighted the importance of values in the literary-artistic education; M. Cojocaru-Borozan [14; 15] conceptualized the pedagogy of emotional culture, demonstrating the importance of emotional culture in the axiological development of the personality; D. Patrașcu [33] revealed the values of managerial culture; M. Șlehtițchi [44; 45] highlighted the significance of value orientations in the formation of social representations of leaders; T. Callo [10; 35] interpreted the role of the axiological dimension in the formation of professional identity in the context of permanent education; V. Țvircun [46] established the values of historicity in pedagogy; I. Gagim [24] elucidated from a philosophical perspective the values of artistic education; V. Cojocaru [16] described the scientific foundations of innovative transfer in education; O. Dandara [20] elucidated the values of career education; L. Cuznețov [19] described the values of education for the family; M. Hadîrcă [27; 35] tackled the values in

the light of changing education; V. Botnari [9] highlighted the values of moral education; V. Panico [32] noted the importance of the formation of attitudes in the context of axiological education; V. Andrițchi [5] conceptualized the value system of Human Resources Management in general education; E. Coropceanu interpreted in axiological terms the strategic management of research culture formation [13] and other authors who approached various dimensions of the researched problem.

The scientific studies on the concept of value allow us to ascertain the sporadic scientific approach to the concept of value orientations. Therefore, analyzing scientific opinions in the interpretation of value guidelines (Cl. Kluckhohn [54], M. Rokeach [56], B. Voicu [60], N. Silistraru [43]) highlighted opinions regarding: the use by synonymy of the meaning of concepts of value, value orientation and value orientations; the use of the concept of value orientations and values as an axiological process of personality leadership. Synthesizing the scientific researches evoked, we have highlighted common structural elements. Interpreted contradictorily in the field literature: (a) as a process and (b) as a product, ***the key concept of value orientations is defined in the research***, as (a) “*process of monitoring a combination of convictions, attitudes, emotions, behaviors, hierarchically related to a value or a set of values, organized according to the preferences of the personality influenced by previous experiences*” [80] and as the product of this process, (b) “*dynamic construct of the spectrum of convictions, attitudes, interrelated and hierarchically organized behaviors in the context of the personality value system*” [101].

The operational concept, fully valued in the research, is the term “***formation***” defined from a philosophical perspective, as “the process deeming the totality of the natural and ideal potentialities of the subject developed in a harmonious manner by adulthood” [23]; and from a pedagogical perspective interpreted as “the intrinsic, psychological and social change that education generates functionally, objectively and permanently” [17]; from a psychological perspective “formation (oriented in a positive sense) is whether the education/training, achieved through learning, “pushes forward development”, in the “the area of near development of each educated subject” [ibidem]. The term *formation* is justified, valued in the research (considering the age of experimental subjects, adolescence and youth) with the meaning of modeling axiological behaviors, in general, with the meaning

of initial professional training in particular. For these reasons, the VO formation process has a permanent character, started in the educational context, which ensures the convergence of formal, non-formal, informal implications. In the pedagogical context “*the demarche*” means “the actions taken in support of a cause; intervention in order to obtain a certain result” [22].

Referring to the insufficiency of the research of the priority dimensions of the formation of value orientation in adolescents and young people, we find certain contradictions: 1) between the opportunity of axiological orientation towards the general-human values of the becoming personality, conditioned by the current socio-educational policies in accordance with national and universal values, on the one hand, and the uncertainty of scientific positions regarding the formation of value orientations, on the other hand; 2) between the social vulnerability of adolescents and young people and the insufficient nature of conceptualizing the process of formation of value orientations in adolescents and young people.

The socio-educational context, interpreted from the perspective of the outlined research area generates **the research problem**: *What theoretical foundations of philosophy, axiology and psychology of education are relevant for the interpretation of the scientific essence of value orientations, and what is the methodology for the formation of value orientations in adolescents and young people?*

The research aims at conceptualization, scientific substantiation and praxiological valorization of an epistemological vision on the formation of value orientations in adolescents and young people.

The research hypothesis: the formation of value orientations in adolescents and young people can become effective if their axiological education will be founded by: defining the concept of value orientations from the perspective of psychological peculiarities of adolescents and young people; structural contents and peculiarities of the formation of value orientations in adolescents and young people; the Theory of integralization of value orientations represented by the *Theoretical model of value orientations*, *the legality of the cyclical character of value orientations* and of *principles of value orientations formation*; mechanisms of value orientations formation in adolescents and young people; conceptualization of axiological education;

Pedagogical demarche of axiological education from the perspective of the formation of value orientations in adolescents and young people.

Research objectives:

1. Determining the epistemological foundations regarding the value orientations and the axiological education;
2. Experimental study of the specifics of the formation of value orientations of adolescents and young people;
3. Building the Theory of Integralisation of Value Orientations represented by the Theoretical Model of Value Orientations, the Legality of the Cyclic Character of Value Orientations and the Principles of Value Orientations Formation;
4. Elucidation of the mechanisms of value orientation formation in adolescents and young people;
5. The conceptualization of axiological education within the Theory of integralisation of value orientations;
6. Elaboration and experimental validation of the pedagogical approach of axiological education in the perspective of the formation of value orientations in adolescents and young people;
7. Elaboration of general conclusions and methodological recommendations regarding axiological education of adolescents and young people in a formal, non-formal and informal context.

The theoretical support of scientific research is assured by: the paradigms – constructivist (L. Vygotsky [64], J. Piaget [36], J. Dewey [21], A. Asmolov [apud 69], E. Joița [26] etc.); scientific approaches and theoretical models of value orientations, interpreted from various perspectives in the context of Educational Sciences (M. Rokeach [56], S. Schwartz [58], V. Gouveia [50], E. Allardt [48] etc.); psychoanalytic approaches (S. Freud, E. Fromm, K. Horney, E. Erikson etc.), the humanist paradigm (A. Maslow, E. Fromm, C. Rogers etc.), cognitivist (G. Kelly, A. Ellis, A. Beck, etc.); concepts founded on the idea of defining the human personality as an integral system, the structural components of which are related to each other and interinfluenced, values occupy a central place in the personality structure, which is formed in the socio-cultural environment (L. Vygotsky [64], V. Davydov [67], A. Leontiev [71], V. N. Myasishchev [72], E. Erikson, G. Kelly [53]); ideile lui M. Rokeach [56], M. Fishbein [51], P. Andrei [4], T. Vianu [47], B. Voicu [60] etc.); ideas regarding the scientific essence of the value

and value orientations; opinions on the peculiarity and factors influencing the process of formation of value orientations during ontogenesis (L. Kohlberg [55], L. Vygotsky [64], J. Piaget [36], G. Allport [3], E. Verza [40], U. Şchiopu [40], I. Alexandrescu [2], C. Cucuș [18], Д.В. Каширский [apud 69], Н.И. Кривых [70] etc.); the importance of education and the socio-cultural environment in the formation of value orientations (B. Şerbănescu [41], N. Silistraru [42], L. Şoitu [57], E. Joița [26], C. Cucuș [18], S. Cristea [17], M. Borozan [8; 14], E. Macavei [30] etc.).

The synthesis and justification of research methods: *theoretical* - scientific documentation, systematization, theoretical modeling; *analytical-synthetic* – interpretation of theoretical sources and experimental data; *empirical* – pedagogical experiment, observation (longitudinal), survey, questioning, opinion pool; *mathematical and statistical* (Bravais-Pearson correlation coefficient; Paired-Samples T-Test; Independent-Samples T-Test; Levene test).

The scientific novelty and originality of the research consists in: determining the epistemological foundations of value orientations and axiological education; conceptualizing value orientations and axiological education developed from a holistic perspective, in accordance with the psychological characteristics of adolescents and young people; elaborating indicators and descriptors of value orientations of adolescents and young people; describing the levels of formation and peculiarities of the formation of value orientations in adolescents and young people; developing the *Theory of integralisation of value orientations* and the *Theoretical model of value orientations*; establishing and describing the legality of the cyclical nature of value orientations and the principles of the formation of value orientations; developing the mechanisms of the formation of value orientations in adolescents and young people; formulating scientific conclusions on axiological education of adolescents and young people.

Principally new scientific results that led to the establishment of a new direction of research, „*Theory and methodology of the formation of value orientations*”:

- interpretation of epistemological foundations regarding the value orientations and axiological education, updated glossary of research-specific terms, concepts of value orientations and axiological education,

elaborated from the perspective of psychological peculiarities of adolescents and young people,

- characteristics of the formation levels and peculiarities of the formation of value orientations in adolescents and young people;
- *Theory of integralisation of value orientations*, represented by the *Theoretical model of value orientations*, *the legality of the cyclical character of value orientations* and of *principles of value orientations formation*;
- mechanisms of the formation of value orientations in adolescents and young people;
- *Conceptual model of axiological education*;
- *The Pedagogical demarche of axiological education from the perspective of the formation of value orientations in the context of formal, non-formal and informal education of adolescents and young people*.

New research direction *The Theory and methodology of the formation of value orientations* are reflected in theoretical and methodological conceptualizations regarding the value orientations and axiological education in adolescents and young people in the conditions of the need for permanent updating of the value system in accordance with social transformations.

The Theory and methodology of the formation of value orientations is determined by the global education crisis, by the crisis of values that entails the inability of individuals to make rational choices and leads to the expression of duplicitous attitudes, by social transformations determining the theoretical conceptualizations of VO, the design and realization of axiological education in adolescents and young people.

The need for an education focused on values, the formation of values and the continuous development of the human being, have the status of premises, arguments or objective reference points, meant to highlight the opinions and significant theories of scholars in the field of philosophy, pedagogy, psychology, sociology, etc. Therefore, **the social impact of solving the research topic**, consists in the self-determination of adolescents and young people, disabling the factors generating the values crisis, stimulating the permanent self-updating of value orientations. The continuity of the targeted phenomenon ensures meeting the personal needs of adolescents and young people regarding the value orientation contributing to the self-determination of value priorities in the individual axiological system. The

scientific values produced in the research have created objective premises in order to diminish the axiological uncertainties of adolescents and young people through the new knowledge produced in the research (TIOV, MCEA, TMVO), which ensures the theoretical and praxiological methodology generating the value orientation system according to the demands of contemporary society.

