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**PEDAGOGICAL VALUES OF PRIVATE EDUCATION IN THE
REPUBLIC OF MOLDOVA AND ROMANIA. COMPARATIVE
STUDY**

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Key-words:

- pedagogical values;
- values- purpose;
- values- norm;
- values- means ;
- tripartite values;
- added- value;
- to know where to search;
- situational reporting;
- integrated personality;
- freedom of opinion;

CONCEPTUAL LANDMARKS OF RESEARCH

Timeliness and importance of the theme. Because the man by nature is an emotional being, in the desire to live honorably and well, he has always involved a diversity of values. This is why, over the course of evolution, he has learned to interpret and articulate the signs of values. Modern man assumes a new existential state, forging himself, becoming the only creative factor of meaning. By acting in value, man is the one who establishes meaning in life and in the world, who creates and preserves values and establishes norms that he respects.

It is a well-known fact that it was only after almost two millennia of use of the term of *value* that rigorous axiological research was raised. But value as a value has never been unanimously accepted by the research community. All this because values, strictly speaking, are much harder to theorize.

It is difficult to specify at what stage of human life values are valued the most, but we are determined to build explanations that facilitate the understanding of the concept of *pedagogical value* present in various educational contexts. Given that pedagogical values include a wide range of diverse phenomena, which are often not clearly specified, it has become a heterogeneous field, which includes several pedagogical subjects.

The importance of values for human life is obvious, and the importance of pedagogical values for the formation of pupils' personality makes their study profitable and absolutely necessary. Values are reasons for all human actions, and pedagogical values are reasons for all pedagogical / educational actions. The pedagogical values capture an important axiological aspect: the perfection of the human personality. This generates the thinking of the pedagogical phenomenon of values whose object is value as formative value. The personality in which the feeling of value is awakened undoubtedly has a substantial part of contribution and therefore it is reasonable to substantiate a certain vision in relation to the pedagogical values, which would lead, directly, to an intrinsic finality. Thus, any educational activity can be seen both in terms of its achievement and in terms of its value. The acquisition of values is, therefore, one of the human characteristics that is to a large extent both common and specific.

Here we must note that, from a normative perspective, private education gains an acceptance as necessary as it is important, due to the fact that it is recognized as a justified topicality in the structural paradigm of education, acquiring an evolutionary dimension. At the same time, this fact better specifies the relationship between pedagogical value and private education, the latter being integrated as a catalytic factor with the role of revealing pedagogical values and making them sublimate in the educational process.

The theory of pedagogical values raises issues as important as they are difficult. In any case, there is some debate on the basic issues of values pedagogy. And the interest for pedagogical values is quite high in pedagogical science, with implications in philosophy, sociology, psychology, anthropology, etc., concerned with the logical construction of landmarks capable of ensuring pedagogical reflections with sufficient clarity. It is about M. Weber, P. Bonte, M. Izard, who starts in the *anthropological approach* from the idea that values are objective data that determine certain types of behavior. Proponents of this approach, who take the idea in their work, believe that the problems of pedagogical values must be solved or dissolved by referring to values as imperative (Im. Kant); as an essentially subjective notion of meeting needs [N. Sillany]; as an entity that ensures what the law is [A. Xenopol] etc.

From the point of view of Spinoza's philosophical theory, the significant contribution of values focuses on the *idea of freedom* (Spinoza).

Influenced by the philosophical, anthropological, psychological, sociological developments, the pedagogical science of R. Molodva (L. Cuznetov, Vl. Gutu, T. Callo, Vl. Paslaru, L. Pogolsa, Victoria Cojocaru, Vasile Cojocaru, N. Silistraru, A. Ghicov, O. Dandara, M. Hadarca etc.), due to the scruples related to the good formation of the educational system, highlights phenomena such as the pedagogical sense of value, which ensures the teleological and axiological substance of the individual's being; the general function of value, which is a human orientation necessary in ordering its relations with the world; the quality of education which always presupposes an axiological optimum; the essence of values which lies in the polar attitude of man towards social demands; stock crisis; education through and for values, etc.

Also, the evolution of the approach of pedagogical values highlights a series of significant concepts, through which it is convincingly argued that an ideal of education is built by combining the values of internal freedom, perfection and kindness; the ideal of the efficient personality (Herbart); the ideal of the complex personality (J. Dewey); the ideal of an open, autonomous, creative personality (UNESCO).

Certain ideas were clarified based on the approaches of pedagogical values from the perspective of goals, norms and means in the sense of Al. Binet, R. Hubert, J. Briggs, T. Vianu, M. Calin, S. Cristea, C. Cucoa, I. Cerghit, L. Vlasceanu etc .; from the perspective of the pedagogical paradigms founded by Y. Bertrand, P. Valois, E. Paun, D. Potolea, E. Joita (existential-humanist, socio-interactionist, synergetic-inventive paradigm).

Therefore, the **research problem** emerges from the *conflict* between the existence of a multidimensionality of the relationship between value and the field of pedagogy and the functional aspects that record the pedagogical value as the carrier and mediator of cognitive-affective training of pupils in private education.

Because values are realized in the plan of educational actions, there can be no value, no matter how high, that cannot be compromised for a certain time, diverted from its natural place, put in the service of a pedagogical selfishness, so it is necessary to draw a line of action that favors the situation in which the values could not lose their character of values.

The aim of research: To configure the pedagogical values in private education based on a tripartite vision, to correlate the reference elements and to determine the landmarks for their capitalization in the educational process.

Research objectives: To reveal the content of the notion of *pedagogical value* from various conceptual perspectives and of the current needs of public and private education and to characterize its current state in the theory and methodology of education; to prospect the educational phenomenon of pedagogical values in the context of *development trends* and comparative analysis of the normative framework of general private education in the Republic of Moldova and Romania and to structure a *tripartite vision* on pedagogical values: values-purpose, values-norm, values-means ; *to compare the evolution of the ideas* regarding the pedagogical values in order to configure *the landmarks for the analysis* of the pedagogical values integrated in the *private education*; to elaborate the Model of pedagogical values in private education; to synthetically configure the Technology of promoting pedagogical values in private (primary) education; to analyze the premises for the development of surplus-value *Knowing how to look for* in the finding experiment; to monitor the implementation of the *Technology for the promotion of pedagogical values in private (primary) education* and to record its results, by collecting qualitative and quantitative data, in order to validate the research hypothesis.

Thus, it is deduced that in the present approach a theorizing of pedagogical values must be, in the last resort, basic. The indicative structure of pedagogical values is the relationship between value and pedagogy, as the recipient of the pupil -subject, which reveals the constitutive elements of the educational action. This significant structure is guiding in the foreground and background of value, it is emerging and pedagogically eloquent.

Research hypothesis: If in the educational process the pedagogical values are fructified based on the tripartite vision, then this fact generates the formation of added value directly focused on the free and integral formation of the pupil's personality and his learning performance.

Synthesis of research methodology. In the methodological approach, the first dimension is theoretical and consists in the synthesis of basic theoretical ideas, in a specific model of analysis for the direction of future research. The following research methods are included here: *epistemological reflection, analytical-synthetic and inductive-productive method, documentation, comparative method*. The second dimension of the methodology is technical-methodical, consisting of research and elaboration methods and techniques, as well as all concrete actions: *evolutionary analysis, hermeneutic method, analogy method, heuristics, description of phenomena, categorization, modeling*. The third dimension of the methodology is the empirical one, meaning the way of investigating the educational reality in what we currently call the

pedagogical experiment: *sampling, data file, observation*, which involves careful monitoring of teaching activity, investigation based on a previously developed plan and with the help of an appropriate tool (*observation sheet*); *the test*, as a test that provides a description of pupils' behavior under certain conditions; *the products of the pupils activity*, which represent a synthesis of the aptitude and informational background, which the pupil has, they highlight the characteristics of the observation: the peculiarities of the comprehension process, the power of judgment, the spirit of independence, the logic of thinking, volume and accuracy of knowledge, ability to express ideas, etc.; *comparison*, as one of the main methods of understanding reality, which is the key to thinking and one of the most fruitful directions of thinking and allows *data to be extrapolated*. *The natural pedagogical experiment* involved the creation of new learning situations by introducing changes in the development of educational action, in order to verify the hypothesis that triggered the investigation and aimed to improve, strengthen educational action and included the *technique of parallel groups* (capacity groups average). Statistical techniques were also used: *frequency tables, calculating the average*.

The general conclusions and recommendations summarize the scientific results of the research at the epistemological level, at the conceptual level, at the application level. The final data of the formative pedagogical experiment are recorded and a series of actions are formulated for further improvements.

CONTENT OF THE THESIS

In the first chapter of the paper, *The evolutionary process of the concept of pedagogical values*, dedicated to defining the concept of pedagogical value, the development trends of pedagogical values, pedagogical values normatively involved in private education in Moldova and Romania, addresses the concept of *pedagogical value* perspectives, explaining and specifying it, because it is the foundation of the whole research. The chapter shows that, from the point of view of the theoretical status, there is a considerable symmetry between the concept of value in various approaches: *philosophical, anthropological, historical, sociological, psychological, pedagogical, etc.*

In the elaboration of the *concept of pedagogical value*, all the mentioned analysis perspectives are important. Priority is given to ensuring the philosophical, sociological and psychological approach of *value*. In this way, the significance of the *pedagogical concept of value* was identified, promoted, especially, at the level of *axiology of education*, developed as a field of philosophy of education (P. Andrei [1], S. Cristea [2], C. Cuciș [3], T. Callo [4], L. Cuznetsov [5], with a major impact on the reconstruction of the *general theory of education*. The axiologically grounded philosophical, sociological and psychological perspective allows the construction of a landmark of value analysis in the *postmodern, contemporary era*. It is promoted by the "*transcendental pedagogy*", involved in the qualitative evolution of education on the scale of the entire education system (T. Callo).

