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**SUMMARY**

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The summary and the doctoral thesis can be consulted on the website of the State Pedagogical University "Ion Creanga" from Chisinau ([www.upsc.md](http://www.upsc.md)) and on the website of ANACEC ([www.cnaa.md](http://www.cnaa.md)).

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## CONCEPTUAL REFERENCE OF THE RESEARCH

**The actuality and importance of the research.** Over the time, the family has been the main authentic and conducive environment for the development and cultivation of the child's personality, in order to effectively integrate into society. As the number of social institutions that have appeared in order to take over some of the functions and responsibilities of the family increases, the idea of the decline of the traditional type of family becomes more and more clear, giving way to the postmodern family. The decline of the traditional family has been determined by socio-cultural and economic changes, and the family crisis is due to the deepening of the social crisis, which is accompanied by the phenomenon defined by researchers [5; 9; 11 etc.] as *the pollution of moral values*. The alarming increase of conflicts and dysfunctional phenomena, which persist in the family environment, has generated, in some situations, the transformation of the family environment into a *field of conflicts and competition*, where each member tends to impose his own set of values, principles, attitudes, beliefs and opinions, the emphasis being more on material values than on spiritual ones.

Destructive social phenomena such as political and economic instability, mass departure of parents to work abroad; the aging of the population, the increase of the divorce rate, the increase of the number of single-parent families, the increase of the number of children left in the care of relatives; the increase of the number of gay families in which adoption of children is allowed (in some states: Andorra, Belgium, Iceland, USA, United Kingdom, etc.), basically *have a negative impact on the promotion of authentic family values and, in particular, on the effective education and integration of children in society*.

In essence, the education is a national priority for the Republic of Moldova, and the research topic meets the requirements of national educational policies, developed and promoted, especially in recent years, so that the support, guidance, protection and assistance of family and children, is regulated and supported by many documents and social policies of national strategic planning, such as: *Education Code of the Republic of Moldova* [46]; *Family Code of the Republic of Moldova* [47]; *Education Development Strategy for 2014-2020* [48]; *Child Protection Strategy 2014-2020* [49]; *Intersectoral strategy for the development of parenting skills and competencies for the years 2016-2022* [50] etc.

In the context of the above, we mention that family education leaves much to be desired, and as for the positive type of education offered by parents to their children, it is still difficult to make its way; they are not aware of adults

and often do not even know the methods, means, strategies and its impact on the formation of children's personality. Thus, a substantial argument of the topicality of the research topic lies in the need to study and capitalize on the pedagogical foundations of the existing positive educational practices in the field of parental education; of the perspectives, approaches and theoretical orientations regarding the positive parental education; the specifics of the family counselor who needs help in developing positive parenting skills. The impact of the accomplishment of family functions, of the parental educational styles on the capitalization of the parental competences from the perspective of the positive education of the children is insufficiently investigated.

The research was also driven by the multidimensional and prospective approach of parental education focused on positive education of children, outlining the importance of streamlining and optimizing parent-child relationships by leveraging the family's educational counseling to train positive parenting skills.

The preliminary investigation carried out in accordance with the epistemological study, showed us that our research would allow **solving socio-educational contradictions** regarding:

- the insufficiency of national education programs addressed to parents regarding the positive education of children;
- insufficient knowledge by parents of age and individual/typological peculiarities of children's development and education, including their positive education strategies;
- the incompetence of parents regarding the choice and application of non-punitive and motivational methods and strategies in children's education;
- non-involvement or insufficient involvement of teachers and managers regarding the organization and development of educational activities with parents;
- the incompetence of school teachers to increase the quality of the school-family-community partnership, aimed at increasing parents' interest in active involvement in collaboration focused on optimizing the child's positive education;

**Description of the research situation and identification of research issues.** The researches in the field of educational, sociological and psychological sciences outlines the idea that the family is the first authentic social environment for shaping the child's personality, guiding him to form his own system of knowledge, skills, habits and behaviors practiced in the family and in society, and positive parental influences [Apud 9, p. 12]. The philosophical, pedagogical, psycho-pedagogical, legal and social aspects of the

concepts of *family, family education, family education, parents' education, etc.*, are approached and defined in many works of notorious researchers: E. Stanciulescu [35]; Larisa Cuznetov [9; 12; 16; 17]; I. Mihailescu [23]; I. Mitrofan, N. Mitrofan [24]; E. Vrasmas [36]; G. P. Murdock [45]; T. A. Kulikova [38] etc.

The possibilities and essential strategies of educational projects, some pedagogical and ethical benchmarks, methodological approaches to education and family support, the principles of forming a positive attitude regarding the education of the young generation and the development of human resources, we find in the works of researchers: Victoria Cojocaru [7]; V. Goras-Postica [20]; N. Carabet [6]; C. Calaras [5]; A. Panis [27] etc.

The history and evolution of the concept of *parental education*, deepened and explored in *parental education programs*, which facilitate the learning, development and consolidation of positive parenting skills are addressed and exposed in the works of researchers: Larisa Cuznetov [9; 12; 14; 17]; I. Puiu [31]; S. Cojocaru, D. Cojocaru [8]; C. L. Pavel [28]; N. Carter [43]; Th. Gordon [44]; O. M. Potapovskaia [40]; V. V. Zikratov [37] etc., as well as in regulatory acts and social policy documents such as the *Intersectoral Strategy for the development of parenting skills and competences for the years 2016-2022* [50]; *Education Development Strategy for 2014-2020* [48] etc.

The most important and relevant perspectives, approaches and theoretical guidelines on *family and parental education* focused on the positive dimension of children's education, which explains and analyzes the family system and education in all interpersonal relationships on cultivating the child's personality under the influence of educational parenting models/ patterns we record in the works of researchers: Larisa Cuznetov [14]; C. Calaras [5]; R. Popescu [30]; E. Stanciulescu [34]; I. Negret-Dobridor, I. O. Panisoara [25] etc. In the Republic of Moldova for the first time investigated and founded *the principle of positive education*, the researcher Vl. Paslaru [29].

Valuable ideas on the essence and defining characteristics of *the concepts of educational/psycho-pedagogical counseling, psychological counseling and psychotherapy*, accompanied by various strategies, methods and techniques on the formation and consolidation of *positive parenting skills* through educational counseling, are defined and explained in the research papers of: Larisa Cuznetov [12; 15]; Z. Micleusanu [22]; O. Raileanu [32]; N. Carabet [6]; I. Holdevici, V. Neacsu [21]; Ion Al. Dumitru [18] etc.

Following the given logic of ideas, we specify that the analysis of the impact of *family functions* on the education and development of the child's personality, establishing and elucidating the types of families and outlining

their defining characteristics, elucidated in the works of researchers: Larisa Cuznetov [9; 11; 12; 15]; N. Ovcerenco [26]; M. Segalen [33] etc., allowed us to determine *the Difficulties of communication and parent-child relationship*, which stagnate and distort the process of development and optimal integration of the child in the social environment.

*The Impact of parental styles of children's education*, which implicitly contributes to the capitalization of positive parental models, are elucidated and analyzed in the works of researchers: I. Dolean, D. Dolean [19]; E. Bonchis [3]; D. Baumrind [41]; J. R. Buri [42] etc. Important aspects in the field of *psychology*, where the psychological peculiarities of formation and development of the child's personality within the family are elucidated and analyzed in the works: A. Adler [1]; G. Allport [2].