Theoretical significance of the research results from:

- reviewing the theoretical interpretations of value orientations and description the axiological education at the level of structure and content; definition of value orientations;
- elaboration and epistemological substantiation of the *Theory of integralisation of value orientations* and of the *Theoretical model of value orientations*;
- conceptualization of axiological education;
- elaboration and description of the legality of the cyclical character of value orientations and the principles of value orientations formation;
- formulation of indicators, descriptors and values of value orientations.

The applicative value of research consists in:

- establishing the methodology of the experimental investigation of value orientations of adolescents and young people;
- development of mechanisms for the formation of value orientations in adolescents and young people;
- elaboration of criteria for evaluation of value orientations of adolescents and young people;
- elucidation of the mechanisms of the formation of value orientations in adolescents and young people;
- conceptualization of axiological education;
- development and experimental validation of *The Pedagogical demarche of axiological education from the perspective of the formation of value orientations in adolescents and young people*;
- putting forward new knowledge and scientific conclusions on axiological education in the perspective of the formation of value orientations of adolescents and young people;

- preparing methodological recommendations for the formal, non-formal and informal educators explicitly and implicitly involved in the axiological education of adolescents and young people.

The scientific results were implemented by means of theoretical and experimental research, conducted with teenagers from PITL “N.Iorga” Chişinău, PITL “G.Meniuc” Chişinău, PITL “E.Alistar” Chişinău, PITL “Ion Creangă” from Coşniţa village, Dubăsari, IP Gymnasium “Valeriu Bulicanu” from Boldureşti village, Nisporeni; with young people from Tiraspol State University, State University of Moldova, “Stefan cel Mare” University of Suceava, Suceava, Romania.

Approval of research results. The results of the theoretical-experimental researches were examined, discussed and approved within the meetings of the Department of Psycho-pedagogy and preschool education (PEP), Faculty of Pedagogy; meetings of the Scientific Council of the State University of Tiraspol; scientific-methodological workshops organized within the Department of PEP; academic mobility internship: 20.05.2019-26.05.2019, University of Craiova, Romania; academic and scientific mobility within the Pedagogical University of Krakow, Poland, 2017, 2019, 2020; research mobility at “Stefan cel Mare” University of Suceava, Romania, 2019. The fundamental ideas of the new scientific opinions developed were presented and validated during the participation in scientific events at national and international level: the Moldovan-Polish-Romanian International Scientific Congress “Education-Policies-Society” in 2019, 2021, Chişinău, UST; National scientific conference with international participation “*Higher education: traditions, values, perspectives*”, 2018, 2019, 2020, Chişinău, UST; International Scientific Symposium “*Tradition and innovation in education*”, 2019, Chişinău, UST; Winter Conference Teacher Education for Promoting Well-Being in School, 6-7 July, 2020, Stefan cel Mare University of Suceava, Suceava, Romania; International Scientific and Practical Conference, National University of Life and Environmental Sciences of Ukraine, Kyiv, 31.10.2019; International Scientific and Practical Conference „Сучасні Проблеми Підготовки та Професійного Удосконалення Працівників Сфери Освіти”, VII Edition, 23 April, 2021, Cernigov, Ucraina; World LUMEN Congress 2021. Logos Universality Mentality Education Novelty. 20th LUMEN Anniversary Edition, 26-30 May 2021, Iaşi, Romania; 5th International Conference Education and Spirituality *Challenges and*

solutions of online education, 25 June 2021, University of Craiova, Romania; International Conference “Interdisciplinary Aspects of Contemporary Higher Education”, 10 May, 2018, American University in Moldova, Chişinău; National scientific conference with international participation “Education from the perspective of the future classroom concept”, November 27, 2020, Chişinău, UPSC; International scientific conference “Culture of pedagogical research: modern challenges and trends”, First Edition, 5-6 June, 2021, UST, Chişinău; National scientific conference Republican Conference of teachers, UST, Chişinău, 2018, 2019, 2020, 2021.

Publications on the topic of the thesis: 34 scientific papers including: 1 monograph, 1 article in the journal of Web of Science databases, 5 articles in journals from databases accepted by ANACEC, 3 articles in the journals from the National Register of profile journals included in the List of databases accepted by ANACEC, 25 articles in the papers of conferences and other scientific events, 1 course support.

Volume and structure of the thesis. The thesis includes annotations (Romanian, English), list of abbreviations, introduction, five chapters, general conclusions and recommendations, bibliography from 346 sources, 14 annexes and is drafted on 253 basic text pages, including 39 tables, 48 figures.

Key concepts: values, value orientations, adolescents, youths, formation, axiological education.

THESIS CONTENT

The Introduction presents scientific arguments regarding the timeliness of the topic and the importance of the research problem, describing the situation in the research field by revealing the most significant research and reference authors, elucidating the social conditions that generate the research problem, the purpose and objectives of the research, research methodology, implementation and approval of research results, volume and structure of the thesis.

Chapter 1., “Epistemological foundations of value orientations in adolescents and young people”, presents, based on various scientific opinions, a wide range of the definitions of fundamental concepts related to them from the classical and modern philosophical, pedagogical, psychological, sociological perspective, therefore, carrying out an analysis of the *epistemological evolution determining the essential structural contents, characteristics, properties of values and value orientations*; reflects the

opinions of scholars in interpreting value orientations through the peculiarities of scientific approaches: emotionalist, behaviorist, cognitivist, humanist, constructivist, etc.; tackles the problem of value orientations in the light of certain opinions stipulated in the education policy documents, which were "designed at the level of regulatory enactments, but not top-bottom promoted and not, especially, explicitly delivered, they have somewhat become obscure and have not reached the level of educational process, remaining for curriculum designers an issue that is to reflect a potential, virtual, ideal reality of the educational activities is today the weak link of the educational process" [35]. From this urgent topical perspective, the major purpose of education is deduced, identified from the dual perspective "as an objective one, to work for the preservation and enhancement of objective values, and a subjective one, to make the individual to become concerned and vibrate for subjective values and to take care to preserve and enhance them" [ibidem].

The synthesis of scientific literature *in the field of philosophy* (P. Andrei [4], N. Bagdasar [6], T. Vianu [47], B. Șerbănescu [41], A. Pleșu, G. Liiceanu [28] etc.) treats value orientations from the perspective of ethics, logic, metaphysics and economics, interpreted as an object of preferences or moral choices, studied by object and by ideological influence, considered dependent on feelings, but with their objective and supertime validity.

From the sociological perspective (A. Neculau [1], S. Chelcea [11], B. Voicu [60], A. Chircev [12], J. Abric [1], S. Moscovici, D. Popovici [37] etc.) value orientations are often interpreted as social values, appropriated in a person in the process of his socialization and are the main factor regulating, determining motivation and, consequently, behavior.

From the psychological point of view (S. Freud, G. Allport, A. Maslow, E. Fromm, L. Vygotsky, S. Rubinshtein, V. Myasishchev, O. Paladi etc.) the internal and external conditions are highlighted, including those of *heredity* in the formation of the whole system of value orientations penetrating the sphere of personality [3; 64; 67; 68; 71; 72].

From the pedagogical perspective (J. Dewey [21; 68], B. Șerbănescu [41], P. Andrei [4], C. Cuciș [18], S. Cristea [17], V. Pâslaru [34], N. Silistraru [43], T. Callo [10; 35], M. Cojocaru-Borozan [14], L. Cuznețov [19], V. Goraș-Postică [25], O. Dandara [20], M. Hadîrcă [27] etc.) value orientations are the result of educational actions being carried out intentionally or

spontaneously on a subject, focused at the level of contents and finalities of education, demonstrating the quality and significance of the achieved result.

The analysis of scientific opinions outlined a variety of contents of value orientations among which we highlighted: values, convictions, attitudes, affects, behaviors, hierarchically organized, interrelated and monitored by a value or several values.

In the context of examining the studies conducted by scientists at national and international level, some uncertainties, limitations and one-sidedness of the approach of values and value orientations in the process of carrying out large-scale investigations or projects in the country and abroad were highlighted.

Chapter 2., “The experimental study of value orientations in adolescents and young people”, presents the experimental approach from the perspective of structuralist approach focused on the scientific opinions highlighted in the previous chapter based on which we highlighted the main components of VO (behaviors, affects, attitudes, convictions, values). The research aimed to highlight the values held and the behavioral, affective, attitudinal manifestations and convictions of value orientations in contemporary adolescents and young people. The research design involved a system of nine methods of scientific investigation (questioning, testing) for an experimental group of 1405 subjects. Identifying the values held was done by applying four tools (Valuation Technique; Values and My Purposes test; Value Orientations test (M. Rokeach); Professional Values questionnaire (D. Super adapted by S. Chelcea), and for behavior research, attitudes, dispositions and convictions were applied: behavioral diagnosis technique (LI Vasserman), behavioral test in conflict situations (Thomas-Kilmann), questionnaire to assess indices and forms of aggression (Buss-Darkee), scales Differential Emotions (K. Izard), Attitude Assessment Test (F. Lacombe adapted by A. Pelea), Attitude and Conviction Scale - ABS-2-AV (R. DiGiuseppe, R. Leaf, T. Exner, MW Robin).

The pedagogical experiment was carried out in 2016-2020, on a sample of 585 adolescents and 720 young people, applying the targeted research methodology, which allowed estimating the quality of manifestation and the correlation of VO elements. The research continued by capitalizing on the diagnostic tool, developed by us and statistically validated, the VO Evaluation Questionnaire (VOAQ), in the academic year 2020-2021, on two

experimental groups, consisting of 152 subjects: (a) 90 adolescents , students from PITL high school „N. Iorga ”, assigned to 34 subjects in the experimental group and 56 - in the control group and (b) 62 young people, second cycle students from the State University of Tiraspol and the State University of Moldova, assigned to the group experimental (31 subjects) and the control group (31 subjects).

One of the objectives of the study was to determine the particularities of the manifestation of value orientations in adolescents and young people and to elucidate the significance of the differences registered in the process of evaluating the value orientations. Figure 1 shows general indices of values held by adolescents and young people.