B. Spinoza's philosophical theory of freedom [6] is an important aspect elucidated in the chapter. The philosopher emphasizes the importance of the freedom to judge by reason, the fact that freedom is not in opposition to the necessity imposed objectively by the laws of nature, but to the constraint imposed from the outside; that freedom presupposes responsibility and a thought proper to the soul, freedom implies logical knowledge and moral responsibility, and the aspirations of men must be related to the causes which determine them. Spinoza analyzes the concept of *freedom* within a rationalism different from the one previously promoted, in the history of Descartes' philosophy, based on "free will". Spinoza starts from the idea of the unity between the two characteristics of the universe defined as *infinite substance*: a) the physical, material, extension of the body; b) free thinking, proper to the human soul, psyche. Man related only to the desires of the body "cannot be free." We find that Spinoza analyzes the relationship between *freedom and necessity*, which must be approached correctly in all areas of social life, especially in education, in the area of *pedagogical values*.

In this perspective, in our opinion, argued in accordance with Spinoza's epistemology, the actors of education must act in full freedom and responsibility for action (didactic and extradidactic) not by reference

to their own individual aspirations, but by knowing the causes that can support their own realization. individual aspirations depending on the teleological, axiological and praxiological force of pedagogical values.

In this perspective, the pupil's freedom of action intervenes at the level of cognitive need defined by goal-values (purposes), norm-values (laws and principles of education and training) and means-values (contents, methods, forms of organization, methods teaching, assessment strategies and techniques).

Regarding the development trends of values from a pedagogical perspective in the Republic of Moldova, a number of such trends have been found, which are generated by new educational contexts: research on pedagogical value as a special issue, generated by contemporary issues: education for values; value as a way of reflecting reality; the model of contemporary education that includes a system of actions ordered epistemologically, teleologically, axiologically, technologically, subordinated to the strategic purpose of formation-development of the human being; education as a value that creates values - promoting humanism and the pupil's freedom from himself; awareness of one's own value through the integral formation of the personality; compatibility with the values of the globalized society through a better correlation of values.

Here we must note that, viewed from a normative perspective, private education gains a necessary and important meaning, due to the fact that it is recognized as a justified topicality in the structural paradigm of education, acquiring an evolutionary dimension. Examining the normative framework, beyond the elements of diversification, allows to distinguish a series of reference categories: pedagogical values in relation to the major objectives of education, strategic objectives, principles of public education and in private institutions.

The issue that concerned us was whether normative issues, as they are designed at the level of state and private education, are directly related in the basic legislation, given the fundamental nature of private education, which is Educational "production" to the same extent as the public education system. The alignment of the elements of the normative basis from the perspective of essentialization has highlighted the fact that they constitute firm benchmarks for practical actions, becoming, in a way, certain guarantees of development. In other words, everything belonging to private education is regulated, possessing an educational structure identical or comparable to the public provisions and is manifested thanks to the establishment of determinable connections.

The concept of *pedagogical value* has a general and specific meaning. *In general, value is "a fundamental logical element of our consciousness"*. Its *knowledge* presupposes the understanding of the relations between his theoretical and practical dimension affirmed in any social field, including in education [1, p. 14]. At a *specific* level, value is defined and analyzed, especially from the perspective of philosophy, sociology, psychology, but also history, anthropology, political science, pedagogy, etc. We can highlight and promote the approach in logic, aesthetics or ethics, domains of philosophy, which offers multiple openings to sociology and psychology and to pedagogy [7, p.5-48]

The *philosophical* approach allows the *logical, ethical and aesthetic analysis of value*, integrated at the level of *axiology*, influential in pedagogy, especially in the area of designing the aims and general contents of education. **The axiology of education** becomes an important science of education, "built *interdisciplinary*" in the area of relations between *pedagogy and philosophy*, which has "a specific object of research" - *fundamental pedagogical values*, reflected as general human requirements (moral, intellectual, applied / technological, aesthetic, physical) and value orientations (established by the purposes of education, macrostructural and microstructural, of the education system and process).

The *anthropological approach of value* is close to that *sociological*, culturally, ethnographically, ethnologically oriented. *Value* is defined in different ways as: a) a sense of belonging to a community (local, national, professional, artistic, religious, etc.); b) conception of a social, professional, artistic, cultural, pedagogical group, etc .; c) dominant cultural behavior; d) dominant cultural feature. At the *model-ideal* level, proposed by M. Weber, "*values are objective, positive data that determine certain types of behaviors*" that "designate the cultural features" stated in a given social space (national, local, etc.) "[8, pp. 691]

In *pedagogy*, the "recording of historicity" highlights the general value of education confirmed on a social scale. This is proven by "transmitting and taking over the existence, the material and spiritual values that ensure the continuity of generations." *The criterion of historicity* thus represents a *superior methodological value* that addresses "synchrotime as a tripartite hypostasis: past - present - future", necessary in the analysis of the evolution of culture and civilization, in general, of any pedagogical phenomenon, especially [9, p. 19 -36].

In the *elaboration of the concept of pedagogical value*, all the mentioned analysis perspectives are important. In this way we can identify the significance of the *pedagogical concept of value*, promoted, especially at the level of *axiology of education*, developed as a field of philosophy of education, with major impact in the reconstruction of the *general theory of education* [10].

In *pedagogy*, we can identify, thus, the following three categories of *fundamental values*, socially determined: a) *values-purpose* that substantiate the *aims of education*, macrostructural (of the education system) and microstructural (of the educational process); b) *values-norm* that order the development of the educational activity at macrostructural (education system) and microstructural (educational process) level, through *axioms, laws and general and specific principles* and through *regulations* that ensure the application of general and special *legislation*, etc.; c) *values-means* that *technologically support the curricular structure of the curriculum and school curricula*, reflected in the quality of textbooks and lessons, etc.

We can consider that at this level there is a link between the *value-purpose* and the *value-norm*, both intervening psychologically in any activity of education or training at the level of *fundamental pedagogical values*. The *value-valence* supports psychologically at a higher level, of internal motivation, the optimal achievement of the objectives of the activity, normatively ordered, which must be qualitatively fulfilled by the *actors of education*. It is involved in the construction of the aims of education, expressed in psychological terms of competences, on a normative background stabilized in value - the *value-norm* that *attitudinally* supports the qualitative fulfillment of the *general, specific and concrete objectives* of the activity (lesson, etc.). *The value-social utility* supports psychologically all the actions subordinated to the activity of education, training, etc., carried out in the given context (a certain psychological and school age, a certain lesson, a certain personality of the pupil, etc.), perfectible between the *value-goal* and *value-valence*. For example, in the educational process, we highlight the *value-social utility* of the three *actions* (subordinated to the training activity): a) *teaching with purpose and value* of pedagogical/didactic communication; b) *learning with purpose and value* of acquiring knowledge and skills that ensure the adaptation to the school and extracurricular reality; c) *evaluation with purpose and docimological value*, of appreciation of the results in terms of knowledge and abilities (cognitive, socio-affective, psycho-motor, etc.) assimilated and internalized cognitively and attitudinally (affective-motivational and volitional-characteristic). [11, p. 17].

The visions set out above suggest that *pedagogical value* has a *general meaning* - as a "fundamental logical element of our consciousness" (Petre Andrei) - and *specific*, developed and deepened from a philosophical, sociological and psychological perspective, historically valued *perspectives in premodernity, modernity and postmodernity (contemporaneity)* at the level of the integrative curricular paradigm.

The *value* is received, analyzed and capitalized in the pedagogy of the Republic of Moldova at the level of *concept* (philosophical, sociological, psychological and *pedagogical*) and *special problem*, generated by the "problem of the contemporary world", framed in "*new education*", under the name "*education for values*" [12]. In both cases, *value* is a major theme in the philosophy of education promoted in the *pedagogy* of the Republic of Moldova at the *theoretical and praxiological level and education policy*. This topic has been particularly researched in recent decades.

At theoretical level, the underlying problem is summarized by researcher Vl. Paslaru in his study [13, pp. 5-10]. The epistemological premise from which the author starts is concentrated at the beginning of the study, in the *motto*: "the very *definition of value* is a *value*, as well as *education for values*, which is also *value*" [Ibidem, p.5].

The essence of the researcher's ideas, to which we fully adhere, remarkably highlights the axiological context of education. The two coordinates delimit: a) *the philosophical concept of value*, defined at the level of philosophy and theory of education; b) *education for values*, integrated in the “new educations”, which represent a specific answer to the *problems of the contemporary world*.

The basic structure of value, corresponding to its *general function*, is built on the relationship between the following *actions* required in any knowledge activity: a) the *reception* of values as "values in themselves"; b) the *acquisition* of values through education (intellectual, aesthetic, moral, etc.); c) the *generation* of values "embedded in the term culture" which includes the most important "human creations" (scientific, artistic, moral, etc.); d) the transformation of man himself in the process of producing culturally validated values, achieved through “the attitudes he elaborates, recognized as acts of creation” [13, p.6].

The design of the reform of the educational system in the Republic of Moldova is based on the *compatibility* with the values of the information society, globalized, specifically reflected at the level of “educational doctrines affirmed in contemporary Europe” [Ibidem, p.9-18].