If we refer to the current context of postmodern society, we can say with certainty that the fluctuations that occur in the social, economic, political and family, unfortunately contribute to altering the status of the family, disrupting family values, manifested by increasing divorce rates, number of children socially disintegrated, which in turn, generate numerous questions for research in order to develop clear, ameliorating solutions and remedial mechanisms to reduce and annihilate phenomena with destructive impact on the family system. Namely, the described situation led to the outline of the **research problem** in the following formula: what are the pedagogical foundations of positive parental education that would ensure optimal family education of children?

**The object of the research:** represents the pedagogical foundations and the process of training parental skills regarding the growth and positive education of children.

**The purpose of the research** is to conceptualize, determine, elaborate and validate the pedagogical foundations of positive parenting, structured in the *Interconnected psychopedagogical model of positive parenting and children*, implemented through psychopedagogical counseling.

**Hypothesis of the research.** The pedagogical foundations of positive parental education, determined, elaborated and implemented, will contribute to the efficiency and increase of positive education of children within the family, if the *Interconnected psycho-pedagogical model of positive education of parents and children* will be applied.

#### **Research objectives:**

1. The epistemological examination and interpretation of the genesis of the concepts of *family, family education and positive parental education*.

2. Determination of the state policies, social and educational practices regarding parent training from the perspective of children's education.
3. Essentialization of the theoretical approaches and guidelines regarding positive parenting.
4. Argumentation of the defining coordinates of educational counseling in the context of the formation of parental skills of positive education.
5. Determination of the impact of family functions and parenting styles on positive family education
6. Elaboration and validation of the *Interconnected psychopedagogical model of positive education of parents and children*, which includes pedagogical foundations (theoretical and applied).

**Scientific research methodology.** Epistemological landmarks are presented by a series of theories, concepts, ideas, principles and results of empirical research in the field of pedagogy, family sociology, family pedagogy and psychology, educational counseling, family psychotherapy, age psychology and positive psychology.

Thus, as theoretical references served: the concept of *parental education* (N. Carter [43]; T. Byron [4]; Larisa Cuznetov [12; 17]; Th. Gordon [44] etc.); *the Principle of positive education* (Vl. Paslaru [29]); *Parental education programs* (E. Vrasmas [36]; I. Puiu [31]; S. Cojocaru, D. Cojocaru [8]; C. L. Pavel [28]); *Theoretical approaches and guidelines on positive parental education* (T. Byron [4]; E. Stănciulescu [34]; M. Segalen [33]; C. Calaraș [5]); *the Principles and strategies of positive psychology* (T. Byron [4]); *the Defining characteristics of family counselling* (Larisa Cuznetov [15]; N. Carabet [6]; I. AL. Dumitru [18] etc); *Educational parenting styles* (D. Baumrind [41]; I. Dolean, D. D. Dolean [19]); *Interactional pedagogical model of family education* (Larisa Cuznetov [9]) and the *the Model of orientation and coordination of family educational actions* (Larisa Cuznetov [13]). Likewise, the research focused on the study of certain positions, theses and articles stipulated in normative documents such as: *the Intersectoral strategy for the development of parenting skills and competences for the years 2016-2022* [50];

#### **Methods applied in research:**

- *theoretical methods*: scientific documentation; analysis and synthesis; hermeneutic method; biographical method (anamnesis).
- *experimental methods*: questionnaire; pedagogical experiment; case study; sociodrama / psychodrama; expert method.
- *statistical methods and processing of results*, including graphical representation of research results.



**Scientific novelty and originality of the research** lies in the multidimensional, inter- and pluridisciplinary approach of positive parenting, focused on protecting and respecting the rights of the child (increase motivation, creativity, strengthening moral conduct); the delimitation of the epistemological aspects of the essence and genesis of the basic concepts (*family, family education, positive parental education*); specification and description of the typology of families, the difficulties encountered by parents in the positive education of children; the well-argued establishment of the defining characteristics of family educational counseling regarding the formation of parental skills for the positive education of the child; the conceptualization of the psychopedagogical model, which contains the theoretical-applicative foundations.

**The obtained research results** contributing to solving an important scientific problem consist in the determination and elaboration of the pedagogical foundations of the training and development of parental skills, structured in *the Interconnected psychopedagogical model of the positive education of parents and children*, experienced and validated in the public institution of general education, which led to the increase of the level of parental competence regarding the positive education of children.

**The theoretical significance of the research** contributes to the solution of an important scientific problem, being supported by the analysis of the evolution and genesis of the basic concepts: *family, family education, positive parental education*; study and analysis of state policies, social and educational practices of parenting skills training; analysis and specification of theoretical approaches and guidelines regarding positive parental education; analysis of the epistemological aspects regarding family counseling in the context of training parental skills from the perspective of positive education; determination, description and interpretation of strategies, methods and tools of positive education of children, including the theoretical foundation of *the Interconnected psychopedagogical model of positive education of parents and children*.

**The applicative value of the work** consists in the elaboration and validation of the pedagogical foundations of the formation of positive parental skills, structured in *the Interconnected psychopedagogical model of the positive education of parents and children*. Experimental research has convinced us that the applicative foundations, configured in the set of tools, structured in the targeted psychopedagogical model, are effective and can be used in family counseling/activities with parents, focused on positive parental education, as follows: *Family typologies and it's basic characteristics*; the *Main functions of*

*the family; Taxonomy of parent-child communication and relationship difficulties; Strategies of positive parental education; the System of parental skills regarding the positive education of children; the Psychopedagogical principles and conditions of positive education of parents and children; the Mechanism of counseling and training of parental skills from the perspective of positive education; the Grid of capitalization on family counseling of training parental skills regarding positive education; the Impact of parenting styles on the development of the child's personality and Indicators of the improvement of parental skills in the context of positive education.*

**The implementation of the scientific results:** was carried out within the pedagogical experiment by capitalizing on the *Interconnected psychopedagogical model of the positive education of parents and children*, focused on the training and development of positive parental skills and the implementation of the program addressed to parents on the positive education of children, including through communications at national and international conferences, of scientific publications in specialized magazines, as well as of practical activities carried out with teachers, parents and children.

**Approval of scientific results.** The research was conducted at the State Pedagogical University "Ion Creanga" in Chisinau. The results of the research were examined, discussed and approved during the meetings of the Guidance Committee; of national and international scientific conferences and symposia, educational activities addressed to parents within the institution involved in the pedagogical experiment.

**Publications on the topic of the thesis.** A total of 13 scientific publications are developed, of which 2 methodological guides; brochure (with International impact/ Lithuania); 4 articles in scientific journals (category B); 4 scientific articles in the collections of National and International Scientific Conferences and Symposiums; 2 articles published and supported within the Doctoral School.

**The volume and structure of the thesis.** The thesis contains: introduction, three chapters, general conclusions and recommendations, bibliography 232 sources, 26 annexes. It contains a total of 149 pages of basic text, 14 figures and 15 tables. The results were published in 13 scientific papers.

**Keywords:** pedagogical foundations, family, family education, parental education, positive parental education, children, parents, parenting skills, parental counseling, intra-family conflicts.

## CONTENT OF THE THESIS

In **Introduction** is argued the importance and timeliness of the research theme, is described the situation in the field of research and is formulated the research problem. Also, there are presented the purpose, hypothesis and objectives of the research, are exposed the epistemological references of the investigation and is described the synthesis of the methodology of research.

Chapter 1, *Theoretical foundations of positive parental education*, contains the epistemological study of the problem and highlights the essence and content of basic concepts: *family, family education and positive parental education*, analyzed and elucidated from the philosophical/axiological, anthropological, pedagogical, sociological, legal and sociopsychopedagogical.