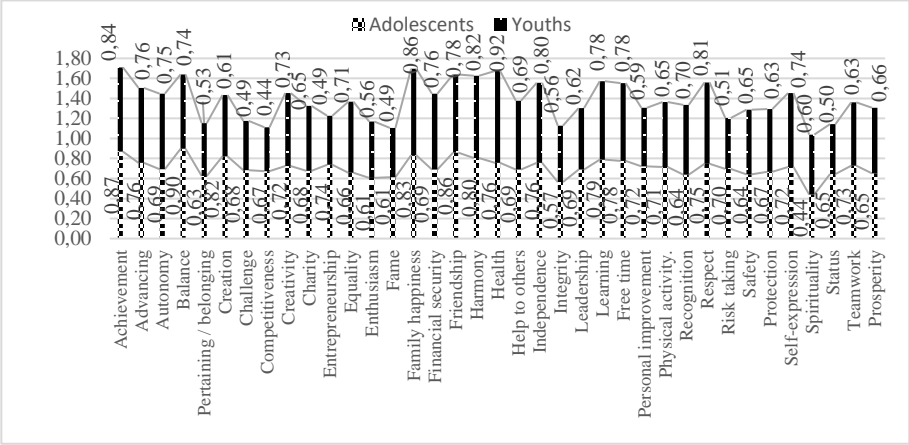


Fig. 1. General average indices of values held by adolescents and young people (technique Identification of values, points)

The analysis of the average indices shows that during adolescence and youth there is a reassessment of things giving objective significance at the moment for the subject giving a priority within the entire value system of the personality. We found that for the entire sample of subjects, the value of *self-realization*, *family happiness*, *health* (indices oscillate from one age to another) is of major relevance. At the same time, we noted the stability of the relatively low indices both at adolescent age and at youth age, of such values as: *spirituality*, *enthusiasm*, *integrity*, *fame*, *charity*, *challenge*. Among the listed, we note the moral values that are not given proper attention among adolescents and young people [80].

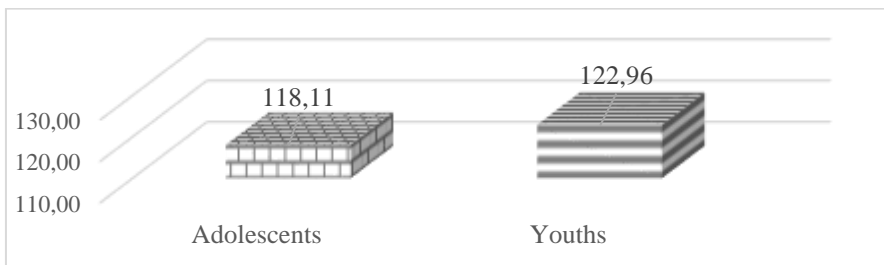


Fig. 2. Total indices of values of adolescents and young people (the test My values and goals, points)

Interpreting the meaning of total indices in figure 2 shows that the results at the values held are higher in young people (122.96 p.) compared to adolescents (118.11 p.), confirmed by prioritizing the value priorities decoded from the quality of the distribution by ranks.

One of the objectives of the research was to determine the correlation between the constituent elements of the value orientations highlighted in the theoretical part of the research. For this purpose, the Pearson test was applied to calculate the linear correlation coefficient (r) and to establish the correlation between the constituent elements of the value orientations (Figure 3).

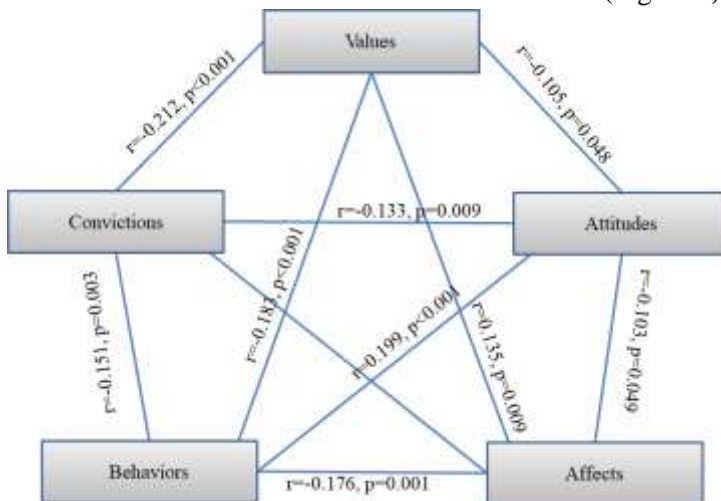


Fig. 3. Correlations of elements in the structure of value orientations

From a psycho-pedagogical perspective, the analysis of the content of figure 3 shows, that the *health* value cannot be achieved through *confrontation*, *accommodation* behaviors, which according to the findings are mostly specific to adolescents. It is found that they are in inverse correlation

with the values, which is demonstrated by the correlation coefficient obtained: $r = -0.183$, $p < 0,001$. In the educational context, it is attested that the indices of the affective sphere demonstrate the frequency of manifestation of positive dispositions in the researched subjects, which explains the negative coefficient of the behavior-mood ratio ($r = -0.176$, $p = 0.001$). The values held by adolescents and young people are in a significant positive correlation with the positive dispositions identified in the targeted subjects ($r = 0.135$, $p = 0.009$). Therefore, the correlation coefficients, examined by the specificity of the content variables, explain the presence of negative and positive valences between the structural components of the value orientations evaluated in the educational context [92].

Correlation coefficients identified are significant with positive and negative valences *among behaviors, affects, attitudes, convictions and values*, which confirms the hypothesis expressed regarding the composition of VO and the existence of close interconnections within the framework of elements of value orientations [82; 83; 84]. Determining the interferences between the structural elements of VO in adolescents and young people allowed us to identify, from an ontogenetic perspective, the mechanism of formation of value orientations and the establishment of pedagogical conditions to verify its functionality [85].

Chapter 3., “Conceptual framework of the formation of value orientations in adolescents and young people”, reflects epistemological reference points and conceptual premises that have highlighted starting points in *establishing a new direction of research in educational sciences: Theory and methodology of the formation of value orientations*, stimulated by scientific uncertainties regarding the axiological education of the personality. The analysis in Chapters 1 and 2 of scientific positions reflects the diversity and sporadic nature of theoretical approaches to the scientific essence of value guidelines, and, as a result, the difficulty of explaining the approach to VO formation in the context of contemporary needs. As a logical consequence, respecting the current paradigm of the axiology of education, the *Theory of Integralisation of Value Orientations* (TIOV) was elaborated, which includes theoretical precepts corresponding to the needs of educational system [101].

The identification of TIVO was based on the epistemological foundations that highlighted the essence of the key concepts (value, value orientations, axiological education) and allowed the delimitation of the contents and functions performed. The process of modeling value orientations

is individual and continuous, related to the specifics of ontogenetic development and is based on a system of principles that formed the basis of the pedagogical approach to VO formation and founds TIOV: the principle of VO affirmation, the principle of social validation of VO, the principle of consolidating attitudes; the principle of VO internalization, the principle of holistic development of VO, the principle of valorization of the experiential potential of the personality [101]. TIVO functionality is generated by the *VO self-determination mechanism and the VO self-updating mechanism*, developed in research to activate their constituent elements.

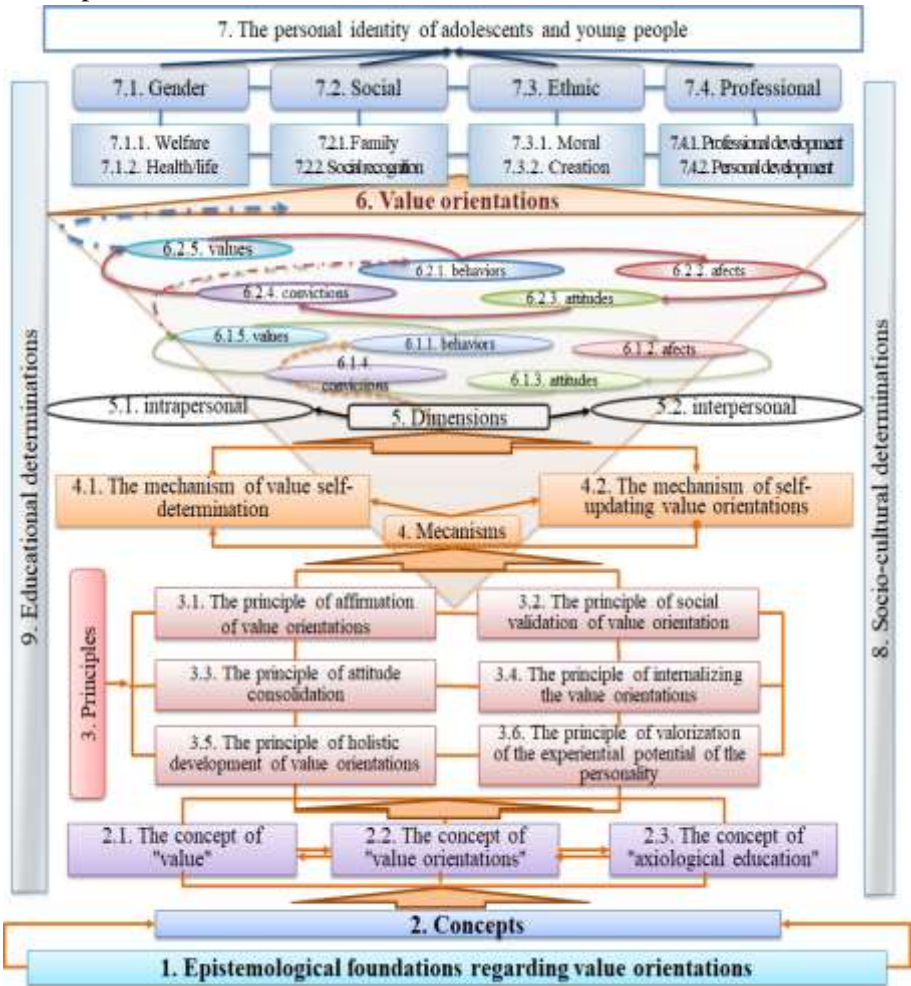


Fig. 4. The theory of integralisation of value orientations

From the perspective of the theory of multiple intelligences (H. Gardner) and the theory of emotional culture (I. Andreeva, 2011; M. Borozan, 2014) the mechanisms of VO formation were identified on the intrapersonal and interpersonal dimensions of emotional culture. In this context, the mechanism of value self-determination reflects the intrapersonal dimension, and the mechanism of VO self-actualization represents the interpersonal dimension through attitudes, convictions, value behaviors according to the components of personal identity of adolescents and young people (Figure 4).