In order to make a relevant analysis of the *pedagogical values* recorded in the legislation on general education in the Republic of Moldova and Romania, we will consider two fundamental texts of education policy, legally validated in the two countries: Code of Education of the Republic of Moldova, (No. 152 of 17. 07, 2014, *Official Gazette, No. 319-324 / 633 of 24.10.2014*; 2); National Education Law no. 1/2011, adopted pursuant to the provisions of art. 114 paragraph (3) of the Romanian Constitution (Bucharest, 5th of January 2011), based on the reform of the Romanian education system.

We should note here that, from a normative perspective, private education is gaining as much as it needs to, as it is recognized as a justified topicality in the structural paradigm of education, acquiring an evolutionary dimension. At the same time, this fact better specifies the relationship between pedagogical value and private education, the latter being integrated as a catalytic factor with the role of revealing pedagogical values and making them sublimate in the educational process.

The pedagogical values involved in the legislation on *general private education* in the Republic of Moldova and Romania, identified following a comparative research, are summarized in *Table 1.1. comparative* which has as indicators: 1. The laws of the Republic of Moldova and Romania promoted in the last decades; 2. Pedagogical values-purpose; 3. Pedagogical values-norm. The analysis of these values involves the common elements of state / private education and the highlighting of the specific elements of private education.

**Table 1.1. Pedagogical values normatively involved in private education
(comparative aspects)**

Education Law (1995) R.Moldova	Education Code (2014) R.Moldova	Education Law (1995) Romania	National Education Law (2011) Romania
Values-purpose Strategic objectives -Development of the personality to the maximum aptitude and attitudinal potential -Cultivating respect for <i>human freedom</i> -Cultivating responsibility for the values of a <i>free society</i>	Values-purpose Strategic objectives - forming an <i>integrity</i> and developing a system of skills (knowledge, skills, values) Major goal	Values-purpose Strategic objectives - Acquiring scientific knowledge of the values of national culture -Training of intellectual abilities, emotional dispositions and practical skills -Educating the spirit of respect for <i>fundamental freedoms</i>	Values-purpose Strategic objectives - Acquiring the knowledge and values of the national culture - Training of cognitive, socio-affective and action /practical skills - Civic education, in the

<p>Major goal -The <i>free</i>, harmonious development of man and his creative formation</p>	<p>-Training the personality with a spirit of initiative, capable of self-development</p>	<p>Major goal -The free, integral and harmonious development of the human individuality, in the formation of the free and creative personality</p>	<p>spirit of respect for democracy and <i>fundamental freedoms</i></p> <p>Major goal -Forming the autonomous personality with the assumption of a system of values necessary for personal development, entrepreneurship, active citizen participation in society, social inclusion and employment in the labor market</p>
<p>Values-norm Principles Valori-normă -non profit -application of state standards</p>	<p>Values-norm Principles -equity -quality -relevance -focus on benefits -freedom of thought -respecting the right to opinion -social inclusion -equality -integrity -efficiency -autonomy -public liability</p>	<p>Values-norm Principles -non profit -organizing on non-discriminatory principles -observance of national standards -ensuring equal rights -democratic education -the right to differentiated education -continuing education</p>	<p>Values-norm Principles -equity -quality -relevance -efficiency -decentralization -public liability -cultural identity -recognition of rights -equality of opportunity -concentration on the beneficiary -the right to opinion -transparency</p>

It should be noted that the *comparative study* involves, in the context of this research, finding explanations for certain facts by finding similarities or differences and issuing certain general conclusions. Because, by structuring them in the comparative table above, we find at the level of *the major objective and the obvious tangent principles*, according to their property, we are dealing, practically, with similarly similar entities. Therefore, we can hypothetically ascertain about a certain pedagogical homogeneity of the values in private education in the Republic of Moldova and Romania, recorded both normatively and in terms of content.

Starting from the above considerations and adhering to an analytical point of view on the concept of pedagogical values, a series of conclusions were formulated, including the following: Clarification and definition of the concept of pedagogical value from the following basic perspectives: philosophical, sociological, psychological allows a better understanding of the meaning of pedagogical values, and provides some answers to the question of why value is considered a philosophical basis in the selection of facts; recording the idea of conflict of cultural values in contemporary society; expressing psychological value through attitudes and interests; designating value as a fundamental element of our consciousness; Regarding the debate on trends, it was pointed out how they are configured in the current pedagogy in the field of concern about values. In each of the established trends: updating value as a way of reflecting reality; training the pupil on the values related to reality; the formation of the integral personality; the internalization of the globalization of values; the compatibility of individual values with social ones, etc., the educational action is heuristic, open for a dynamic integration of the real phenomenon; the examination of the normative

framework, beyond the elements of diversification, allows to distinguish a series of reference categories: pedagogical values in relation to the major objectives of education, strategic objectives, principles of public education and in private institutions; the alignment of the elements of the normative basis from the perspective of essentialization has highlighted the fact that they constitute firm benchmarks for practical actions, becoming, in a way, certain guarantees of development.

Significant values of general education in contemporary society. Starting from the fact that the *pedagogical values*, as it was found, have a complex meaning, as *value-purpose*, *value-norm*, *value-means*, philosophically, sociologically and psychologically grounded, undergoing historical evolution, from antiquity to *premodern*, *modern* and *postmodern (contemporary)*, in **Chapter 2** we set out to discuss them from an evolutionary perspective, from the perspective of specification in private education. Here we focus on an area related to those discussed above, but at the same time we remain, distinctly, in the development of landmarks in order to structure a pedagogical model. For these reasons, we specified that in the *postmodern era* the ideal of an open, autonomous and creative personality is designed curricularly; it is built in relation to the psychological and social values promoted by the information society based on knowledge, values expressed by UNESCO in terms of *skills*, necessary for man to adapt to the new, to conditions of rapid change. In postmodern (contemporary) pedagogy, the *general goals* reflect the *fundamental pedagogical values* that support the reconstruction of the education system in the context of the information society (S. Cristea).

It is, no doubt, plausible the idea of *comparatively representing* the evolution of concepts, ideas on pedagogical values, which allows their perception in a contemporary context. Our explanation regarding the meanings of pedagogical values is made in terms of comparison. This fact opens up different possibilities in the elaboration of the landmarks for the analysis of pedagogical values in private education, among them the paradigms of modernity and postmodernity. In this way, the complexity of private education is generated by the co-presence of the three types of pedagogical values: values-purpose, values-norms, values-means in the contemporary postmodern period, simultaneously updating, positively, the values defined in terms of ideals, general objectives. and specific objectives.

Trying an overview of pedagogical values, we observe an evolution of them on the coordinates of cognition, competence, complexity, morality, integrity, etc., obtained by direct chaining of ideas, judgments, interpretations. Correctly expressed coordination and subordination relationships offer the possibility to develop the architecture of a pedagogical model.

The multitude of evolutionarily affirmed pedagogical values requires the elaboration of some *landmarks* that can be constructed by reference to the basic epistemological concept. This allows the ordering of *pedagogical values*, stated as *values-purpose*, *values-norm*, *values-means*, defined and analyzed by *fundamental pedagogical theories (general theory of education, theory and methodology of training/general didactics)*, focused on education, with exit in education private. We will not focus on *psychological theories of learning* (see theories: *connectionist*, *operant conditioning*, learning modeling; *gestaltist*, *cognitive*, *humanistic*; *social learning*; *constructivist*, etc.), which, as the great American psychopedagogue Bruner remarks, have just a descriptive character. They must be converted into **prescriptive and normative models of instruction** by reference to *general pedagogical theories*, in particular to “a theory of knowledge and a theory of instruction” [14, p.33].

As far as we are concerned, we are deliberately on the side of those who attribute to integrity a fundamental character in order to illustrate and implicitly verify the reflection of pedagogical values in private education. The *pedagogical landmarks* in question capitalize, in particular, on cognitivist/constructivist theories. They focus on values that reflect the link between the *psychological requirements* of education and training (*key competencies*, *cognitive*, *socio-affective*, *psycho-motor skills*, etc.) and *social requirements* (moral, scientific, technological, aesthetic, philosophical, religious, etc.), tested by *basic contents*.

A relevant approach can be taken based on the analysis of the differences between state and private education. At this level, some research highlights issues related to segregation, on the one hand, or

significant / insignificant results, obtained in national evaluations, on the other. Their relevance focuses on or reflects the quality of the educational process or the adapted/adaptable dynamics of the type of pedagogical resource management.

At another level of reference, the tendency of private schools to promote the general development of pupils from different backgrounds and to promote *excellence* in conditions of additional and qualitative processing of *non-formal* training, including the possible multiplication of accumulated, taken over and reinvested special pedagogical resources. It is the area where private schools can be considered better than state schools, depending on their ability to individualize the educational process and balanced resocialization of conditional investments at community level, open partnership with family, civil society, organizations non-governmental etc.

The conclusions drawn from the studies of comparative pedagogy highlight the following trends: pupils in private education and those in public education come from the same socio-economic environment under conditions of balanced development policies, supported by the assertion of democracy in the context of overall global progress in societies. knowledge-based information; the low level of socio-economic stratification in private schools stimulates the achievement of superior performance, in continuous ascent, on the background of the reformation of the education system by affirming the values concentrated in the educational ideal of the open, autonomous and creative personality; the high level of public funding for private schools tends to lead to a significant reduction in social stratification with notable effects on increasing the quality of life; the decrease of the degree of socio-economic stratification of the pupils is not only dependent on the type of financing, but also implies the correct approach of some pedagogical and social problems especially, regarding: the extension of the capacity of the schools to choose their pupils; autonomy and flexible approach to the educational process; promoting excellence; eliminating inequality in the choice of schools by parents; eliminating the differences between socially advantaged and socially disadvantaged parents, etc. [15].