The epistemological study allowed us to establish a link between the parental competence of positive education of children and the quality of their effective integration in society. In the chapter we analyzed and specified the meanings and visions of researchers: E. Vrasmas [36]; I. Puiu [31]; S. Cojocaru, D. Cojocaru [8]; C. L. Pavel [28]; Vl. Paslaru [29]; T. Byron [4] etc., regarding the concerns for the history and evolution of educational and social policies and practices related to *positive parental education*, from several areas, including the local one. The investigated aspects allowed us to conclude that this phenomenon was promoted and capitalized *in the parental education programs*, with the aim of supporting and guiding the parents regarding the upbringing, care and education of the children. The study and analysis of educational policies for the formation of parents, guided us to determine and describe the most relevant guidelines, and theoretical approaches to positive education. Therefore, the analysis of the literature allowed us to analyze and explain the family system and education in all interpersonal relationships, which contribute to the formation of the child's personality under the influence of parental patterns and parental educational style.

The theoretical study allowed us to establish that the family is a natural and innocent environment within which the child's personality is formed, the system of visions, attitudes and perceptions about himself, the world and life is strengthened, preparing the child for learning and the optimal adaptation regarding the exercise of social roles (family, parent, professional). Therefore, restrictive and punitive methods of education, undesirable behavioral pattern of parents, inadequate communication and relationships with children; negative experiences gained in the family and in the educational process, etc.; have an impact of inhibiting and blocking the psycho-emotional, intellectual and physiological development of the child.

The analysis and synthesis of the investigated epistemological landmarks, the evolution and content of parental education programs and the theoretical guidelines on positive family education, contributed to the deepening of the concept of positive parental education, which allowed us to complete and formulate our own definition. Thus, in our view, **positive parental education** *involves the pedagogy of parents, focused on respecting the humanistic and positive principles of children's education; on the formation and perpetuation of the axiological culture, moral behavioral methods, including the focus on the protection of the fundamental rights of children. Positive parental education includes the initiation and deepening of parents' knowledge in the direction of capitalizing on the theoretical and methodological aspects of optimal family education, calling for their familiarization with non-punitive, stimulating, motivational and positive educational strategies and practices regarding the preparation of children for successful social integration.*

Reviewing the analysis and conclusions of the investigation and the determination of the theoretical foundations, we can conclude that the efforts and involvement of parents in training and strengthening parental skills of positive education of children are necessary and current, as the quality of social integration of children children, depend on the level of preparation and competence of the parents to anticipate, solve and diminish the difficulties encountered in the upbringing and positive education of the children. In conclusion, the epistemological study carried out allowed to determine the theoretical landmarks, which led to the establishment of the role and impact of family functions, the determination of parental educational styles and the conceptualization of the *Interconnected psychopedagogical model of positive education of parents and children.*

In chapter 2, **Psychopedagogical dimension of positive parental education**, are presented and described interpersonal relationships within the family system, including parent-child relationships in the context of positive education. Analyzing the family as a primary educational agent, as an authentic environment and conducive to the enculturation and harmonious education of the child, we established that the type of family, in all its characteristics determines the degree of family functions and, directly, parental educational style. We have established that a number of normative documents of social and educational policies are currently implemented and capitalized in the Republic of Moldova, including: the *Family Code of the Republic of Moldova* [47]; *Education Code of the Republic of Moldova* [46]; *National intersectoral strategy for the development of parenting skills and competences for the years*

2016-2022 [50], which come to support, to guide and guide parents in the formation and strengthening of knowledge, attitudes, skills and functional and positive competencies of children's education. The analysis and synthesis of the theoretical study allowed us to highlight the *Particularities of family types*, according to the *essential criteria and to deduce their basic characteristics*, which ensured the determination of parental educational style and applied education methods.

The preliminary investigation carried out on an independent group of parents (210 s.) with young school children and preadolescents, in order to determine the communication and interrelationship difficulties perceived by parents and children and the methods applied in children's education, helped us to specify the impact of inefficient performance of family functions and to establish the mistakes and shortcomings/ deficits committed by parents in the education of children. Analyzing the context of the consequences of parental incapacity and incompetence in performing and realizing the importance of family functions, in accordance with the analysis of established literature, observations and conclusions reached after the preliminary investigation, we developed *Positive parental education strategies* aimed at harmonizing parent-child interpersonal relationships and the formation of positive skills, which will strengthen the desirable behavior of parents and implicitly of children. In this chapter we have presented and described the defining characteristics of the family's educational counseling, which have allowed us to determine and formulate the *Mechanism of counseling and training of parental skills from the perspective of positive education* and the *Principles and psycho-pedagogical conditions of the positive education of parents and children*. Their development ensures a significant increase in the quality of interpersonal relationships within the family, guides parents to select and implement positive methods, principles and strategies for educating children, which supports the formation-development of balanced attitudes and moral behaviors in children, focused on respect, cooperation and reciprocity.

As the knowledge and application of the principles and conditions of positive education of children implies the increase of parental competence, in consensus with the theoretical study conducted and the preliminary investigation carried out, we developed *the System of parental competences on positive education of children*. Of course, the structure of the targeted system includes knowledge of the principles of achieving positive education within the family, which provide for the observance of human and child rights; personality formation centered on moral-ethical/humanistic values; forming a positive attitude towards life, family and the world; including the use of

psycho-pedagogical conditions, strategies and methods for stimulating and motivating children throughout life.

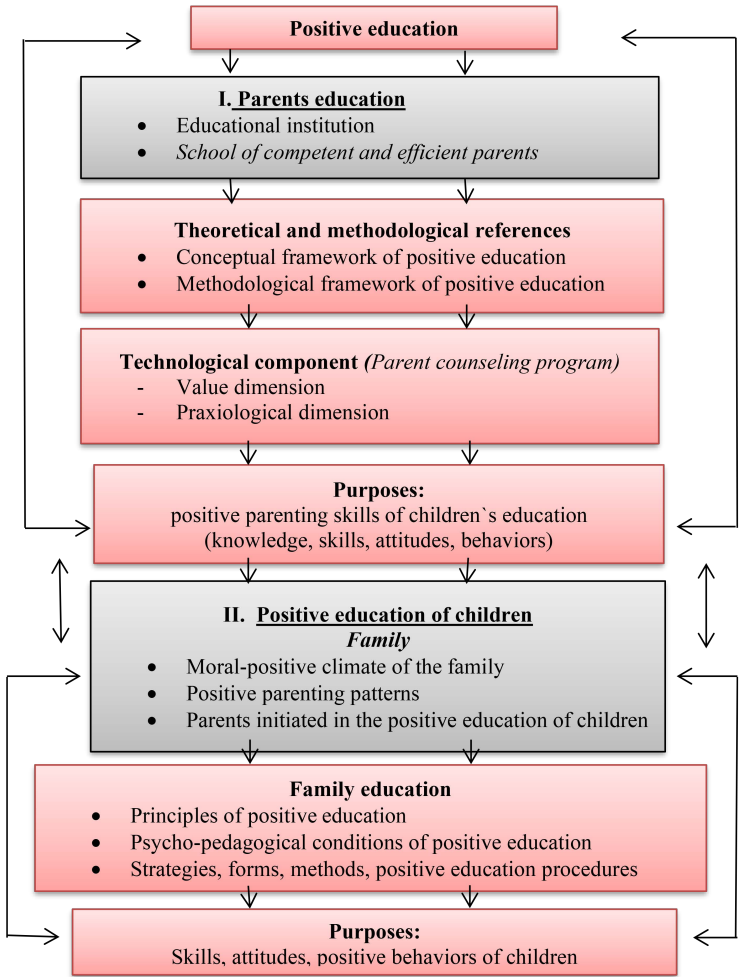
The epistemological study carried out, the determination and interpretation of the essence and content of the *educational counseling of the family*, ensured the elaboration and description of the *Grid of the valorization of the family counselor in order to form and consolidate the parental competences of positive education*. This is an important theoretical tool that ensures and facilitates the training and strengthening of parenting skills through educational counseling. We specify that *parental educational styles* depend not only on the personality of the parent, his educational model, but also on a number of other factors, such as: age of parents, environmental characteristics, cultural and educational models assimilated in the family of origin, traditions, level of culture, social and living conditions, family structure, parental intelligence level etc [3]. Therefore, these internal and external factors can essentially influence the formative approach of the parents. Thus, in order to train and prepare the parents to provide a quality education, in accordance with the analysis and clarification of the theoretical and methodological landmarks presented above, we developed and substantiated the *Indicators of improving parental skills from the perspective of positive education* on harmonizing family education and strengthening children, which include *basic skills and operational skills*, which guide and concretize the actions of parents in the key of positive education.