The unitary set of structural elements of TIOV, determined in the VO content, ensures the interdependence of the included parts and the positive dynamics of the formation of value orientations through the mechanisms described in figure 5.

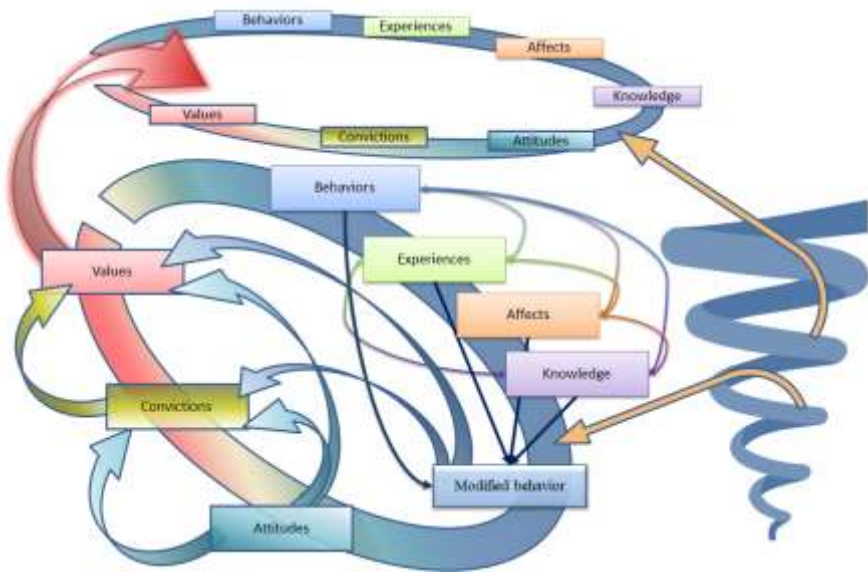


Fig. 5. The processuality of the mechanisms of the formation of value orientations

The formation of value orientations through the *VO self-determination mechanism* and the *VO self-updating mechanism* (Figure 5) is characteristic of adolescents and young people and has a particular cycle of evolution. The interdependence of the included elements proves the initiation of the VO construction process in a socio-cultural context. Lifelong learning is especially important for the formation of the components of value orientations (behaviors, dispositions, knowledge, attitudes, convictions and

values) in the process of human personality development. The correlation between the structural elements of the VO stimulates their evolution, generating the shaping of values as a central element of the complex cycle of VO formation.

The analytical deductions formulated contributed to the elaboration and scientific description of **the legality of cyclical formation of value orientations**. It is found that the process of dynamic constitution of value orientations is cyclical, represented by a spiral in figure 5, this means the continuity of stimulating the process of VO development by the permanent appearance of internal contradictions generated by dissatisfaction attitudes between projected expectations and results. , simultaneously involving the synergistic functionality of the structural elements of the VO. Continuous improvement and formation of value orientations is possible in the context of the social environment, which, by advancing new demands, constantly changing, activates value behaviors on the intrapersonal and interpersonal dimension thus increasing the quality of the inner world of the human personality.

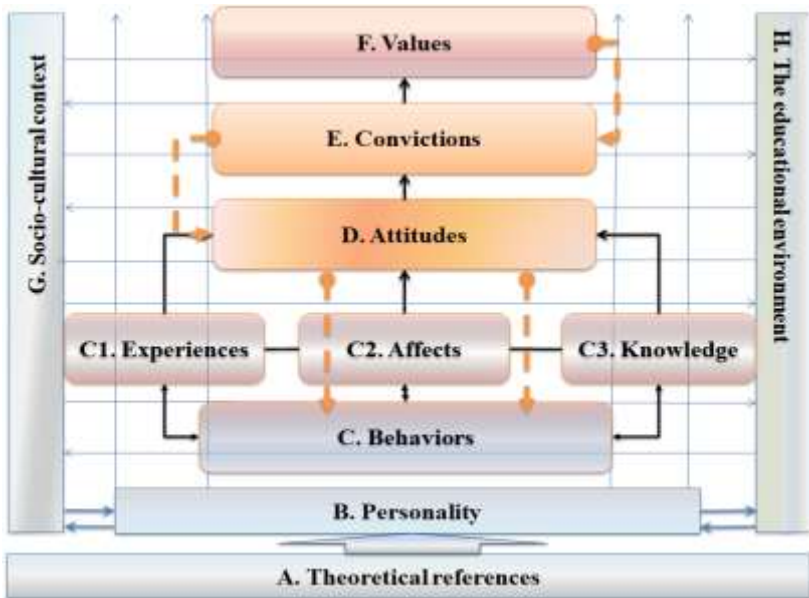


Figure 6. Theoretical model of value orientations

The functionality of TIVO is ensured by the **Theoretical Model of VO** (Figure 6), elaborated based on the theoretical-experimental research

performed. The functionality of TIVO is ensured by the scientific characterization of the Theoretical model of VO (Figure 6), elaborated based on the theoretical-experimental research performed. The theoretical model of VO is based on the theoretical landmarks that explain how the value system of personality is formed “the concept of VO defined from the socio-cultural perspective of the personality formation process” (V. Gouveia [50]), “VO’s contain intrinsic value elements, explicitly positioned in educational contents or programs” (J. Dewey [68]), “VO is the result of the interaction of the aims and contents of the activity of formation-permanent development of the human personality” (S. Cristea [71]), “VO is expressed through generalized social, moral, aesthetic ideas, politics, etc.” (N. Silistraru [43]), “the organization of values consists in the knowledge, understanding, internalization focused on the attitudinal content formed, which, therefore, constitutes the impulse in the final qualitative shaping of values” (V. Pâslaru [34]), “the development of VO towards the value tendencies of postmodernity” (S. Rubinstein, A. Leontiev [71]). Personality internalizes, identifies and attributes the meaning of values, advanced in a social context. The interdependence of values generates the VO that the personality experiences through affective, psychomotor, cognitive behaviors in the socio-cultural validation of the value system by internalizing norms, respecting requirements, perpetuating convictions and imitating behaviors manifested in the social environment. In the context of the educational partnership, the process of VO formation is stimulated by the permanent reconsideration of the individual system of values according to personal aspirations, consolidated by pedagogical approval or disapproval. The formation of attitudes takes place under the influence of pedagogical authority in the process of psychosocial maturation by accumulating experience in reconsidering the meaning of emotional feelings, which generate new behavioral manifestations [104]. The procedure for shaping attitudes is a latent one, it is a synthetic combination of dispositions, experiences, knowledge that contribute to training.

Interpreted as a theoretical foundation for personality development, the formation of convictions begins at an early age, when psychic evolution allows rational explanations of life phenomena. The need for rationality is perpetual and is expressed in situations determined by personal curiosity [83].

In the initial concern for identifying the mechanism of VO formation, we highlighted the components: behaviors, knowledge-dispositions-

experiences, attitudes, convictions, values, which ensure the development of personality. Values guide the attitudes, convictions, and behaviors generated by the emotional feelings of the personality [111]. These, in their entirety, ensure the positive evolution of the value guidelines that cover the need to assert personal identity.

Chapter 4., “Axiological education in the context of the new dimensions of education”, highlights the scientific positions regarding the definition, elucidation of the interaction of education axiology with pedagogical sciences, fertile area of research that highlights problems of inefficiency of educational actions on VO training in adolescents and young people in accordance with socio-cultural requirements.

The contradictions between the requirements of contemporary society regarding the axiological profile of personality, on the one hand, and the undetermined character of axiological education in the scientific literature, on the other hand, led us to the *elaboration of the concept of axiological education* defined as “*the continuous training process focused on the contemporary value system, designed in terms of specific objectives, contents and methodologies, generating value orientations in the context of exploring the formal-non-formal-informal framework*” [101].

Therefore, we present the structure and content of the **Conceptual model of axiological education** (Figure 7.).

The modeling of man from biological to cultural being occurs in society in the context of the impact of the contents of formal, non-formal, informal education. Axiological education involves, first of all, the family that ensures the transmission of values through the formation of attitudes and convictions regarding the observance of values and their creators, thus contributing to the formation of future value producers [102]. From this point of view, values-based education is value.

From the perspective of *theoretical and methodological foundations*, *axiological education* is based on the epistemological core of pedagogy, psychology, philosophy, sociology, anthropology, etc. [108]. Axiological education is designed in terms of goals, content and educational technologies. VO formation, a very complex process, occurs in the context of axiological education by innovating the contents of the new dimensions of education in formal, non-formal and informal, educational activities contribute to the axiological development of personality through the convergence of

pedagogical actions aimed at VO formation.