The model of pedagogical values in developed private education considers the critical overcoming of the values underlying modern, *rational and technological* pedagogy (pedagogy focused only on concrete, operational objectives), which emphasize *information* (not related to *positive training*), predominantly intellectual education, on the disciplinary and intradisciplinary design of the training contents (predominant in relation to the interdisciplinary, multidisciplinary or transdisciplinary one), on the excessive rationalization of the lesson in fixed sequences (of Herbartian or behaviorist inspiration).

The platform of model is built according to the values promoted by the paradigms affirmed in postmodernity: a) *existential-humanistic* (which emphasizes the *value-purpose* of complex education, of the personality developed cognitively and socio-affective); b) *dialectic* (which emphasizes the *value-norm* of teacher-pupil interaction, positive information-training, supported by constructivist psychological theories; c) *synergistic-inventive* (which emphasizes creativity as *value-purpose*, *value-norm* and *value-means*, with arguments taken from *cognitive psychology* and *curriculum sociology*).

The foundations of model we propose are built according to the paradigm of *integralist* pedagogy, which projects *global education*, *complex*, *integrative*, conceived as *value-purpose* (engaged in designing the aims of the system and the educational process), *value-norm* (formalized by axioms, laws and principles of education/training/learning), *value-means*, achieved through the general contents of education and through the creative freedom granted to the actors of education at the level of training technology.

The epistemological landmark used in the construction of the model is the ideal-type one, launched in the philosophy of scientific knowledge by the German sociologist M. Weber. In our case, the *model* fulfills the general function of the ideal-type which consists in ordering the elements constituted by reorienting the *scientific interest* from quantitative aspects to qualitative aspects, to meanings, meanings and values, articulated in accordance with the requirements of the integrative pedagogy paradigm.

The technology of promoting pedagogical values in private (primary) education is teleologically, axiologically and praxiologically subordinated to the ideal of the *integral personality*, formed and developed *morally-intellectually-technologically* by permanent reference to the competence of *pedagogical added value*

- **knowing how to look for**, using the values of Spinoza's freedom in the postmodern context in close connection with the realities of the post-industrial, informational, knowledge-based society.

The pedagogical value is related to *values-purpose*, *values-means*, *values-valence*, *values-utility*, determined at general-human, social and psychological level. As an *integrative pedagogical value*, its sphere of reference is the orderly design and implementation of the education system and process, in a global, complex context, open to a multitude of landmarks and behavioral solutions. Such a pedagogical value is permanently related to the *values-purpose* and *values-norm* (approached as *general-human values*) and to *values-means* (approached as orientations and achievements of the education system), *subjectively and intersubjectively* internalized at the level of *value-valence* and *value-utility* (psychologically integrated at the level of complex pedagogical value, moral-intellectual).

The educational activity, approached from a *postmodern* perspective, is supported at the level of *added value*, which has: a) as a general, strategic goal, “**knowing how to look for**”, in relation to the principles of private education; b) as a result - the promotion of the *paradigmatic concept of the integral personality*, an updated product of the historical idea of freedom - responsibility, engaged as a *factor of educational performance*.

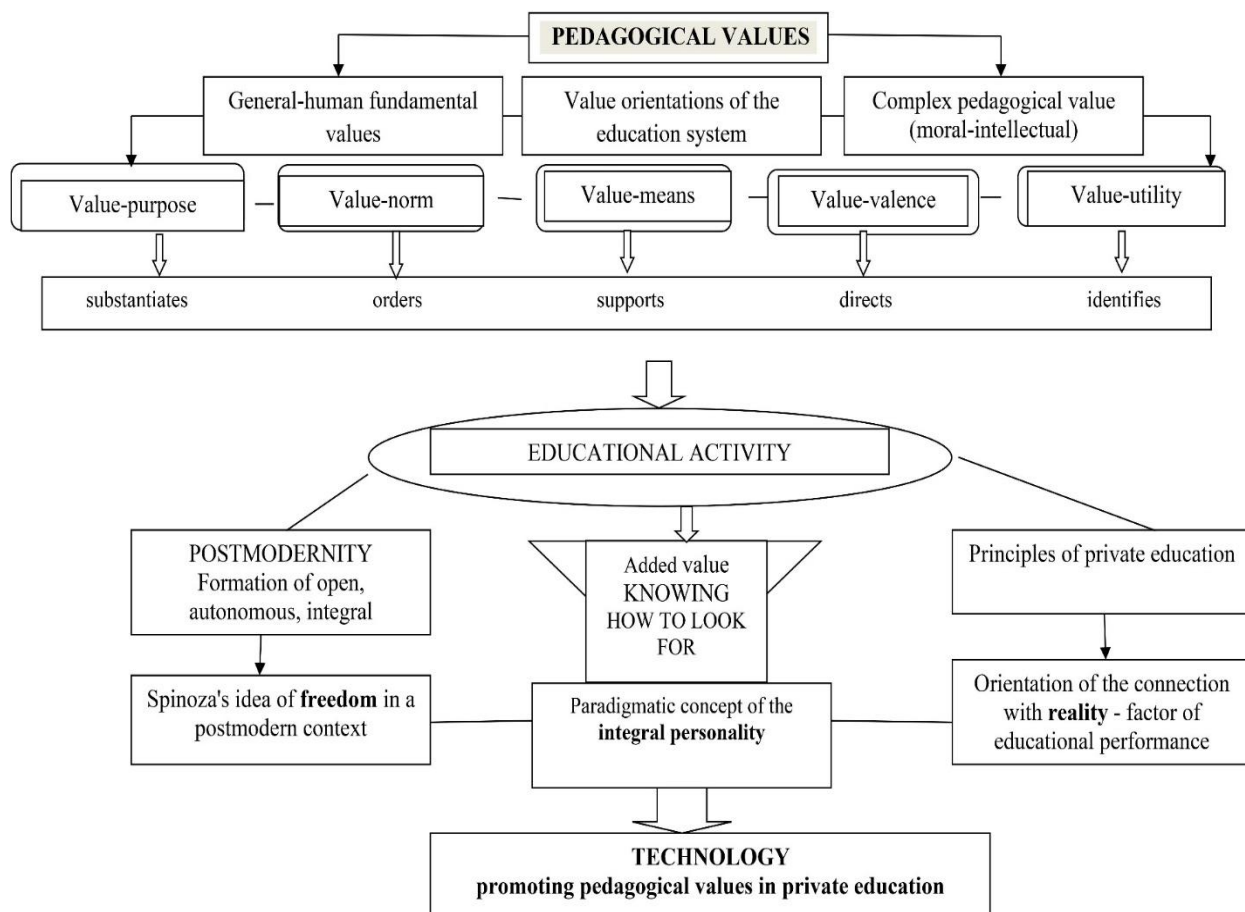


Fig. 2.1 Modelul valorilor pedagogice în învățământul privat (MVPIP)

The management of pre-university education requires initiative and creativity in the process of designing activities organized at the level of basic units, in a primary and secondary school context. We consider here, in particular, the freedom and responsibility employed by all school managers and teachers in the field of *technology to promote the values* necessary for the permanent achievement of relevant didactic performance, related to the *added value* that can be acquired over time, defined by *superior competence knowing how to look for*.

We advance this competence, which we have placed at the center of the model and which aims to optimize the functional-structural *correlation* required in any training activity, organized and conducted in private general education, between: *Pedagogical value - Educational activity - Pedagogical technology*. The educational activity is thus focused on the *superior competence* that represents the *added value* resulting from the acquisition of the complex capacity of the pupil **to know how to search** for the right solutions by capitalizing on Spinoza's idea of *freedom* (and responsibility) of action in a permanently open context , knowledge-based), necessary also for the reconstruction of the principles of general private education, especially for the rearrangement of the components that support the *quality of education* in the *real* community area.

The technology of promoting pedagogical values in private (primary) education implies the capitalization of the *freedom and the responsibility of the pupil to act* efficiently at the level of the necessary connection between: A. Competence of *pedagogical value-added - Knowing how to look for*; B. The independent variables that support the aptitude and attitude Spinoza's idea of freedom (and responsibility); C. Fields of training; D. Training methods and techniques.

Competence in pedagogical value-added is a superior quality product of theoretical and procedural knowledge, supported by attitude, *researched* and **sought** (discovered, rediscovered, processed, adjusted, restructured, etc.), especially valued by the main actors of education in the problem-solving process and **complex, authentic** problem-situations, closely related to the *paradigmatic ideal of the integral personality* and to the *real situations* existing within the education system, at the level of its structure of *organization, management, distribution of resources and openness* to society. *The independent variables* set:

a) *Spinoza's idea of freedom (and responsibility)* of effective pedagogical action in the current postmodern context, which demands *freedom* (and *responsibility*) of reflection; of opinion, constructed and critically argued; clear expression from a scientific and deontological perspective; making the optimal decision; stimulating socially relevant creativity (inventive, innovative, emerging/synergistic);

b) *the paradigmatic concept of integral personality*, based on the internalization of fundamental pedagogical values (*health* of mind and body, moral *good* - which leads to the rigorous ordering of assimilated main ideas; artistic beauty, practical, technological utility of science and art, etc.), supported by attitudes (cognitive, but also affective-motivational and volitional-character), the respective *attitudes* playing a special role of *integrative psychological factor*;

c) *the viable connection*, in a constructivist sense, with the *living*, pedagogical, psychological and social *reality* existing within each class, organized in private general education, created and used especially to stimulate conscious, autonomous, independent, self-directed learning, based on the *internalization* of the deep and stable *meanings* of the *contents* of the assimilated and internalized training (through superior, integral, cognitive, but also affective-motivational and volitional-character psychological contribution).