The chapter was concluded with the elaboration of the ***Interconnected psycho-pedagogical model of the positive education of parents and children (Figure 2.1)***, which meets *two components*, as follows: **the first coordinate**, which contains the education of adults/parents, carried out within the *School of competent and effective parents*, contains *theoretical and methodological benchmarks* (determined, elaborated and described in the previous sub-chapters); **the technological component**, objectified in the *Parent counseling program*, which includes the *value/content dimension* (contains the theoretical foundations determined and exposed in the previous chapters); *the praxiological dimension* (forms, methods, procedures and strategies for working with adults) and *the purposes*, embodied in the parental skills of positive education.

**The second coordinate** is related to *children's education*. Its elements are concentrated in: the family climate, the positive parental behavioral model, the actions and influences of parents initiated in positive education; *the Psychopedagogical principles and conditions of positive education*; strategies, forms, methods, procedures applied in family education. Obviously, this

coordinate involves the organization and carrying out of educational/psycho-pedagogical counseling activities aimed at children regarding the assimilation and development of adaptive behaviors in order to successfully integrate them into society/the reference group. *The purposes of this coordinate represent the moral/positive behavior of children.*

From Figure 2.5 we derive the idea that familiarizing parents with the important aspects related to the specifics and content of children's positive education cannot be achieved without an active and prospective partnership with educational institutions.



**Figure 2.1. The interconnected psychopedagogical model of positive education for parents and children**

In Chapter 3, *The praxiological coordinate of training parenting skills within positive education*, is presented and described the experimental approach of research through which was implemented and validated the *Interconnected psychopedagogical model of positive education of parents and children* (Figure 2.1). Also, the structure and content of the experimental approach are presented and essentialized, the three stages of the pedagogical experiment are described and the *Counseling and training program for parents "School of competent and efficient parents"* is explained in detail. The implementation of the psychopedagogical model within the counseling program was done through the educational counseling of the family, aiming to increase the level of competence and parental efficiency in terms of positive education of children. The investigation showed that the implementation of the pedagogical tools developed (model and curriculum), facilitated the modification of attitudes and behaviors that are unproductive, dysfunctional and, in some cases destructive, applied in the education of children.

*The finding experiment* was carried out in accordance with the epistemological landmarks studied and set out in the previous chapters. 191 parents, 191 pupils and 9 leaders were involved in the experimental sample. In the investigation process, the research technique of the *before-and-after method* was capitalized. This ensures the avoidance of errors and the general and sequential observation of the impact of the implementation of the counseling program and the targeted model, including the completion of the contents of the program and monitoring, directing the process of training parents and children. In the ascertainment stage we applied some samples / instruments on the established sample.

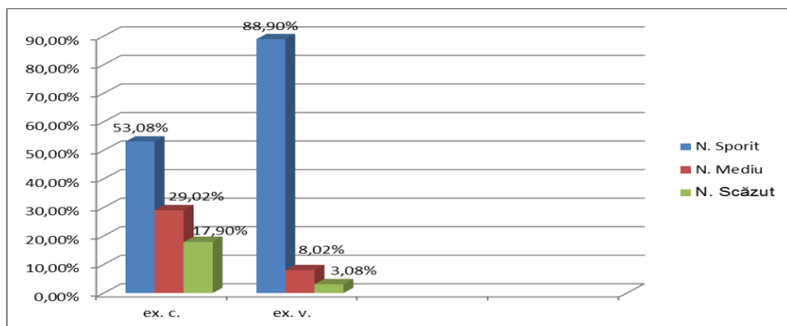
As the investigation focused on establishing the level of parental competence, we examined the views of parents, students and teachers regarding the dysfunctional/negative attitudes and behaviors of parents, which have a negative impact on the child's development, namely: *the questionnaire to investigate the opinion and attitude of parents towards positive children's education; the questionnaire to investigate the opinion and attitude of children on parent-child interpersonal relationships; the questionnaire to investigate the opinion and attitude of the class master regarding the quality and level of parental competence regarding the positive education of children; the socio-psycho-pedagogical characterization sheet of the family*. The analysis of the results following the questioning of the subjects, allowed us to establish the opinions, representations and the level of parental competence regarding the positive education of the children.



The analysis and interpretation of the answers allowed us to conclude that parents are influenced by the rapid flow of socio-economic and technological changes in recent years and the stereotypical thinking formed and promoted in the family of origin regarding the upbringing and education of children. Positive education involves adopting a behavior focused on perpetuating an axiological culture focused on respecting and protecting the rights of the child, tolerance and empathy, decent/moral conduct, gender equality, respect and appreciation of children's ideas and visions.

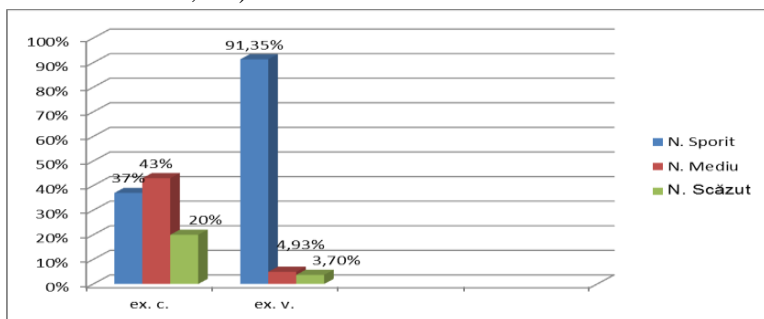
In the *training experiment* we implemented and validated the pedagogical foundations of positive parental education, structured in the *Interconnected psychopedagogical model of positive education of parents and children*. The formative approach carried out through the *Counseling Program* was carried out during the 2019-2020 academic year, in which the parents of the primary and gymnasium pupils were trained. The activities carried out with parents were organized in various forms: meetings with parents (focused on development and prevention), individual and group counseling sessions, training, practical seminars, webinars (organized via the website). Among the methods applied in the training approach are: information, explanation, conversation, discussion, observation, watching videos, desensitization strategies, analysis and synthesis, therapeutic metaphor, psychodrama, sociodrama, portfolio, case study, role play, generalization, introspection, T-chart, brainstorming, reflection, exercise, cognitive and behavioral reshaping, cognitive-behavioral therapies, etc.