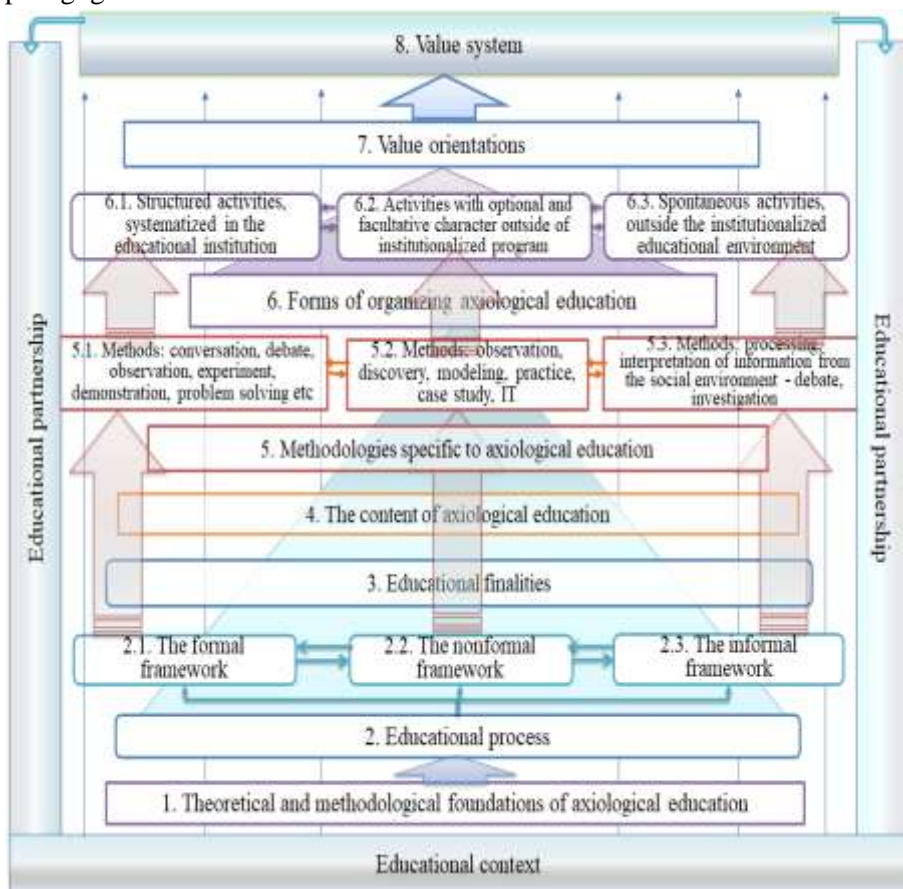


Fig. 7. Conceptual model of axiological education

The results of axiological education are ultimately designed at the level of the education system and process. The contents of axiological education define social and cultural values, reflected as psychological requirements in the development of personality. The methodology of axiological education is achieved through a set of strategies that involve specific methods, techniques and means, related to the objectives of axiological education. The use of various forms in the activities in which various categories of subjects are involved (age, gender, ethnicity, level of development) allows the achievement of the objectives and functions of axiological education. The results are ensured through axiological education, being the guarantor of the formation of the hierarchical system, logically

structured, complex, dynamic, latent and individualized of the value orientations and of the value system that allows the attribution of the qualification “integral personality”. The elucidation of the conceptual model of axiological education involved the description of pedagogical experiences of “axiological education in general and higher education opens new perspectives on the axiological approach to education, priority pedagogical actions, which has become an intense concern of educational actors” [79].

Chapter 5., “The formative framework of value orientations in adolescents and young people”, synthesizes and presents the data of the pedagogical experiment. In the context of the relevant experimental data, described in the previous chapters, the *VO Evaluation Questionnaire* for adolescents and young people was developed and validated; indicators and descriptors of value guidelines have been developed; the levels of training and the particularities of the formation of value orientations in adolescents and young people were described. The application of the questionnaire highlighted significant data on the positive dynamics of VO in adolescents and young people. In accordance with the scientific positions relevant to the research, the pedagogical approach of axiological education was developed and applied experimentally *The Pedagogical demarche of axiological education from the perspective of the formation of value orientations* in accordance with the stages of its implementation and validation (Figure 8).

The purpose of the *Pedagogical demarche* aims at forming value orientations in adolescents and young people, which involved capitalizing on educational content that led to the establishment of attitudes, convictions and values.

Adolescence is considered decisive and sensitive for the axiological formation of personality, a period of obvious transformations in the sphere of affectivity, in the sensory-perceptual sphere, which determines the quality of social learning, assimilation of cultural values, design of personal and professional development of personality. *The Pedagogical demarche of axiological education from the perspective of the formation of value orientations* in adolescents and young people was designed and implemented in the practice of education through three stages aimed at experimental study, methodological conceptualization of curricular resources and organization of educational activities.

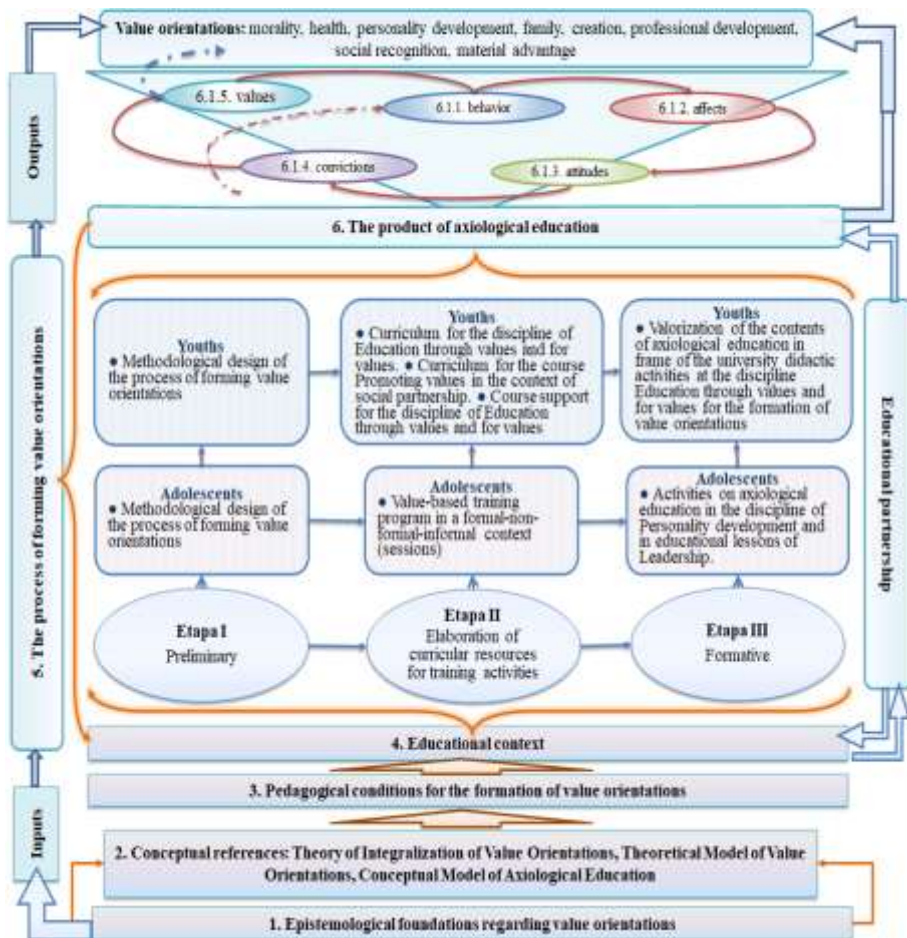


Fig. 8. The Pedagogical demarche of axiological education from the perspective of the formation of value orientations

Stage I. Preliminary - focusing on the data obtained as a result of carrying out evaluations through observations, discussions, applying VOAQ questionnaire. The methodological design of the training activities focuses on the analysis of the initial results of the training levels of the value orientations, based on the age peculiarities of the adolescents and young people in the educational context in which the VO training takes place. Personality development takes place in the social environment, in an educational context, which targets the family, school, cultural organizations (professional, ethnic, religious, media, community, etc.) and which “creates climates of belonging and influences the formation of the individual as personality, sensitivity

personalization) of groups”, generating the bio-psycho-socio-cultural development [25, p.33].

Adolescents and young people are provided within the family with the material, moral, mental security necessary for the formation and development of biopsychic, intellectual, affective and volitional structuring, where the process of forming personal identity is initiated and carried out by facing the problems of life. The family is the necessary counseling environment for obtaining and validating successes and failures. It becomes obvious that we cannot exclude the role of informal groups that constantly, sometimes decisively, influence the positions, decisions of the human being. This distinguishes the importance of collaboration of educational institutions with families by permanently strengthening the partnership. In this context, the need arises to ensure a favorable environment for all those involved in the process of axiological education and it is necessary to draw attention to the factors mentioned in the methodological design of actions.

Stage II. Development of curricular resources for the development activities is particularly important and difficult, as it involved: curricular conceptualization in terms of purposes, contents and technologies, aimed at stimulating the process of formation of VO components in adolescents and young people, renovating strategies to challenge motivation to fully realize individual potential through reflection axiological, evaluation of opportunities, decision-making and exercise of creativity, so that the subjects are actively involved in the process of self-training and consolidation of desirable character traits in a pedagogical context.

The scientific values (Theory of integralisation of value orientations, Theoretical model of value orientations and Conceptual model of axiological education, but also theories on VO, identified from the scientific literature), *produced in the new research direction Theory and methodology of value orientation formation, were integrated in the curricular resources elaborated* for the needs of research and capitalized in the context of ensuring the integrity, consistency and continuity of the formation of value guidelines for adolescents (15-17 years) and young people (20-35 years) by elaborating the curriculum in the discipline course Education through values and for values [112]; they were also integrated in the scientific contents of the continuous professional training programs for teachers (Psychopedagogy module, curriculum for the course *Promoting values in the context of social*

partnership). In part, for general education teachers, project models of educational activities with adolescents in the discipline of *Personal Development* were developed, the value orientations being included as content units in the Curriculum Homeroom, Personal Development. The theoretical values produced in the research on the formation of value orientations were also capitalized in the content of the continuous professional training programs of the young master students through the curriculum in the discipline *Education through values and for values* (curriculum and course support Education through values and for values was elaborated).

Stage III. Formative aimed at the actual realization of the process of forming value orientations in the university discipline Education through values and for values by implementing the contents projected in the experimental group of subjects in the process of teaching-learning-evaluation of VO in second cycle students, during classes and to the continuous professional training courses through the program *Promoting values in the context of the social partnership. The Pedagogical demarche* (Figure 8) *evokes the methodology of the formation of VO*, which became possible by implementing the curricular resources developed for the initial vocational training of young people. The methodology of VO training in adolescents and young people was developed through educational activities aimed at axiological education through curricular content in accordance with VO indicators, the evaluation criteria of VO were used to describe the particularities of training and positive dynamics of VO.