Given that the current education system is undergoing permanent current changes and attempts at reform, felt directly at Community level, due to the uncertainties generated cyclically, *the general education organized in private regime* has before it a wide field of social action. It all depends on its ability *to provide a higher quality education* to the new generations, an alternative, complementary option in relation to public education.

In this perspective, *private education* is not in competition with public education. The two are, in fact, or should actually be in a complementary relationship.

Table 2.2. Technology for promoting pedagogical values in private (primary) education

STAGE S	VALUE-ADDED COMPONENT	DEPENDENT VARIABLE	INDEPENDENT VARIABLE TRAINING AREAS	TRAINING TECHNIQUES	PUPIL ACTIONS
1.	Idea of <i>freedom</i> in a postmodern context	- freedom of opinion - freedom of expression	verbal necessity (<i>search in memory</i>) positional desire (<i>search in different sources</i>) (<i>search in own reflection</i>)	<i>Verbal tree</i> <i>Path of discoveries</i> <i>Book of positive expression</i>	- analyzes the formulated verbal theme and the thematic words - structures the speech based on the given landmarks - transforms what is said based on the given landmarks - elaborates a thematic minitext - cooperates with the verbal partner (each one discovers the colleague's minitext) - change the structure of the minitext (the order of the statements, the beginning or the end of the minitext) -examine the negative expressions and turn them into positive ones - expresses own opinion in relation to the capitalized content
2.	Paradigmatic concept of the integral personality	- ordering ideas - knowledge as an integrative factor	analytical-synthetic thinking creative thinking (<i>search for a relationship with someone</i>) conscious learning (<i>search in the surrounding reality</i>)	<i>"Live" lists</i> <i>INCON technique</i> (<i>conscious learning</i>)	- differentiate thematically the statements given in thematic blocks - re-select the statements in another variant - completes the thematic blocks obtained with other statements - "transmits" (addresses) statements of persons (at choice) - identifies the given cognitive units - analyzes the "exits" to the unknown - models a certain result - extrapolates the knowledge obtained
3.	Connection with reality in the educational process	- situational reporting -positive action	situational learning (<i>search in his experience</i>) personalized training (<i>search his cognitive register</i>)	<i>INRE technique</i> (<i>inventory reality</i>) <i>ACSI technique</i> (<i>safe action</i>)	-participates in the analysis of given situations -report situations to their personal experience - develop those situations -formulates appreciation messages in the context of the approached topic - explains/ interprets the elaborated messages - projects a possible future in relation to the information circulated

In this way, the Model developed to reach the essential configuration of pedagogical values in the postmodernity of private education is a deductive model, and through Technology it was designed to introduce significant delimitations in the formative approach, this being one of the conditions of practice analysis. *The model* aimed: a) overcoming the critical values supported by the paradigms of modern pedagogy (psychocentric - sociocentric); b) the correlation of the values promoted by the integrative pedagogical paradigm, applied in the curricular design, involved also in the *general private education*. In this context, the model we developed highlighted the necessary correlation in the context of general private education between: *pedagogical value*, based on the *integration* of the following three teleological components: *general-human values* (value-purpose, value-norm), which *substantiates and orders the educational activity*; *the value orientations of the education system*, which determine the quality of the middle value and which *support* the processes involved in the development of the *educational activity*.

Chapter 3. The experimental marking of pedagogical values, represents the analysis of the results of the implementation of the *Technology for the promotion of pedagogical values in private (primary) education* and includes the experimental issue of the training of pupils. This addresses a fundamental issue: how epistemology can be transformed into concrete educational facts. The structured contents are presented starting from the components of the value-added *Knowing how to look for* to the training techniques and the actions of the pupil .

The sample of subjects consisted of 79 pupils from private primary education, from the I-IV class from the Lyceum „Orizont” from Chisinau, the gymnasium school Avenor and the Inaschool primary school from Bucharest, during the 2020-2021 study year.

The finding experiment included two tests: *The form of testing the opinion* of pupils based on dependent variables: *freedom of opinion/expression, ordering ideas, positive action, situational reporting, knowledge as an integrative factor*, which included statements in relation to which subjects chose suitable for them; *The survey questionnaire* which involved choosing a single answer from the four data in response to the question asked. A brief look at the results suggested that the situation is complex in relation to the subsequent elements of surplus-value. The general finding process determined the main elements of the analysis as an activity of individualization of the products, activity through which particular visions are obtained, based on the experiential practice of the respondents. Because each practice is carried out in a certain cultural context, within a real one, which depends on the interaction of the forms of existence, the results are manifested through a series of specific aspects, easily generalizable. Insufficient results were found in the participation of the subjects in the search, their ability and openness to communicate. These were subsequently the areas of intervention in the application of the Technology, so that it could be a remedial intervention regarding conscious learning and freedom of communication. Starting from the tripartite model, from the values of purpose, norm and means, the aim was to involve the components of value-added *Knowing how to look for* in the formation of an integral personality.

The pedagogical training experiment was carried out based on the *Technology of promoting pedagogical values in private (primary) education*, as a component element of the *Model of pedagogical values in private education*. Stage I. *Freedom of thought and opinion* involved involving pupils in a formative activity by manipulating independent variables: *verbal need and positional desire* based on the following training techniques: *The verbal tree, the path of discovery and the book of positive expression*. Stage II. *The integral thinking personality* involved involving pupils in a formative activity by manipulating independent variables: *analytical-synthetic thinking/creative thinking and conscious learning* based on the following training techniques: *Living Lists and INCON Technique*. Stage III. *The perception of the surrounding reality* involved the involvement of pupils in a training activity by maneuvering independent variables: *situational learning and personalized training* based on the following training techniques: *INRE Technique and ACSI Technique*.

The "long-term" analysis illustrates the adequacy of the training actions undertaken, although at the beginning they were quite difficult for pupils to accept and only a constant promotion could give certain results, which materialized in the growth rate of 47% (as the highest percentage of pre-testing at the level of

subjects in both Romanian and Moldovan schools) at 67.8 percent average in post-tests. This is about understanding the novelty of the point of view approached in the context of postmodern education, opting for the value of *Knowing how to look for* for its subsequent components and achieving a "detachment" from the traditional mentality, in fact recovering the pupil's adherence.

In order to verify the hypothesis, a pedagogical experiment was performed in natural learning conditions. Homogenized classes (groups) were included in that research. The disadvantages are created by the fact that no real equivalence can be achieved. The results obtained in the final tests in the two classes (groups), of which the experimental factor was applied to one and not to the other, were reported to each other and assessments were made regarding the differences found. These differences may or may not be in favor of introducing experimental changes on larger groups of pupils.

Therefore, the concept of *small-N approach* was applied: small number of subjects, but larger number of actions for the experimental conditions. In addition, based on the fact that the comparative tables developed based on the research illustrate certain similarities in terms of target values and norm values, the experiment was performed with possibilities to compare the final results obtained. Hypothetically, we assumed that if at a theoretical level the tangents are obvious, then, by suppositional transfer, we can say that the lines of applicability would generate results with many similarities in pupils in Romania and Moldova.

The experimental actions were performed observing the involvement of the following components of the value *Knowing how to look for (ASSC)*:

- Trying to find a single, independent answer to the question / problem / situation;
- To research, to examine thoroughly;
- To know where to look to solve the problem;
- To look with interest for what he does not know;
- Knows what he needs and looks for where he needs to go;
- To know how to look better;
- To know why to look;
- To search permanently, assiduously, as a result;
- To search with pleasure/enthusiasm;
- To search intensively, perseveringly.

For example, the Pupils *Opinion Test Form* based on dependent variables: *freedom of opinion/expression, ordering ideas, positive action, situational reporting, knowledge as an integrative factor*, included statements in relation to which subjects chose the right option for them.

The analysis of the subjects' answers demonstrates a similarity of opinions of the respondents (from Romania and Moldova) in several aspects. Thus, if we refer to the condition that pupils have in the learning activity (*item 1*), then we find that about 43% (on average of all experimental subjects reported *well-being* and only 32% (in total) that *they feel free*. In general, the word "good" is a well-known one, and well-being comes from the realization of the desire or pleasure of an action, in this case the learning, generated by the good understanding of what they are doing. It is very important for the pupil to feel good, because this feeling "attracts" more and more well and learning becomes easier and easier. He feels that he has done something important and that he has done something good. The well-being of pupils is a complex, multidimensional structure that reflects the quality of learning. As such, the idea of pupils' well-being in learning incorporates psychological, physical, social dimensions, which are fundamental to support the pupil to learn, to be successful in learning, to become competent and able to actively participate in learning.