Through the development of the counseling program regarding the implementation of the psychopedagogical model, we aimed to increase and consolidate the level of parental competence of positive education offered to children based on 8 key competencies: *managerial-organizational skills; communication skills and positive relationships; skills for designing and developing positive family life and education; skills for forecasting and monitoring family life and education; normative-axiological competencies; skills to achieve positive family education; skills of capitalization, improvement and self-instruction of parents; skills to maintain the moral-positive climate of the family*. Next we will present the comparative results obtained in the two stages of the pedagogical experiment (finding and verification), analyzing the changes and the results obtained for each competence, set out in Figures 3.1, 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8.



**Figure 3.1. Managerial-organizational competence**

From the results presented above we highlight the idea that the development of the program for parents by implementing the pedagogical model has seen visible and considerable results at an **increased level of competence**, registering in this regard an average of 88.90% (v.t) compared to 53.08% (f. t). Therefore, we note that parents have developed and perfected their skills for effective management of interpersonal relationships within the family (developed and implemented the *day-to-day regime* for children; developed and implemented an action plan on their positive education by increasing the level of involvement of both parents in this process, developed the *Code of Family Good Manners, Family Agenda*, through which they were able to practice and capitalize on the positive principles, methods and strategies of children's education, etc).

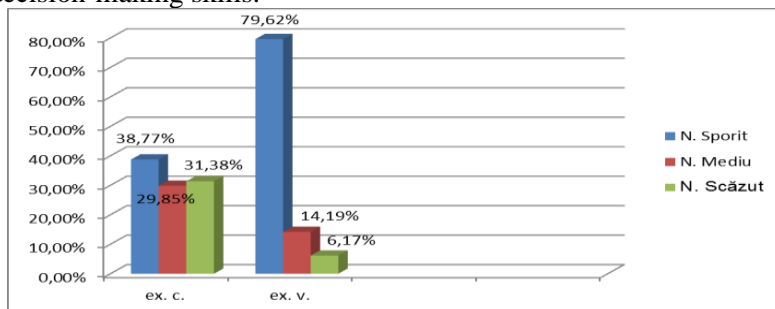


**Figure 3.2. Communication skills and positive relationships**

Analyzing the data shown in Figure 3.2, we notice that the results obtained in the ascertaining stage outline the parental incompetence regarding the process of communication and positive relationship with children, a fact derived from the results of the preliminary experiment, where the vast majority of parents in the investigative group (210 s.) apply methods such as: *observation, moralization of children, prohibition, disapproval, restrictions, blackmail/ manipulation, coercion* etc. After the thematic meetings with the

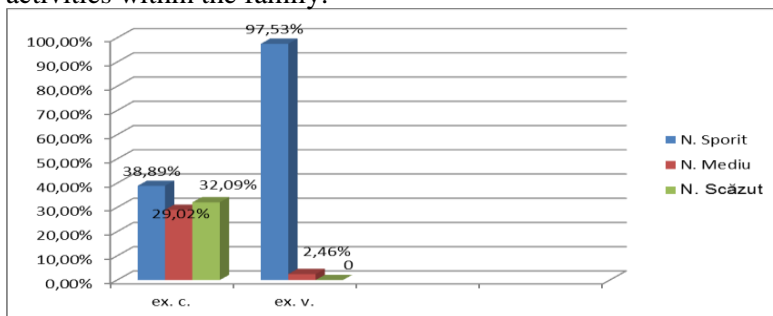
parents and the individual and group counseling sessions, we notice that they have quantitatively increased their level of parental competence (91.35% - v .t. compared to 37% - f. t).

We also want to highlight the fact that parents have been able to show more flexibility and indulgence in imposing rules, requirements and requirements on children, which has strengthened and optimized parent-child relationships. Communication and positive relationships in family education have increased the level of self-confidence in children, implicitly developing their decision-making skills.



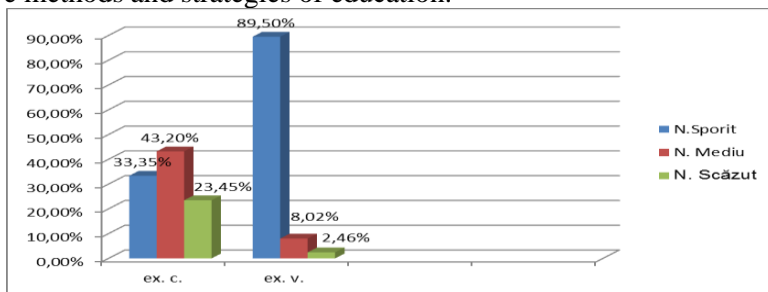
**Figure 3.3. Competence in designing and developing positive family life and education**

The following competency reflects the change in the attitudes, skills and behaviors of parents regarding the design, organization and evaluation of positive family education activities, which reside in the organization of holidays within the family respecting its specific traditions and rituals; designing and organizing vacations, trips, visits and various competitions in order to strengthen and harmonize parent-child relationships. From the results presented above, we notice that the parents recorded significant results (79.62% - v. t. 38.77% - f. t) related to the design and development of educational and cultural activities within the family.



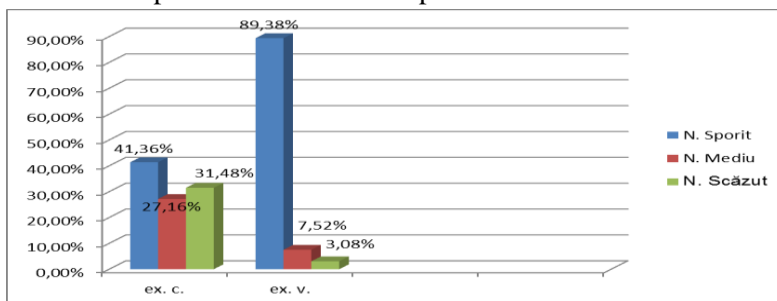
**Figure 3.4. Competence in forecasting and monitoring family life and education**

We would like to specify that in the ascertaining stage the level of parental competence regarding the forecasting and monitoring of family life and education registered a result of 38.89%, compared to 97.53% obtained in the verification stage. Based on the results, we conclude that parents have developed and practiced their skills of organizing, monitoring and evaluating their actions and educational influences in the parent-child relationship, which allowed them to become aware of the shortcomings and gaps in children's education, to determine the dysfunctional beliefs regarding their growth and education, to adopt a positive model and style of education by practicing positive methods and strategies of education.



**Figure 3.5. Normative-axiological competence**

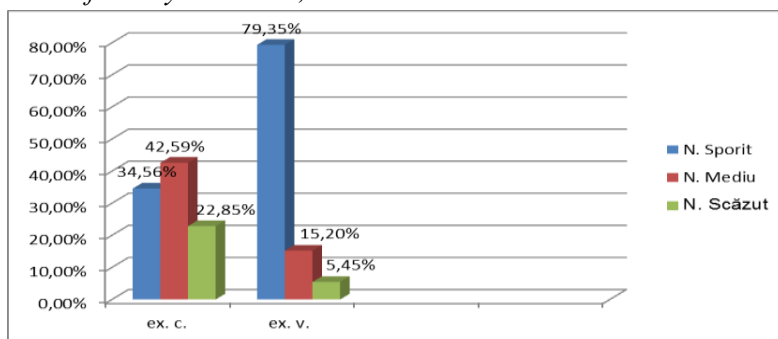
The results shown in Figure 3.5, speak for themselves (89.50% - v .t. compared to 33.35% - f .t). Initially, parents were not aware of the importance and role of actions and educational influences on the development of volitional-motivational abilities and skills in children, on the formation and practice of axiological culture in the family, compliance with the rules and principles of moral-ethical conduct, etc. revealed during the formative approach of the research. As a result, parents have become more aware and responsible for the parental role model in positive education for their children.