The formative pedagogical experiment, organized with the experimental groups of adolescents and young people, highlighted The Pedagogical demarche, oriented towards the development of the individual-psychological particularities of the experimental subjects within the activities. The scientific and methodological requirements for the trainers' activity were advanced in order to: exclude the possibilities of negative influence, the construction of the cooperation relationship, help between moderator and participants, voluntary participation, based on the subject's own interest and desire; creating a comfortable atmosphere and accepting the individual positions of the subjects, etc. In order to validate the pedagogical approach of axiological education in the perspective of value orientation formation, the value orientation training program was developed for adolescents from PITL "N.Iorga", Chisinau. education at national and international level, channeled

on the consolidation of the axiological frame of reference from the perspective of VO: morality, social recognition, material advantage, creation, personality development, health, professional development, family). Each compartment was designed for 5 sessions, which were applied in the context of lessons in the discipline of Personal Development, Leadership and after hours, as an extracurricular activity, by organizing individual or group meetings lasting up to 45 minutes.

According to the recommendations of the National Curriculum in the discipline of Personal Development, within the activities carried out with adolescents, contents were designed for “reflective learning on real life problems, by involving adolescents in concrete activities, aimed at solving personal, interpersonal and community problems” [78, p. 6]. Taking into account the results of previous evaluations, we tried to capitalize on the potential of adolescents, specific to age and focused on “shaping the system of attitudes and values, the formation of which, during adolescence, has a great influence on the course of adult life” [78, p.6].

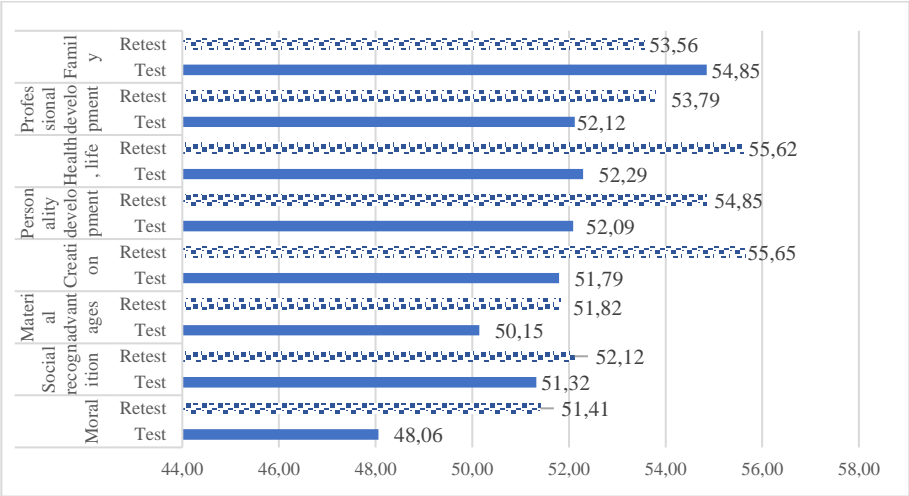


Fig. 9. Comparative experimental data on VO formation in adolescents of the experimental group in test-retest phases (VOAQ)

Following the training experiment, VOAQ was repeatedly applied, the purpose of which was to evaluate the VO of adolescents in the experimental and control group to determine the significance of differences by test-retest phases, which allowed the formulation of conclusions on

validation of the Program for training value guidelines in adolescents and young people.

The significance of the differences of the pair sample data in the test-retest phases was confirmed by the t results obtained after applying the t Student test. Student t results are significant in the case of variables: Moral ($t_{(34)}=-8,330$, $p<0,001$); Material advantage ($t_{(34)}=-3,203$, $p=0,003$); Creation ($t_{(34)}=-5,669$, $p<0,001$); Development of personality($t_{(34)}=-5,209$, $p<0,001$); Health ($t_{(34)}=-6,499$, $p<0,001$); Professional development ($t_{(34)}=-6,499$, $p=0,001$).

In contrast to the experimental group data, the results of the formation of the structural components of VO in adolescents in the control group were examined, which showed insignificant changes in most variables, except for the variable *health* and *family*, also confirmed by t-Student test data two pairs samples.

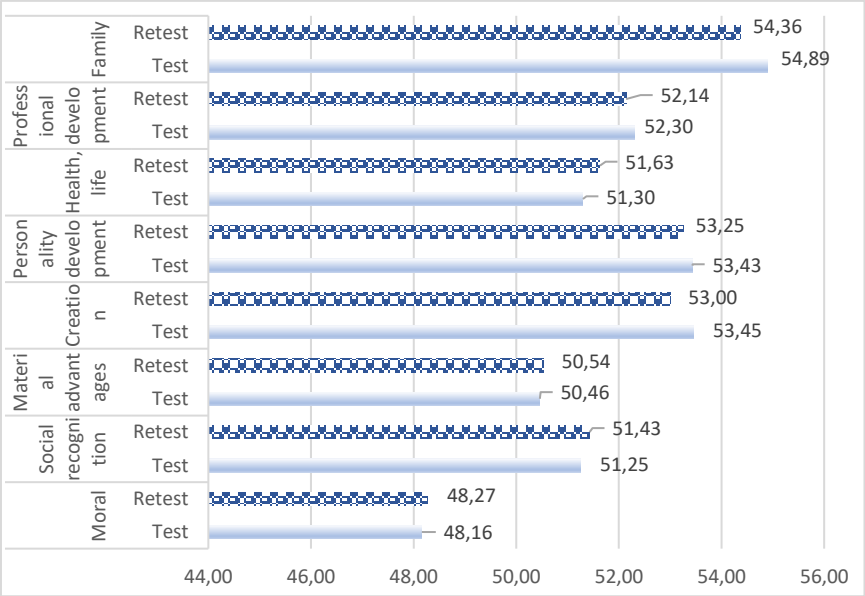


Fig. 10. Comparative data on VO formation in control group adolescents in the test-retest phases

For *young people* The Pedagogical demarche was implemented by integrating the contents within the disciplines in continuing vocational training courses at the Psycho-pedagogical Module and in Vocational Training Programs (cycle II). In this experiment were involved 62 young

people (of which 31 were the experimental group and 31 - the control group) aged 22-35 years and conducted between 2019-2021.

The purpose of the training stage was to form value guidelines for young people. The organization and realization of this stage focused on the theory of integralisation of VO, the theoretical model of VO, the conceptual model of axiological education, which was based on the epistemological foundations of the VO formation system, the principles and mechanisms of VO formation, the legitimacy of the cyclic character of formation VO. According to the stages of carrying out the pedagogical approach of axiological education in the perspective of forming value guidelines for adolescents and young people, the second stage provided for the development of training resources for young people, being provided by developing the curriculum *Education through values and for values* (EPVPV).

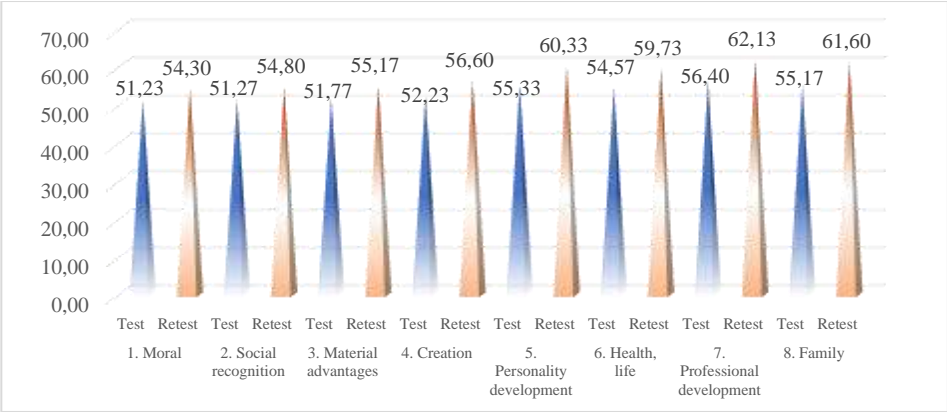


Fig. 11. Comparative data on the formation of VO in the young people of the experimental group in the test-retest phases (VOAQ)

In order to determine the impact of those carried out on the VO of young people, we repeatedly applied VOAQ, processed the data obtained and interpreted the results presented below. The general indices show the increase in results in all researched variables. In the experimental group the highest results were given to the variables: *professional development* (62.13 p.c.), *family* (61.60 p.c.), *personality development* (60.33 P.c.), *health* (59.73 P.c.). The nominated VO are placed at the top of the structural hierarchy in the system. The priority given to *family* and *health* is explained by the difficult pandemic situation in the country and all over the world during the last two years. We believe that outside the program implemented, there was a direct

impact of mass-media advertising, news with negative affective effect, restricted activity at the workplace, requirements for compliance with medical-health, hygiene measures, etc., which led to rigorous fulfillment of all safety standards and requirements.

The analysis of figure 12 demonstrates the relative stability of the indices in all eight variables, we note that in some cases there was an insignificant increase, in other cases an insignificant decrease in the indices according to the general results of the subjects in the control group.

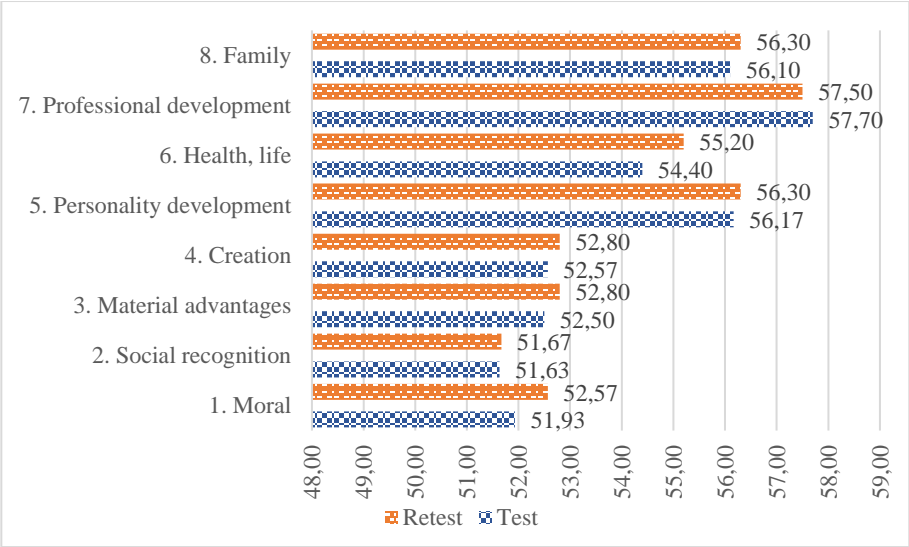


Fig. 12. Comparative data on VO training in young people in the control group in test and retest phases (VOAQ)

The exception is the variable *health* that has changed from 54,40 p.c. to 55,20 p.c., the difference being significant, confirmed by the results of the t-Student test: $t_{(31)} = -3,890$, $p = 0,001$, which is explained by the pandemic situation during the last years.