And the existence or absence of a *sense of freedom* can affect a pupil's commitment and success in the learning process (the option of about 32% of pupils). In very general terms, freedom can be described as the feeling of action independent of the surrounding factors. We must recognize that the feeling of freedom has a multidimensional nature, including cognitive, emotional, social, physical, spiritual aspects. Cognitive freedom is associated with achievement and success. This includes how information is processed and decisions made. Cognitive freedom is important for the acquisition of knowledge and learning. The feeling of freedom can be shaped by a number of general influences, including the degree to which there is a choice,

the achievement of meaningful goals, positive relationships, joy, growth and personal development, and security. It contributes to improved motivation, interest and commitment to the task. Ensuring choice provides support for self-regulation, self-discipline and achievement. When pupils have a choice and opportunities to engage in activities that are of interest and value to them, they feel free.

Regarding the opinion on the appreciation of the learning activity (*item 3*), the examples provided by the respondents highlight first of all ***the need for learning*** (about 62%). Undoubtedly, this is an important factor, but not what the new educational guidelines call for. We are talking here about ***pleasure***, as a pedagogical value of learning, for which only 11% of subjects opted. Practice strengthens skills and provides "techniques" to act as effectively as possible in that area, practice is very important because it represents the actual action of the pupil. For this item (*item 4*), which aims to use knowledge in practice, 41% chose the option that they can do this *in many cases*, and 22% say they can do it *without problems*. The deeper the experience, and the more repeated it is, the more important it is to understand the subject itself. The main variant, which indicates the *free use* in practice of the accumulated knowledge, materialized in only 16%. Also, if we refer to *item 5*, the highest percentage was accumulated by the variant "In my learning activity I am stimulated by the desire to be the first" (43%). Learning as such must be the engine of the pleasure of learning which, in turn, leads to the inner capacity to identify and solve problems and to progress. *The pleasure of learning*, for which only 15% of respondents opted, comes from successful personal experiences and means an environment that gives you the freedom to explore. The pleasure of learning means contextualization, meaningful learning.

Table 3.1. Percentage results in the pre-test phase (Finding 1)

1.	Item	Optional variants (total number of subjects)			
		good	free	valuable	wonderful
	In the learning activity I feel	43%	32%	6%	19%
2.	I prefer to speak	when necessary	I know what to say	I am asked	I like the subject
		23%	29%	38%	10%
3.	I appreciate learning as an activity	pleasant	necessary	positive	important
		11%	62%	12%	15%
4.	I consider that I can use my knowledge practically	without problems	freely	in many cases	rarely
		22%	16%	41%	21%
5.	In the learning activity I am stimulated	by the pleasure of learning	the desire to be the first	the discovery of the new	the ease of learning
		15%	43%	27%	15%
6.	In my relationship with people I am	positive	attentive	active	friendly
		14%	27%	14%	45%
7.	Before saying anything	I think carefully	I look for answers	I turn to other opinions	I order my ideas
		24%	29%	16%	31%

The survey questionnaire involved choosing a single answer from the four data in response to the question posed. A brief look at the results obtained may suggest that the situation is just as complex in relation to the subsequent elements of capital gains. For example, we can examine the answers to the item of having one's ***own opinion*** (4), which means to have a certain opinion on a certain subject and to express this opinion publicly. But this does not mean that others agree with one's own opinion. In this context, 32% of

respondents believe that they can express their opinion *well*, and 24% *very well*, 19% of respondents could not express a clear opinion on this issue. The pupil's own opinion is related to the pupil's experience, the information he has clearly available and the pupil's ability to understand things and it is, in fact, a certain logical-verbal construction. Each opinion is unique and represents the pupil who exposes it, but no opinion is the truth, but each opinion has a part of the truth.

If we examine, beyond their complex meaning, the answers to the question of whether pupils like *to research when they learn*, we find that about 42% of respondents said "no", although there are 21% of "yes". Research-based learning involves authentic and relevant learning tasks and activities for pupils: questions, topics, problems related to relevant topics, associated with their world of interest. It also provides opportunities for pupils to adopt evidence standards and think in a way that is focused on a particular hands-on activity. The pre-testing phase demonstrated the key points of intervention in the case of the experimental sample.

Table 3.2. Percentage results in the pre-test phase (Finding 2)

1.	Question	Optional variants (total number of subjects)			
		often	rarely	no	I don't know
	Does the learning activity stimulate you to look for different answers?	19%	27%	15%	39%
2.	Do you understand the topic taught in the lesson?	very good	bine	not always	I don't know
		45%	26%	24%	5%
3.	What kind of speaker do you consider yourself? very good	very good	good	not very good	I don't know
		3%	30%	27%	40%
4.	How do you know how to express your own opinion?	very good	good	not very good	I don't know
		24%	32%	25%	19%
5.	Do you enjoy public speaking?	very much	a lot	little bit	I don't know
		11%	44%	30%	15%
6.	Do you consider yourself a pupil who learns by searching?	yes	not really	no	I don't know
		24%	31%	20%	25%
7.	Do you like to research carefully when you learn?	yes	not really	no	I don't know
		21%	12%	42%	25%
8.	Do you always know where to look for the necessary information?	yes	not really	no	I don't know
		15%	31%	37%	17%
9.	Do you like to learn from concrete examples?	very much	a lot	no	I don't know
		34%	47%	9%	10%

For a visible change in the results and to prove the hypothesis, it was intended that these variables be observed in terms of memory search; learning situations have been created that allow the predilection to influence the *freedom of expression and knowledge*. The influence of analytical-synthetic thinking and conscious learning in relation to the *knowledge and ordering of ideas* was also followed. *The action and the relation to reality* were analyzed through the prism of the search from the life experience and from the cognitive experience.

Therefore, *the pedagogical training experiment* was carried out based on the involvement of postmodern pedagogical values, based on the respective paradigms: complexity (existential-humanistic paradigm), differentiation (dialectical, socio-interactionist paradigm); integration (synergistic-integrative paradigm). The issue of formative actions that concerned us was to observe whether the value *Knowing how*

to look for, as it was conceptualized above, is free of contradictions, given the nature of value as an educational "production". We must mention that these formative techniques constitute firm "promises" for the personal development of the subjects, because, acting on the formative process with these tools, they gradually become guarantees of progress. This confirms, with possibilities of dialectization, *the tendency to search* for the subjects, to consider it as a distinct, non-accidental action, manipulated in order to understand and transform the reality in which they live.

It is obvious that in the continuation of the training approach, such as the development of the value *Knowing how to look for*, to follow the study on the ascending advantages of this activity. In order to notify these advantages, the **validation experiment** was organized and carried out at the level of the entire sample of subjects, with the subsequent comparison of the results at the level of the subjects that were included in the training experiment (Avenor primary school, Inascool primary school and Orizont Lyceum, a total of 46 subjects) and those not included in this experiment (a total of 43 subjects). This is to capture the differences and to ascertain and interpret the data obtained in the context of learning, marking the particular aspects in the experimental groups in Romania (total 40 subjects) and in those in Moldova (total 39 subjects).

If the *Technology of promoting pedagogical values in private (primary) education* brings to the fore the value of *Knowing how to look for* and the pupils with his activity of knowledge and its relation to the environment, it is natural to look for and find meanings of value, to find possibilities optimal in the practice of learning technologically designed actions. And all this in an interpretive way, through the comparative analysis and the formulation of a balanced conclusion, taking into account the great diversity of the learning possibilities of the experimental subjects, of the contexts, of the learning contents. Thus, the Technology wanted to find an answer to the problems of developing pedagogical values at the primary level of learning, a technological openness to prepare pupils for the tests of reality.

In principle, the activity of validating the results of the development of the pedagogical value *Knowing how to look for* was carried out on the following coordinates:

1. The sample *Circle of Actions*, which involved experimental subjects dividing the verbs / actions included in a circle into three different boxes. Box 1: *I'm free when ...*; Box 2: *I'm sure when ...*; Box 3: *I know better when ...*. The actual objective of the activity was to determine if the subjects perceive the meaning of the notions of *being free*, *of being confident*, *of knowing* and if the action of *searching* is found in the boxes given and how often this action is present in the subjects' options. 2. The sample *Dual choice test* looked at the benefits of ASSC and involved experimental subjects making a choice for one of the statements in the table. The statements in the table reflected the specifics of the action of looking for various answers, solutions, interpretations, options in the learning process. 3. The sample *Structured essay*, which involved the development of a personal vision, but based on the given landmarks, which aims at freedom in the educational process, the pleasure of learning, relationships with others in the activity of assimilation and application of knowledge.

Table 3.3. Synthesis percentage results (Validation)

Distribution of groups	Grupele de formare						Grupele de control					
	Sample 1 Circle of actions (%)			Sample 2 Test (%)	Sample 3 Essay (%)	Average (%)	Sample 1 Cercul acțiunilor (%)			Sample 2 Test (%)	Sample 3 Essay (%)	Average (%)
Institution	1	2	3				1	2	3			
Primary school	67	61	59	72	67	65,2	41	52	37	49	52	46,2

Inaschool School	60	54	61	64	65	60,8	45	50	39	51	49	46,8
Lyseum Orizont	71	67	57	74	77	69,2	39	41	47	54	58	47,8
Samples average	66	67	59	70	69,6		42	47	41	51,3	53	
	64						43,3					
General average	67,8						49,2					

If we were to analyze the percentage generally obtained by subjects from Romania and Moldova, we must mention that the difference is not relevant. We are talking about 63% accumulated by subjects from Bucharest (Romania) and 69.2% from those from Chisinau (Moldova).