**Figure 3.6. Competence in achieving positive family education**

We must emphasize that we are very happy with the results obtained in this type of competence, as we were reserved regarding the involvement of parents in achieving positive education of children in the family, because, at the

stage of finding (41.36%) many of them promoted thinking, and stereotypical beliefs about raising and educating children, learned and internalized in the family of origin (*for example: the beating is broken from heaven; my parents beat me and I became a fool in my head; today's children have too many freedoms and rights; how I decide it will be, etc.* I was able to deduce such phrases from the discussions with the parents). The opinions and visions of the parents, who were aware and shared after the end of the counseling program (89.38%), are: *I realized that when you know and capitalize on issues related to the psychology of the child and family it is much easier to understand and make contact with him; the changes that have taken place in our family's life are so positive that we have no reason to conflict; I finally learned to control my child-oriented emotions of anger and impulsivity; relationships with children have become friendly and close, etc.*



**Figure 3.7. Competence in reevaluation, improvement and self-instruction of parents**

Therefore, the results presented in Figure 3.7, allow us to formulate the idea according to which, the parents consolidated the positive acquisitions and the metamorphoses obtained within the program (81.20% - v.t in relation to 32.24% - f.t), ensuring in this context, the creation an authentic, prosperous and harmonious environment within the family, focusing on capitalizing on the age and individual characteristics of the child, on respecting the principles and strategies of positive education, on capitalizing on the child's availability to cultivate specific talents, which allows continuous adaptation to social change.

**In summary, we can see the following:**

- The implementation of the psychopedagogical model, which includes the determined and elaborated theoretical and applied foundations aimed at positive parental education has led to increasing the level of competence and parental efficiency, to optimizing and balancing the positive family climate, the parent-child relationship and generating evolutionary changes in behavior of children.

- The results obtained in the verification phase of the pedagogical experiment allowed us to validate the efficiency and functionality of the pedagogical tools, namely the model and the program, made in accordance with the purpose, hypothesis and objectives of the research. Therefore, the implementation of the *Interconnected psychopedagogical model of positive education of parents and children*, which includes the theoretical - applied foundations, facilitated the evolutionary change in the level of parental competence and ensured the increase of family quality and, directly, increased personal and parental efficiency.

## GENERAL CONCLUSIONS AND RECOMMENDATIONS

The research aims one of the most current and important educational and social issues concerning the family system and the formation of positive interpersonal relationships within it. The importance and fundamental role of parents lies in creating and ensuring a favorable and balanced family climate, so that the cultivation of human and moral-ethical values is a primary goal. Instability and the socio-economic crisis, the epidemiological crisis, the onset and increase of the phenomenon of consumerism, population migration, population aging, to a large extent, devalue and distort the family system and so vulnerable. Starting from the determination, study and interpretation of the pedagogical/theoretical-applied foundations and from the quantitative and qualitative analysis and processing of the results obtained in the pedagogical experiment, we can conclude the following:

1. The level of parental competence regarding the positive education of children determines and directs the process of growth and development of the child's personality. The theoretical study allowed us to specify the link between the parental model of education and its influence on the quality of effective integration of the child in society.
2. The investigated problem ensured the specification and disclosure of the essence and content of the basic concepts: *family, education for the family, positive parental education*, and the identification of the understandings and visions of researchers regarding family education from the perspective: *philosophical/axiological, anthropological, pedagogical, sociological, legal and sociopsycho-pedagogy*, outlined the inter- and multidisciplinary nature of positive parenting education. At the same time, the theoretical study carried out allowed us to formulate our own definition of the concept of *positive parental education* (chap. I, p. 37).
3. Determining the ideas and visions of researchers [4; 5; 10; 20; 53; 56 etc.] regarding concerns for state policies and social and educational practices,

approached from the perspective of positive parenting, ensured the preparation of parent education and training programs. The investigated aspects directed us towards the *identification of communication and relationship difficulties and blockages* encountered by parents in the education of their children in order to reduce and eliminate them.

4. The following were determined, revealed and interpreted: *Family typologies and their characteristics* (chap. II. p. 60); *Family functions and mistakes/shortcomings regarding the effective implementation of parental education* (chap. II. p. 63); *Taxonomy of parent-child communication and relationship difficulties* (chap. II, p. 65); *the Impact of the parenting styles on the harmonious development of the child's personality* (chap. II, p. 83). The aspects investigated were the basis for the development of the *System of parental skills regarding the positive education of children* (chap. II, p. 75); of the *Principles and psychopedagogical conditions of the positive education of parents and children* (chap. II, p. 75) and of the *Mechanism for counseling and training of parental skills from the EP perspective* (chap. II, p. 78). The analysis and clarification of the defining characteristics of family educational counseling regarding the training and strengthening of positive education skills ensured the development of the *Grid for capitalizing on family counseling focused on the training and strengthening of parental skills regarding positive education* (chap. II, p. 77).
5. Elaboration and substantiation of the *Impact of parental styles on the development of the child's personality* (chap. II, p. 83) and the *Indicators of the improvement of parental skills from the perspective of positive education* (chap. II, p. 86) regarding the harmonization of positive parental education and the strengthening of parent-child relationships, in correlation with the determined theoretical and methodological benchmarks, led to the elaboration of the *Interconnected psychopedagogical model of the positive education of parents and children*, which supported the organization and implementation of the *Counseling and training program addressed to parents "School of competent and efficient parents"* (chapter III, p 109-117). The targeted psychopedagogical model (chap. II, p. 89) contains two components: parents' education and children's education, which includes theoretical and applied foundations.
6. The pedagogical foundations developed and included in the *psychopedagogical model*, implemented through individual and group educational counseling, meetings/activities with parents, proved to be effective and contributed to the formation-consolidation of parental skills

regarding the positive education of children, harmonizing the family climate and strengthening parent-child relationships.

7. The results of the pedagogical experiment after the implementation of the counseling and training program, demonstrated the significant increase in the level of parental competence and the quality of parent-child interpersonal relationships, manifested by the acquisition and modification of knowledge, beliefs, attitudes, skills and parental behaviors in relation with the positive education of children. Parents have assimilated and experienced stimulating, motivational and positive strategies and methods of child education centered on respecting children's rights; they practiced strategies for managing conflictogenic situations, which intervene in the process of communication and relationship with children, increasing the quality of family life.
8. The results of the pedagogical experiment after the implementation of the counseling and training program addressed to parents showed a significant increase in the level of parental competence and the quality of parent-child interpersonal relationships, manifested by acquiring and changing knowledge, beliefs, attitudes, skills and parental behaviors. of children. Parents assimilated and experimented with strategies and stimulating and positive methods of educating children, practiced strategies for managing conflict situations, which intervene in the process of communication and relationships with children, thus increasing the quality of family life.
9. The formative approach of the research was supported and promoted through the developed web page (*School of competent and efficient parents - on facebook*) in order to guide, help and support families in difficulty in managing the educational process within the family, ensuring in this regard a continuity between the activities carried out directly with the parents within the educational institution and the activities organized at distance.

In accordance with the nominees, we conclude that the results obtained in the pedagogical experiment have contributed to solving the **major scientific problem**, which lies in the need to determine, develop and validate the pedagogical foundations of positive parenting education, structured in the *Interconnected psychopedagogical model of positive education of parents and children*, which led to the increase in the level of parental competence regarding the positive education of children and the harmonization of the family climate. The research problem was solved due to the achievement of the **objectives**, as follows:

1. The epistemological examination and interpretation of the genesis of the concepts of *family, family education and positive parental education*.