Implementing the curriculum in the discipline *Promoting values in the context of social partnership* in continuing education programs that are the essential element of the Psycho-pedagogy Module, occurred by exploring the professional needs and methodological requirements of teachers in general education institutions. The curriculum *Promoting values in the context of social partnership* was aimed at familiarizing with scientific information and preparing for the formation of value orientations in adolescents and young people in various school disciplines, including Homeroom guidance and

Personal development being mandatory, included in the Framework Plan for primary, secondary and high school education in 2018-2019. The obtained results confirm the research hypothesis demonstrating the effectiveness of the pedagogical approach, the functionality of TIOV, the conceptual models, the mechanisms, the concepts and the pedagogical approach of axiological education in the perspective of forming value orientations.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The investigative demarche aims at scientific substantiation and praxiological valorization of an epistemological view on the formation through axiological education of VO in adolescents and young people, as well as the development of the *Theory of the integralisation of value orientations* and *Theoretical model of value orientations* establishing and describing the legality of the cyclical character of VO and the principles of the formation of VO; establishing mechanisms of the developing VO in adolescents and young people and conceptualizing AE by projecting the Pedagogical demarche of axiological education from the perspective of the formation of VO in the context of formal, non-formal and informal education of adolescents and young people with the possibility of its extension for other ages.

The important scientific results of the conducted research are summarized in the following general conclusions:

1. From the perspective of theoretical approaches, *we determined the epistemological foundations on value orientations and axiological education* based on analytical-synthetic investigative actions performed in order to estimate psychoanalytic, humanistic, behaviorist, cognitivist, constructivist paradigms and theoretical structural models existing in the scientific space. The research conceptualized **the terms of:** “**value** as a *central location of the entire personality system constituting the transcendent but not the ultimate finality of the educational process under the impact of the sociocultural environment and coordinating over a long period of time the cognitive, affective, volitional-motivational, behavioral sphere of the subject*” [80] and the “**value orientations** as a *dynamic construct of the spectrum of convictions, attitudes, affects, interrelated and hierarchically organized behaviors in the context of the personality value system*” [80; 101].

2. The research topic generated by the global crisis of education, on the one hand, and the evaluation of the existing theoretical foundations, the experimental study carried out in complexity, on the other hand, allowed to

acknowledge the mechanism for identifying, promoting and forming value orientations in general and higher education; the tools for assessing the value orientations of the becoming personality, of the deficit of pedagogical models focused on developing value orientations in adolescents and young people and of research on the structure and content of value orientations (*moral, social recognition, material advantages, creative, personal and professional development, health, family*) with a continuous design and fulfilment of the pedagogical intervention actions, the relationship with other components of the personality sphere, the impact on the whole personality and the social environment; the directions of promoting the fundamental value orientations of life are not determined [79; 85; 89; 91; 92; 97; 107; 112].

3. The experimental study, carried out by applying a set of existing tools for each constituent element of the VO highlighted, finalized and argued in details, established **the structure and content of value orientations** [88], **the specifics of their formation in adolescents and the peculiarities of VO formation in young people** [85], which was confirmed by validation of elaborated concepts (value, value orientations).

4. Pursuant to theoretical approaches in the field of philosophy, pedagogy, psychology, sociology through the synthesis of the results of experimental research **the Theory of integrating value orientations, has been conceptualized, represented by the Theoretical model of value orientations, developed based on the principles of value orientations development and the legality of the cyclical character of value orientations** [101], which reflects the quintessence of conceptual, methodological and praxiological foundations for the formation of value orientations of adolescents and young people.

5. The scientific concerns on VO formation in adolescents and young people **stimulated the elaboration of the mechanisms for value orientations formation in adolescents and young people: the mechanism of self-determination and the mechanism of self-updating**. The mechanisms for the formation of values and functioning of value orientations are universal: the formation and functioning of value orientations begins gradually with the formation of personality which is not complete at the beginning, stopping at some of the components, then – developing the following ones etc.; the process of establishing value orientations is cyclical, being specific for each age stage, having development limits that correlate

with the psycho-individual particularities of the personality and with those of the socio-cultural environment to which the subject belongs. The constituent particles of the value orientations revealed: **values, convictions, attitudes, affects, knowledge, experiences, behaviors** [111]. The elements included form the value of the personality, as the main defining element for the set of contents of the VO, which therefore works in the reverse direction, outlining the value orientation of the personality. The functionality of the value orientations mechanism was confirmed by obtaining mutual correlational results among the nominated components. The experimental investigation of the attitudes of adolescents and young people allowed us to highlight the dynamics and hierarchical structuring of attitudes. Having analyzed the statistical data regarding the particularities of the relationship among the structural components of value orientations, we found the presence of significant bivalent ratio between the values and attitudes throughout the period of adolescence and youth, reflecting the specific characteristics of ages, neo-formations, prevailing interests of subjects, impacts of the social environment [81, 82, 92; 103; 106]. **The legality of the cyclical character of value orientations has been established and described** which facilitated the triggering of mechanisms of self-determination and self-updating of VO in adolescents and young people.

6. **Axiological education was conceptualized in the context of Value orientations integralisation theory** in terms of finalities, contents, specific methodology and generating values behaviors, affects, attitudes and convictions that in sum are defining for shaping the values, which ensure the construction and functionality of VO. Thus, “**axiological education** makes up *the continuous formation process focused on the contemporary value system, designed in terms of specific finalities, contents and methodologies, generating value orientations in the context of exploring the formal-non-formal-informal framework*” [101]. Developing and valuing human potential is the primary priority for both the education system and society *overall*, which is possible to achieve by implementing and using the mechanism for the formation of values and the functioning of value orientations starting from preschool, early school age, but, especially, paying special attention to the end of preadolescence, adolescence and up to youth inclusive [102].

7. In the context of identifying the necessary pedagogical conditions for EA, the Pedagogical demarche of axiological education was **elaborated**

and experimentally validated from the perspective of the formation of VO in adolescents and young people, which consisted of three stages, training actions being used at each of them. **Positive dynamics of VO formation**, confirmed by comparative analysis of statistical data, **was ensured by using the Value Orientations Evaluation Questionnaire** (developed and validated in the preliminary research) [79]. The foundation for *the Pedagogical demarche of axiological education from the perspective of value orientations formation in adolescents and young people* was the *Conceptual model of axiological education*. In order to achieve the process of forming the components of value orientations in the formal, informal and non-formal educational environment, the principles of humanist, constructivist and cognitivist education were highlighted and complied with, which ensures the dynamic progress in the general development of the personality, implicitly and its value orientations [87, 90, 96, 98]. *The Pedagogical demarche of axiological education from the perspective of VO formation in adolescents and young people* is universal and the specialists in the field of Educational Sciences, teachers of general and higher education institutions can benefit from it [101]. The experimental results following the application of the formative experiment confirmed the efficiency of **the Pedagogical demarche of axiological education from the perspective of the formation of value orientations in adolescents and young people**, through the statistical data obtained when comparing the indices of the stages of finding and control.

8. The theoretical and praxiological data of the research and validation of their functional effectiveness, allowed for putting forward new knowledge and scientific conclusions on axiological education in the perspective of value orientations formation in adolescents and young people. The scientific problem put forward was settled by the elaboration of TIOV, TMVO, VOAQ constituting significant milestones in the implementation of axiological education. Therefore, **the important scientific problem settled in the research consists in the formation of value orientations in adolescents and young people by creating theoretical premises of axiological education** : definition of terms *value orientations*, *axiological education*; *conceptualization of value orientations integralisation theory represented by the theoretical model of VO*, *principles of the formation of VO*, *mechanisms of VO formation*, **and by applying methodological reference points in the education practice**: *the Pedagogical demarche of axiological education from*

the perspective of VO formation, developed based on the legality of the cyclical character of value orientations, fact which contributed to the development of the theory and practice of education in the context of contemporary society requirements [79; 101]. **The theoretical and praxiological framework described outlines the scientific identity of the research in the area of the new research direction: Theory and methodology of the formation of value orientations** through the scientific values produced in the research (TIOV, MCEA, TMVO, EA methodology generating VO system according to the contemporary society requirements) creating objective premises in order to diminish the axiological uncertainties of adolescents and young people. The social impact of settling the research problem consists in disabling the triggers of values crisis, continuous facilitation of value self-determination and stimulation of permanent self-updating of value orientations in the individual axiological system of adolescents and young people.

Recommendations for decision makers:

- renewing education policy documents from the perspective of updating the values system of the contemporary personality in the context of the global education crisis, values crisis and pandemics;
- training of teachers for designing and implementing axiological education.

Recommendations for the actors in the field of education:

- updating curricular contents in general and higher education institutions from the perspective of the Theory and methodology of the formation of VO;
- implementation of curricula contents and VO training curricula in the educational process in general and higher education;
- valorization of the conceptual model of axiological education and of value orientations integralization theory in the process of continuous professional training of teachers in general education;
- implementation of the contents of formative program and EPVPV curriculum in general education institutions in the formal, non-formal and informal framework;
- regular and systematic evaluation of the value orientations of educators;
- the permanent connection of theoretical results obtained at national level with EA theory and praxeology at global level.

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ADNOTARE
ANTOCI Diana

**„Teoria și metodologia formării orientărilor valorice la adolescenți și tineri”,
Teză de doctor habilitat în științe ale educației, Chișinău, 2022**

Structura tezei include: introducere, cinci capitole, concluzii generale și recomandări, bibliografie din 346 de surse, adnotare (română, engleză), concepte-cheie în limbile română, engleză, lista abrevierilor, 253 pagini de text de bază, 39 de tabele, 48 figuri, 14 anexe.