To confirm the validity of the results obtained by the training and control groups, a *statistical test of significance* was applied, called the *Z Test* [16, p. 162]. Testing the significance of a quantity involves checking whether or not that quantity is significantly different from zero, so testing whether the difference between the quantity in question and the value of zero is significant. Thus we obtained that: $P(\text{probability}) = 0.4997 \times 2 = 0.9994$, which tells us that they are about 99.9% is that the difference is real. So we can say that the difference is significant at this level of probability.

Ignoring the disruptive factors (learning conditions, environment, level of competence of teachers, age of pupils, etc.) we can deduce that the use of technology to promote pedagogical values in private (primary) education is a factor of educational success in the formation of competence *knowing how to look for* with three basic components: the freedom of the pupil (the freedom to have their own opinions, to express them personally, the freedom to take a certain position, to turn negative verbal expressions into positive ones - *to search in memory; to search in source; to search in one's own reflection*); integral development of the pupil (through conscious learning and analytical-synthetic thinking, through relationships with classmates, by placing the emphasis on knowledge and understanding - *searching in collaboration, searching in the surrounding reality*); situational involvement of the pupil (through situational learning, personalized training - *searching in his experience; searching in his cognitive register*).

As we can see, the *Technology of promoting pedagogical values in private (primary) education* is able to provide applicative premises to be able to correctly support the hypothesis that the value of *Knowing how to look for* is a fundamental hypostasis of formative actions in favor of the pupil's personality in the educational approach. Thus, the subjective assimilation of reality through the situation of learning is manifested through various relationships *through and within* the educational approach. However, in order to maintain this affiliation, educational actors must adopt a "fresh" vision, more constant in the action of dynamizing the value of *Knowing how to look for*. Once this value is promoted, the training actions obviously require a revision.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

We presented analytically-synthetically the ideas and presuppositions aimed at giving a conceptual content to the pedagogical value *Knowing how to look for* in the context of research on the theoretical and applied landmarks of current pedagogical values. The approach in his dialectic of the action of searching for information, of the answer, of the solutions, of the facts materialized in a formative activity, reiterated entirely by each value action, as a process of stimulating nature. From the image viewed and configured along the way, the following general conclusions can be drawn.

1. An epistemological consequence of the first importance is the reaffirmation of the pedagogical values from the perspective of the educational opportunities, succeeding in their dialectization through a hermeneutical updating, fact that transforms the values into a necessarily applicable frame of reference. Theoretical and practical pedagogical values are objectified at the level of: *pedagogical values-purpose* (*purposes of education and general contents of education*); *pedagogical-normative values* (axioms, laws, principles of education and training); *pedagogical values-means* (contents of education; teaching methods and forms of organization of education). It was adhered to the idea that the *concept of pedagogical value* represents the dimension of the consciousness of the *actors of education and substantiates the educational activity*. Thus, the added value gained through the integration of theoretical and procedural knowledge, supported by higher pedagogical attitudes, expressed by the *competence Knowing how to look for* on the background of asserting the concept of integral personality in paradigmatic-axiological and praxiological has become the main objective of research (chap. 2,2.1.; 2.2.).

2. Accepting the main theses of the theoretical visions, we summarized our position in the form of the following general premise: the peculiarities of the value of the search are due to the increasingly insistent demands from the learning process, or rather, of a postmodern approach. We found that *Knowing how to look for*, as an iterative process makes possible the intervention of the subject at any level of educational activity. In order to conclude on the situation as we conceive it by virtue of the chosen theoretical premises, we can state that the analytical interpretation gives to this approach a certain place in the educational process. This vision reflects a relationship between value and education, where the latter is considered a factor of socio-cultural and personal progress (chap. 3, 3.2.).

3. The theoretical construct of the research, the Model of pedagogical values in private education, substantiates and determines the specificity of the formative actions for each entity taken separately: values-purpose, values-norm, values-means and, especially, for values-valence and values-utility, spotting the possibilities of evolution up to the pedagogical added value *Knowing how to look for* through the prism of the idea of freedom in a postmodern context, of the paradigmatic concept of the integral personality and of the relation to reality as a factor of educational performance. This general construct allows the organization of educational activity based on the Technology of promoting pedagogical values in private (primary) education, *promoting*, in this case, emphasizing the character of specially organized process, dynamic, supporting the training action, making progress in achieving results. Therefore, in the educational act, which in fact represents the socialization of pupils' experiences or personalized practices of reality, there are operations to decode reality and understand it from the perspective of value-utility. In addition, the model intrinsically contains the features of the surplus-value phenomenon, "bringing" it into a dominant position. The developed model, in order to reach the essential configuration of pedagogical values in the postmodernity of private education, is seen as a deductive model, and through Technology the introduction of significant delimitations in the educational phenomenon was designed, this being one of the conditions of practice analysis. The hypostasis of the *Model of pedagogical values in private education* as a microsystem marks the complexity of the phenomenon of pedagogical values. Its elaboration aimed at overcoming the critical values supported by the paradigms of modern pedagogy (psychocentric-sociocentric); correlation of the values promoted by the integrative pedagogical paradigm, applied in the curricular design, involved in the *general private education* (chap.2, 2.3.).

4. From these perspectives, the Technology has the characteristics of a normative principle, with different developments, according to the intention of the trainer. In this way, the conceptualization of *Knowing how to look for* is combined with a dynamic configuration of pedagogical values in the evolution of the pupil's freedom of thought with a dominant personalization, related to reality. The extension that the Technology could have is an applicative guarantee of the Model of pedagogical values in private education. On the other hand, this technological construct can be assimilated to a transformative vision at another level of formation. Whatever the situation, however, we are tempted to believe that the aspects placed at the heart of the training actions are able to correctly highlight the relationship between values and the environment and this is because, by virtue of dynamic operational technology, they have referentiality and functionality (chap. 2,2.3.;chap. 3, 3.3.).

The educational reality thus demonstrates that the Technology of promoting pedagogical values in private (primary) education generates application solutions for learning, emphasizing the role of subjects in knowledge, as a basis for understanding, through direct experience and own interpretation. The pupils know reality through their own subjectivity, trying to understand it both with their own strengths and with others. The opportunities offered by the Technology therefore develop individual and collective experiences, provoke cognitive functionality, because through the use of technological tools and other tools, pupils access the real senses of the environment that allows them later social integration, development at the level of real potential. Knowing pupils becomes a process of adapting behavior to the conditions of the environment, context, situation, constantly changing the experiences of subjects (chap . 3, 3.1.; 3.2.).

5. The applied research reveals the existence of a functional *Knowing how to look for*, an active learning resulting from the functioning of technological structures that are gradually developed in the development of values, an individual mental development aimed at achieving that state of educational goals. The skills of experimental subjects to solve certain types of problems are indications of the functioning of some coordinates of the internalized and effective actions of the subjects. To the extent that applied research establishes the functionality of the actions undertaken, they reveal the validity of the three theoretical landmarks in the Model of pedagogical values in private education: the idea of freedom in a postmodern context; the paradigmatic concept of the integral personality; reporting to reality as a factor of educational performance. This is the condition of the possibility of the added value of knowing how to look. We must not lose sight, on the other hand, that the development of pedagogical values is placed, in the process of development, on successive levels.

If we refer to the substance of the matter, namely that the applied research has demonstrated the significance and resonance of technological actions, then we can mention that the promoted point of view has been converted into the educational assertion of acquired values. It can be said that the pedagogical value of *Knowing how to look for* is part of the ontological properties of learning, whether it is done directly or indirectly.

6. Through the pedagogical experiment it was demonstrated that the application of the *Technology for the promotion of pedagogical values in private (primary) education* is a resultative factor, illustrating also the adequacy of the training actions undertaken. These results materialized in the percentage increase from 47% pre-test to 67.8% average percentage in post-tests (at the level of subjects from both Romanian and Moldovan schools). This is about understanding the novelty of the point of view approached in the context of postmodern education, opting for the value of *Knowing how to look for* its subsequent components and achieving a "detachment" from the traditional mentality, in fact recovering the pupil's adherence.

RECOMMENDATIONS

1. The model of pedagogical values in private education includes several main components, such as coherence in the formation of an open, integral personality; the adequacy of the paradigmatic concept of the integral personality; the consecutivity of the relation to reality as a factor of educational performance, which can generate *its application to new fields*, such as, for example, the ***Microsystem of pupil behavioral rules***, based on value-added coordinates *Knowing how to look for*. in a direct, independent, assimilative interaction of the pupil with the real world.

2. From the technological construction of the sequences plus pedagogical value results a specific way of knowing, the *knowledge through the intellectual effort of the search*, of the discovery, of the personalized understanding, and the opportunities offered by the context of the normative pedagogical values cause the affirmation of particularly useful in *the subsequent capitalization of the principle of freedom* as a transition from ignorance to knowledge. In this context, the relevance lies in the elaboration of the ***Methodological Guide "How to seek knowledge"***.

3. The research of the particularities of pedagogical values in private education can prove the need to organize a series of meetings at national level, as a result being structured the ***Functional value profile of the private education institution***, through an "imbalance" of the previous state and motivation of new searches, hypotheses, interpretations, arguments.

4. The results of the research also make possible to set up a ***Pedagogical instrument for valuation of values (IPAV)***, so that each pupil can "build" his own personality, to outline the formulation of the core of personal values, to which to adhere permanently, as and educational goals, continually rebuilding the "road" on which it walks. *IPAV can open up many perspectives* for solving value issues.