2. Determination of the state policies, social and educational practices regarding parent training from the perspective of children's education.
3. Essentialization of the theoretical approaches and guidelines regarding positive parenting.
4. Argumentation of the defining coordinates of educational counseling in the context of the formation of parental skills of positive education.
5. Determination of the impact of family functions and parenting styles on positive family education
6. Elaboration and validation of the *Interconnected psychopedagogical model of positive education of parents and children*, which includes pedagogical foundations (theoretical and applied).

The following **recommendations** can be made in accordance with the results presented:

**At the macrostructural level:**

1. Linking national strategic planning educational and social practice and policy documents to international documents, which aim to train and support parents in developing and strengthening the parenting skills needed in the positive education of children, applicable to parents with children of all ages (infants, toddlers, preschoolers, preschoolers, preadolescents and adolescents).
2. Elaboration at the level of the *Ministry of Education and Research* of policies, programs of education and training of parents, which would involve educational institutions, counseling centers and educational centers in the republic, focused on initiating and promoting projects, which would increase the interest of parents and young people for self-development, self-improvement skills of education and cultivation of the child's personality.
3. Involvement of media resources in the promotion of TV and radio programs on the use of PPE, focused on training and strengthening the skills needed in the upbringing and positive education of children.

**At the microstructural level:**

1. Inclusion of *Education to increase parental competence and efficiency* in optional subjects and their extension throughout pre-university education (IX-XII classes) and university, capitalizing on the perspective of training and cultivating a competent and effective adult as a family and parent.
2. Implementation of *Parental education on positive education of children* through special courses and cross-curricular integration and promoting transdisciplinarity in the study of the psycho-pedagogical module in higher education institutions in the republic for the training of qualified specialists

(family counselors, psychologists, psychoeducational, etc.) on the provision of family counseling and education services.

3. Implementation of the *Interconnected psychopedagogical model of positive education of parents and children within the National Curriculum for optional subjects - Ethics of family life* (IX-XII classes) on training and strengthening the skills needed to exercise the role of competent and effective family and parent.
4. *The Psychopedagogical model*, which includes the pedagogical foundations and the *Counseling Program*, should be used in the activity of *school psychologist, teachers and school managers* in educational institutions, which would ensure the optimization of the process of training parents on positive education of children.
5. Making use of the *Methodological Guide* and *information support* developed by us, in the CE activity of parents and in the activities carried out with parents on improving and consolidating the knowledge, attitudes, skills and functional parental behaviors of children's education.

The research also *outlined some limitations*, such as the insufficient participation of fathers in the meetings addressed to parents on the formation-consolidation of positive parenting skills. However, the investigation *opens up new perspectives* for research, as the family remains strongly influenced by political, economic, social factors, etc. Our research has created premises for conducting research in the field of positive parental education of families with preschool and adolescent children, including the education of children in single-parent families and reconstituted families.

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**ADNOTARE**  
**Ceban Veronica**

**Fundamente pedagogice ale educației parentale pozitive,**  
**teză de doctor în științe ale educației, Chișinău, 2022**

**Volumul și structura tezei.** Teza conține: introducere, trei capitole, concluzii generale și recomandări, bibliografie 232 de surse, 26 anexe. În total conține 149 pagini text de bază, 14 figuri și 15 tabele. Rezultatele obținute au fost publicate în 13 lucrări științifice.

**Cuvinte-cheie:** fundamente pedagogice, familie, educație pentru familie, educație parentală, educație parentală pozitivă, copii, părinți, competențe parentale, consiliere parentală, conflicte intrafamiliale.

**Domeniul de studiu** se referă la teoria generală a educației.

**Scopul cercetării** constă în *conceptualizarea, determinarea, elaborarea și validarea fundamentelor pedagogice ale educației parentale pozitive, structurate în Modelul psihopedagogic interconex al educației pozitive a părinților și copiilor*, implementat prin intermediul consilierii educaționale.

**Obiectivele cercetării:** examinarea și interpretarea epistemologică a esenței și genezei conceptelor: *familie, educația pentru familie și educația parentală pozitivă*; determinarea politicilor statale și practicilor sociale și educaționale privind formarea părinților din perspectiva educației copiilor; esențializarea abordărilor și orientărilor teoretice privind educația parentală pozitivă; argumentarea coordonatelor definitorii ale consilierii educaționale în contextul formării competențelor parentale de educație pozitivă; stabilirea impactului funcțiilor familiei și a stilurilor parentale asupra educației familiale pozitive; elaborarea și validarea *Modelului psihopedagogic interconex al educației pozitive a părinților și copiilor*, care include fundamentele pedagogice (teoretice și aplicative).

**Noutatea și originalitatea științifică** a cercetării rezidă în abordarea multidimensională, inter- și pluridisciplinară a educației parentale pozitive, axată pe ocrotirea și respectarea drepturilor copilului (dezvoltarea motivației, creativității, consolidarea conduitei morale); delimitarea și dezvăluirea aspectelor epistemologice a esenței și genezei conceptelor de bază (*familie, educația pentru familie, educația parentală pozitivă*); precizarea și descrierea tipologiei familiilor, a dificultăților întâmpinate de părinți în creșterea și educația pozitivă a copiilor; stabilirea argumentată a caracteristicilor definitorii ale consilierii educaționale a familiei privind formarea competențelor parentale de educație pozitivă a copilului; conceptualizarea *modelului psihopedagogic*, care conține fundamentele teoretico-aplicative.

**Rezultatele științifice principale obținute în cercetare** constau în determinarea și elaborarea fundamentelor pedagogice ale formării și dezvoltării competențelor parentale, structurate în *Modelul psihopedagogic interconex al educației pozitive a părinților și copiilor*, experimentat și validat în instituția publică de învățământ general, ceea ce a condus la sporirea nivelului de competență parentală privind educația pozitivă a copiilor.

**Semnificația teoretică a cercetării** contribuie la soluționarea unei probleme științifice importante, fiind susținută de analiza evoluției și genezei conceptelor de bază: *familie, educația pentru familie, educația parentală pozitivă*; studierea și analiza politicilor statale, a practicilor sociale și educaționale de formare a competențelor parentale; analiza și precizarea abordărilor și orientărilor teoretice privind EPP; a aspectelor epistemologice privind consilierea familiei în contextul formării competențelor parentale din perspectiva educației pozitive; determinarea, descrierea și interpretarea strategiilor, metodelor și instrumentelor de educație pozitivă a copiilor, inclusiv fundamentarea teoretică a *Modelului psihopedagogic interconex al educației pozitive a părinților și copiilor*.

**Valoarea aplicativă a lucrării** constă în elaborarea și validarea fundamentelor pedagogice ale formării competențelor parentale pozitive, structurate în *Modelul psihopedagogic interconex al educației pozitive a părinților și copiilor*. Cercetarea experimentală ne-a convins că fundamentele aplicative, configurate în ansamblul de instrumente, structurate în modelul psihopedagogic vizat, sunt eficiente și pot fi folosite în consilierea familiei/activității cu părinții, axate pe EPP, după cum urmează: *Tipologiile familiale și caracteristicile de bază; Funcțiile principale ale familiei; Taxonomia dificultăților de comunicare și relaționare părinți-copii; Strategiile de EPP; Sistemul competențelor parentale privind educația pozitivă a copiilor; Principiile și condițiile psihopedagogice ale EP a părinților și copiilor; Mecanismul de consiliere și formare a competențelor parentale din perspectiva EP; Grila de valorificare a consilierii axată pe formarea și consolidarea competențelor parentale privind EP; Impactul stilurilor parentale asupra dezvoltării personalității copilului și Indicatorii perfecționării competențelor parentale în contextul EP*.