Publicații la tema tezei: 34 lucrări științifice.

Concepte-cheie: valori, orientări valorice, adolescenți, tineri, formare, educație axiologică.

Scopul investigației constă în conceptualizarea, fundamentarea științifică și valorificarea praxiologică a unei viziuni epistemologice asupra formării orientărilor valorice la adolescenți și tineri.

Obiectivele cercetării: Determinarea fundamentelor epistemologice privind orientările valorice și educația axiologică; studiul experimental al specificului formării orientărilor valorice ale adolescenților și tinerilor; edificarea *Teoriei de integrare a orientărilor valorice* reprezentată de *Modelul teoretic al orientărilor valorice*, legitatea caracterului ciclic al orientărilor valorice și de principiile formării orientărilor valorice; elucidarea mecanismelor formării orientărilor valorice la adolescenți și tineri; conceptualizarea educației axiologice în cadrul Teoriei de integrare a orientărilor valorice; elaborarea și validarea experimentală a *Demersului pedagogic al educației axiologice în perspectiva formării orientărilor valorice la adolescenți și tineri*; elaborarea concluziilor generale și a recomandărilor metodologice privind educația axiologică a adolescenților și tinerilor în context formal, nonformal și informal.

Noutatea și originalitatea științifică a cercetării rezidă în: determinarea fundamentelor epistemologice privind orientările valorice și educația axiologică; conceptualizarea orientărilor valorice și a educației axiologice elaborate din perspectivă holistică, în acord cu caracteristicile psihologice ale adolescenților și tinerilor; elaborarea indicatorilor și a descriptorilor orientărilor valorice ale adolescenților și tinerilor; descrierea nivelurilor de formare și a particularităților formării orientărilor valorice la adolescenți și tineri; elaborarea Teoriei integrării orientărilor valorice și a *Modelului teoretic al orientărilor valorice*; stabilirea și descrierea legității caracterului ciclic al orientărilor valorice și de principiile formării orientărilor valorice; elaborarea mecanismelor formării orientărilor valorice la adolescenți și tineri și conceptualizarea educației axiologice, formularea concluziilor științifice privind educația axiologică a adolescenților și tinerilor.

Rezultatele științifice principale pe care au condus la instituirea unei noi direcții de cercetare, Teoria și metodologia formării orientărilor valorice: interpretarea fundamentelor epistemologice cu privire la orientările valorice și educația axiologică, glosarul actualizat de termeni specifici cercetării, conceptele de orientări valorice și educație axiologică, elaborate din perspectiva particularităților psihologice ale adolescenților și tinerilor, caracteristicile nivelurilor de formare și a particularităților formării orientărilor valorice la adolescenți și tineri; *Teoria integrării orientărilor valorice*, reprezentată de *Modelul teoretic al orientărilor valorice*, legitatea caracterului ciclic al orientărilor valorice și de principiile formării orientărilor valorice; mecanismele formării orientărilor valorice la adolescenți și tineri; conceptualizarea educației axiologice, Modelul conceptual al educației axiologice, Demersul pedagogic al educației axiologice din perspectiva formării orientărilor valorice în contextul educației formale, nonformale și informale ale adolescenților și tinerilor.

Semnificația teoretică a cercetării este susținută de: examinarea interpretărilor teoretice ale orientărilor valorice și descrierea la nivel de structură și conținut a educației axiologice; definirea orientărilor valorice; elaborarea Teoriei integrării orientărilor valorice și a *Modelului teoretic al orientărilor valorice*; elaborarea și descrierea legității caracterului ciclic al orientărilor valorice și a principiilor formării orientărilor valorice (*principiul afirmării OV*; *principiul validării sociale a OV*; *principiul consolidării atitudinilor*; *principiul interiorizării OV*; *principiul dezvoltării holistice a OV*; *principiul valorizării potențialului experiențial al personalității*); formularea indicatorilor, descriptorilor și a valorilor din cadrul orientărilor valorice (*morala, recunoașterea socială, avantajul material, creația, dezvoltarea personalității, sănătatea, dezvoltarea profesională, familia*).

Valoarea aplicativă a cercetării: determinarea metodologiei investigației experimentale a orientărilor valorice la adolescenți și tineri; elaborarea mecanismelor (*autodeterminării și autoactualizării*) formării orientărilor valorice la adolescenți și tineri; elaborarea criteriilor de evaluare a orientărilor valorice ale adolescenților și tinerilor; elucidarea mecanismelor constituirii priorităților valorice la adolescenți și tineri; conceptualizarea educației axiologice; elaborarea și validarea experimentală a *Demersului pedagogic al educației axiologice din perspectiva formării orientărilor valorice la adolescenți și tineri*; emiterea unor noi cunoștințe și concluzii științifice privind educația axiologică din perspectiva formării orientărilor valorice la adolescenți și tineri; elaborarea unor recomandări metodologice educatorilor formali, nonformali și informali implicați explicit și implicit în educația axiologică a adolescenților și tinerilor.

Implementarea rezultatelor științifice a fost realizată în cadrul forurilor științifice internaționale și naționale, în cadrul Catedrei Psihopedagogie și Educație Preșcolară, Facultatea Pedagogie, UST, în cadrul stagiilor de mobilitate academică și de cercetare la Universitatea Pedagogică din Krakow, Polonia, Universitatea din Craiova, România, Universitatea „Ștefan Cel Mare” din Suceava, România.

ANNOTATION

ANTOCI Diana

**„The Theory and methodology of the formation of value orientations in adolescents and young people”,
Thesis of doctor habilitat in sciences of education, Chisinau, 2022**

Thesis structure includes: the introduction, five chapters, general conclusions and recommendations, bibliography from 346 sources, the annotation (Romanian, English and Russian), key-concepts in Romanian, English and Russian languages, the abbreviation list, 253 pages of base text, 39 tables, 48 figures, 14 annexes.
Publications on the topic of the thesis: 34 scientific works.

Key-concepts: values, value orientations, adolescents, youths, formation, axiological education.

Investigation purpose: consists in the conceptualization, scientific substantiation and praxiological valorization of an epistemological vision upon the formation of the value orientations in adolescents and young people.

Research objectives: Determination of the epistemological foundations regarding the VO and axiological education; experimental study of the specifics of VO formation in adolescents and youth; building The Theory of VO integralisation represented by The theoretical model of VO; lawfulness of the cyclic character of value orientations and of the principles of VO formation; elucidation of priorities constitution mechanism at adolescents and youth; conceptualization of the axiological education; experimental elaboration and validation of *The pedagogical step of axiological education in the formation perspective of value orientations in adolescents and youth*; issuing new scientific knowledges and conclusions regarding the AE in the perspective of VO formation in adolescents and youth; elaboration of general conclusions and methodological recommendations to formal, non-formal and informal educators explicitly and implicitly involved in the AE of adolescents and youth.

The scientific novelty and originality of the research lies in: determining the epistemological foundations regarding the value orientations and the axiological education; conceptualizing value guidelines and AE developed from a holistic perspective, in accordance with the psychological characteristics of adolescents and young people; elaboration of indicators and descriptors of the value orientations of adolescents and young people; description of the particularities of the VO formation in adolescents and young people; elaboration of the Theory of integralisation of VO and Theoretical model of VO; establishing and describing the legitimacy of the cyclic character of VO and the principles of the formation of value orientations; elaboration of mechanisms for the formation of VO in adolescents and young people and conceptualization of axiological education, formulation of scientific conclusions regarding axiological education of adolescents and young people.

The mainly new scientific results that led to the establishment of a new research direction, Theory and methodology of value orientation's formation: interpretation of epistemological foundations regarding VO and AE, updated glossary of research specific terms, concepts of value orientations and axiological education, elaborated from the perspective of the psychological particularities of adolescents and young people, the characteristics of the training levels and of the particularities constituting the VO in adolescents and young people; The theory of integralisation of value orientations, represented by The Theoretical model of VO, the legitimacy of the cyclical character of value orientations and the principles of value orientation's formation; the mechanisms for establishing value guidelines for adolescents and young people; conceptualization of AE, The Conceptual model of axiological education, The Pedagogical demarche of AE from the perspective of forming value orientations in the context of formal, non-formal and informal education of adolescents and young people.

The theoretical significance of the research is supported by: the examination of the theoretical interpretations of the value orientations and the description at the level of structure and content of the axiological education; defining value orientations; elaboration of the Theory of integralisation of value orientations and of the Theoretical model of value orientations; elaboration and description of the legitimacy of the cyclical character of value orientations and of the principles of value orientation formation (principle of VO affirmation; principle of social validation of VO; principle of attitudes consolidation; principle of internalization of VO; principle of holistic development of VO; principle of valorization of personality potential); formulation of indicators, descriptors and values of value orientations (morality, social recognition, material advantage, creation, personality development, health, professional development, family).

The applicative value of the research: determining the methodology of the experimental investigation of the value orientations of adolescents and young people; elaboration of the mechanisms (self-determination and self-actualization) for setting value priorities for adolescents and young people; elaboration of criteria for evaluating the value orientations of adolescents and young people; elucidation of the mechanisms for setting value priorities for adolescents and young people; conceptualization of axiological education; elaboration and experimental validation of the pedagogical demarche of axiological education from the perspective of forming value orientations in adolescents and young people; issuing new knowledge and scientific conclusions on axiological education in the perspective of forming value guidelines for adolescents and young people; elaboration of methodological recommendations to formal, non-formal and informal educators involved explicitly and implicitly in the axiological education of adolescents and young people.

The implementation of scientific results was carried out in international and national scientific forums, in the Chair of Psychopedagogy and Preschool Education, Faculty of Pedagogy, TSU, in academic mobility and research internships at the Pedagogical University of Krakow, Poland, University of Craiova, Romania, “Ștefan Cel Mare” University of Suceava, Romania.

Diana ANTOCI

**THE THEORY AND METHODOLOGY
OF THE FORMATION OF VALUE ORIENTATIONS
IN ADOLESCENTS AND YOUNG PEOPLE**

Abstract of the thesis of Doctor habilitate in education sciences
specialty 531.01. General Theory of Education

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