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ADNOTARE

la teza de doctor în științe ale educației a dnei BRAGUȚA Violeta „Valorile pedagogice ale învățământului privat în Republica Moldova și România (studiu comparativ)”, Chișinău, 2021

Structura tezei: Teza conține Introducerea, trei capitole, concluzii generale și recomandări, bibliografie din 196 titluri, 15 anexe, 168 pagini de text de bază, 6 figuri, 16 tabele. Rezultatele obținute sunt publicate în 13 lucrări științifice.

Cuvinte-cheie: valori pedagogice, valori-scop, valori-normă, valori-mijloace, viziune tripartită, plus-valoare, a ști să cauți, raportare situațională, personalitate integrală, libertatea opiniei.

Scopul lucrării: Configurarea valorilor pedagogice în învățământul privat în baza unei viziuni tripartite, corelării elementelor de referință și determinarea reperelor de valorificare a acestora în procesul educațional.

Obiectivele cercetării: A dezvălui conținutul noțiunii *valoare pedagogică* din diverse perspective conceptuale și ale necesităților actuale ale învățământului public și cel privat și a caracteriza starea ei actuală în teoria și metodologia educației; a prospecta fenomenul educațional al valorilor pedagogice în contextul *tendențelor de dezvoltare* și al analizei comparative a cadrului normativ al învățământului general privat din R. Moldova și România și a structura o *viziune tripartită* privind valorile pedagogice: valori-scop, valori-normă, valori-mijloace; a *consemna comparativ evoluția* ideilor privind valorile pedagogice în vederea configurării *reperelor de analiză* a valorilor pedagogice integrate în învățământul privat; a elabora Modelul valorilor pedagogice în învățământul privat; a configura sintetic Tehnologia promovării valorilor pedagogice în învățământul privat (primar); a analiza premisele dezvoltării plus-valorii *A ști să cauți* în cadrul experimentului de constatare; a monitoriza implementarea *Tehnologiei promovării valorilor pedagogice în învățământul privat (primar)* și consemnarea *rezultativității* acesteia.

Noutatea și originalitatea științifică: Prin valorificarea concepției spinoziene a libertății, a concepției postmoderne a integralității și a ideii de implicare a fenomenelor realității în procesul educațional, a fost *argumentată liminar* completarea valorilor-competențe exprimate la nivel european.

Rezultatele obținute care contribuie la soluționarea problemei științifice importante: Fundamentarea teoretică a Modelului valorilor pedagogice în învățământul privat și aplicativ-vectorială a Tehnologiei promovării valorilor pedagogice în învățământul privat (primar), ceea ce a contribuit la ameliorarea acțiunilor de promovare a valorilor pedagogice în învățământul privat în vederea direcționării formării plus-valorii *a ști să cauți*.

Semnificația teoretică constă în configurarea și întemeierea *viziunii tripartite* în raport cu valorile pedagogice (valori-scop, valori-normă, valori-mijloace) în baza analizelor teoretice comparative; formularea și justificarea plus-valorii *a ști să cauți*.

Valoarea aplicativă: se profilează din rezolvarea *conflictului* dintre existența unei multidimensionalități a raportului dintre valoare și domeniul pedagogiei și aspectele funcționale ce consemnează valoarea pedagogică ca purtătoarea și mijlocitoarea formării elevului din învățământul privat (primar).

Implementarea rezultatelor științifice. Rezultatele au fost implementate în procesul educațional din cadrul unor instituții de învățământ privat din România și R. Moldova.

ANNOTATION

Related to the PhD thesis on the Education Sciences of Mrs. BRAGUȚA VIOLETA

”The Pedagogical Values of Private Education in the Republic of Moldova and Romania (Comparative Study)”, Kishinev, 2021

Structure of thesis: The thesis contains Introduction, three chapters, general conclusions and recommendations, bibliography from 196 titles, 15 annexes. 167 pages of basic text, 6 images, 14 tables. The results obtained are published in 13 scientific works.

Key-words: pedagogical values, values- purpose, values- norm, values- means, tripartite values, added- value, to know where to search, situational reporting, integrated personality, freedom of opinion.

Purpose of the work: **Configuring pedagogical values in private education based on a tripartite vision, correlating the reference elements and determining the landmarks for their use in the educational process.**

Research targets: To reveal the content of the notion of *pedagogical value* from various conceptual perspectives and of the current needs of the public and private education and to characterise its current state in the theory and methodology of education; to prospect the educational phenomenon of the pedagogical values in the context of the *development tendencies* and of the comparative analysis of the normative framework of private general education in the republic of Moldova and Romanian and to structure a *tripartite vision* on the pedagogical values: values- purpose, values- norm, values- means; to *note down, in a comparative manner, the evolution* of ideas of the pedagogical values in view of configuration of *analysis landmarks* of the pedagogical values integrate din the private education system; to elaborate the Model of pedagogical values in private education; to synthetically configurate the Technology of promoting the pedagogical values in the private education system (primary education); to analyse the premises of the added- value development of *To know where to search* within the ascertaining experiment; to monitor the implementation of *Technology of promoting the pedagogical values in the private (primary) education system* and to note down its *results*

Scientific novelty and originality: By capitalization on Spinoza’s concept of freedom, the post-modern concept of totality and the idea of involvement in the phenomena of reality in the educational process, it was *liminary argued* the completion of values- competencies expressed at the European level.

Results obtained which contribute to the settlement of the important scientific problem: Theoretical substantiation of the Model of pedagogical values in the private education sector and the applicational- vectorial of the Technology to promote the pedagogical values in the private (primary) education system, which contributed to the improvement of the actions to promote pedagogical values in the private education, in view of directing the added-value training of *To know where to search*.

Theoretical significance consists of configuration and substantiation of the *tripartite vision* in relation with the pedagogical values (values- purpose, values- norm, values- means) based on the comparative theoretical analysis; the completion and arguing of added- value *To know where to search*.

Application value: it is profiled for the settlement of the *conflict* between the existence of a multi-dimensionality of the relation between value and the area of pedagogy and the functional aspects which register the pedagogical value as carrier and intermediate of the pupil’s training in the private education (primary).

Implementation of scientific results. The results were implemented in the educational process within some private educational institutions in Bucharest and Chisinau.

АННОТАЦИЯ

к докторской диссертации по педагогическим наукам госпожи БРАГУЦА ВИОЛЕТА
«Педагогические ценности частного образования в Республике Молдова и Румынии
(сравнительное исследование)», Кишинев, 2021

Структура диссертации: Диссертация содержит введение, три главы, общие выводы и рекомендации, библиографию с 196 заголовками, 15 приложений, 167 страниц основного текста, 6 рисунки, 16 таблицы. Полученные результаты опубликованы в 13 научных статьях.

Ключевые слова: педагогические ценности, ценности-цели, ценности-нормы, ценности-средства, трехстороннее видение, добавленная ценность, ноу-хау, умение искать, ситуационная отчетность, целостная личность, свобода мнений.

Цель работы: Конфигурация педагогических ценностей в частном образовании на основе трехстороннего видения, соотнесение опорных элементов и определение ориентиров для их использования в образовательном процессе.

Задачи исследования: Раскрыть содержание понятия педагогической ценности с различных концептуальных точек зрения и текущих потребностей государственного и частного образования и охарактеризовать его текущее состояние в теории и методологии образования; рассмотреть образовательный феномен педагогических ценностей в контексте *тенденций развития* и сравнительного анализа нормативной базы общего частного образования в Республике Молдова и Румынии и структурировать *трехстороннее видение* педагогических ценностей: ценности-цель, ценности-нормы, ценности-средства; *сравнить эволюцию представлений* о педагогических ценностях с целью определения *ориентиров для анализа* педагогических ценностей, интегрированных в частное образование; разработать Модель педагогических ценностей в частном образовании; синтетически сконфигурировать Технологию продвижения педагогических ценностей в частном (начальном) образовании; анализировать предпосылки для развития прибавочной ценности *Умения искать* в поисковом эксперименте; осуществлять мониторинг внедрения *Технологии продвижения педагогических ценностей в частном (начальном) образовании* и регистрации ее *результативности*.

Научная новизна и оригинальность: За счет использования концепции свободы Спинозы, постмодернистской концепции целостности и идеи вовлечения явлений реальности в образовательный процесс *утверждалось*, что завершение ценностей-компетенций, выраженных на европейском уровне.

Полученные результаты способствуют решению важной научной проблемы: Теоретическое обоснование Модели педагогических ценностей в частном образовании и прикладно-векторной Технологии продвижения педагогических ценностей в частном образовании (начальном), которые способствовали совершенствованию действий по продвижению педагогических ценностей в частном образовании. чтобы направить формирование добавленной ценности *умения искать*.

Теоретическое значение состоит в конфигурации и фундаменте *трехстороннего видения* по отношению к педагогическим ценностям (ценности-цель, ценности-норма, ценности-средства) на основе сравнительного теоретического анализа; формулирование и обоснование добавленной ценности *умения искать*.

Прикладная ценность: описывается в разрешении *конфликта* между существованием многомерной связи между ценностью и областью педагогики и функциональными аспектами, которые фиксируют педагогическую ценность как носителя и посредника обучения ученика в частном (начальном) образовании.

Внедрение научных результатов. Результаты были внедрены в учебный процесс в некоторых частных учебных заведениях в Бухаресте и Кишиневе.

BRĂGUȚĂ Violeta

**VALORI PEDAGOGICE ALE ÎNVĂȚĂMÂNTULUI PRIVAT
ÎN REPUBLICA MOLDOVA ȘI ROMÂNIA (STUDIU COMPARATIV)**

Specialitatea 551.01. Teoria generală a educației

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