**Implementarea rezultatelor științifice** s-a realizat în cadrul experimentului pedagogic prin valorificarea *Modelului psihopedagogic interconex al educației pozitive a părinților și copiilor*, centrat pe formarea și dezvoltarea competențelor parentale pozitive și desfășurarea programului adresat părinților privind educația pozitivă a copiilor, inclusiv prin intermediul comunicărilor la conferințele naționale și internaționale, a publicațiilor științifice în revistele de profil, cât și al activităților practice realizate cu cadrele didactice, părinții și copiii.

## ANNOTATION

Ceban Veronica

### **Pedagogical foundations of positive parental education,**

**Ph.D. thesis in education sciences, Chisinau, 2022**

**Thesis structure:** introduction, three chapters, general conclusions and recommendations, bibliography 232 sources, 26 annexes, 149 basic text pages, 14 figures and 15 tables. Acquired results have been published in 13 scientific works.

**Keywords:** pedagogical foundations, family, family education, parental education, positive parental education, children, parents, parental skills, parental counseling, intra-family conflicts.

**The field of the study** refers to the general theory of education.

**The purpose of the research:** consists in the conceptualization, determination, elaboration and validation of the pedagogical foundations of positive parental education, structured in the *Interconnected psychopedagogical model of the positive education of parents and children*, implemented through psychopedagogical counseling.

**Research objectives:** examination and epistemological interpretation of the essence and genesis of the concepts: *family, family education and positive parental education*; determining state policies, social and educational practices regarding parent training from the perspective of children's education; the essentialization of theoretical approaches and guidelines regarding positive parenting education; arguing the defining coordinates of educational counseling in the context of the training of parental skills of positive education; establishing the impact of family functions and parenting styles on positive family education; the development and validation of the *Interconnected psychopedagogical model of the positive education of parents and children*, which includes the pedagogical foundations (theoretical and applied).

**Scientific novelty and originality of the research** lies in the multidimensional, inter- and pluridisciplinary approach of positive parenting, focused on protecting and respecting the rights of the child (increase motivation, creativity, strengthening moral conduct); the delimitation of the epistemological aspects of the essence and genesis of the basic concepts (*family, family education, positive parental education*); specification and description of the typology of families, the difficulties encountered by parents in the positive education of children; the well-argued establishment of the defining characteristics of family educational counseling regarding the formation of parental skills for the positive education of the child; the conceptualization of the *psychopedagogical model*, which contains the theoretical-applicative foundations.

**The main scientific results obtained in the research** consist in the determination and elaboration of the pedagogical foundations of the training and development of parental skills, structured in the *Interconnected psychopedagogical model of the positive education of parents and children*, experienced and validated in the public institution of general education, which led to the increase of the level of parental competence regarding the positive education of children.

**The theoretical significance of the research** contributes to the solution of an important scientific problem, being supported by the analysis of the evolution and genesis of the basic concepts: *family, family education, positive parental education*; study and analysis of state policies, social and educational practices of parenting skills training; analysis and specification of theoretical approaches and guidelines regarding positive parental education; analysis of the epistemological aspects regarding family counseling in the context of training parental skills from the perspective of positive education; determination, description and interpretation of strategies, methods and tools of positive education of children, including the theoretical foundation of the *Interconnected psychopedagogical model of positive education of parents and children*.

**The applicative value of the work** consists in the elaboration and validation of the pedagogical foundations of the formation of positive parental skills, structured in the *Interconnected psycho-pedagogical model of the positive education of parents and children*. Experimental research has convinced us that the applicative foundations, configured in the set of tools, structured in the targeted psychopedagogical model, are effective and can be used in family counseling/activities with parents, focused on positive parental education, as follows: *Family typologies and its basic characteristics; the Main functions of the family; Taxonomy of parent-child communication and relationship difficulties; Strategies of positive parental education; the System of parental skills regarding the positive education of children; the Psychopedagogical principles and conditions of positive education of parents and children; the Mechanism of counseling and training of parental skills from the perspective of positive education; the Grid of capitalization on family counseling of training parental skills regarding positive education; the Impact of parenting styles on the development of the child's personality and Indicators of the improvement of parental skills in the context of positive education*.

**The implementation of the scientific results:** was carried out within the pedagogical experiment by capitalizing on the *Interconnected psychopedagogical model of the positive education of parents and children*, focused on the training and development of positive parental skills and the implementation of the program addressed to parents on the positive education of children, including through communications at national and international conferences, of scientific publications in specialized magazines, as well as of practical activities carried out with teachers, parents and children.



## АННОТАЦИЯ

Чебан Вероника

Педагогические основы позитивного родительского воспитания,

Кандидатская диссертация на соискание ученой степени доктора педагогических наук,

Кишинэу, 2022

**Структура диссертации:** введение, три главы, общие выводы и рекомендации; библиография из 232 источников, 26 приложений, 149 страницы основного текста, 14 рисунков, 15 таблиц. Результаты исследования опубликованы в 13-ти научных работах.

**Ключевые слова:** педагогические основы, семья, семейное воспитание, позитивное родительское воспитание, дети, родители, родительская компетенция, родительское консультирование, внутрисемейные конфликты.

**Область исследования** относится к общей теории воспитания.

**Цель исследования** заключается в концептуализации, разработке и валидации педагогических основ позитивного родительского воспитания, структурированных в *Психопедагогической взаимосвязанной модели позитивного воспитания родителей и детей/ПВМПВРД*, содержащей педагогические теоретико-прикладные основы, реализуемые через педагогическое консультирование.

**Задачи исследования:** анализ и интерпретация значения и генезиса понятий: *семья, семейное воспитание и позитивное родительское воспитание*; уточнение государственных, социальных и образовательных политик и практик в области обучения и подготовке родителей к семейному воспитанию; определение и обоснование теоретических подходов и научных ориентаций в отношении позитивного родительского воспитания; аргументирование основных координат семейного консультирования в контексте формирования родительских компетенций позитивного воспитания детей; определение влияния семейных функций и стилей родительского воспитания на семейное позитивное воспитание; разработка и валидация *ПВМПВРД*, содержащей педагогические теоретико-прикладные основы.

**Научная новизна и оригинальность исследования** заключаются в определении и разработке многомерного и междисциплинарного подхода позитивного родительского воспитания, ориентированного на защиту прав ребенка, на развитие мотивации, творчества, консолидации нравственного поведения; анализ и интерпретация значения и генезиса понятий: *семья, семейное воспитание и позитивное родительское воспитание*; уточнение и описание типологии семей, и трудностей с которыми сталкиваются родители в воспитании детей; аргументированное установление определяющих характеристик семейно-педагогического консультирования по формированию у родителей навыков позитивного воспитания ребенка; концептуализация психопедагогической модели, экспериментация которой обеспечила повышение уровня родительских компетенций в области позитивного воспитания детей.

**Основные научные результаты**, полученные в ходе исследования, соответствуют целям и задачам, заключаются в определении и разработке педагогических основ формирования и развития позитивных родительских компетенций, структурированных в *ПВМПВРД*, экспериментация которой повысила качество жизни семьи и социальной адаптации ребенка.

**Теоретическая значимость исследования** способствует решению важной научной проблемы, подкрепляясь анализом значения и генезиса основных понятий: *семья, семейное воспитание, позитивное родительство*; изучение и анализ государственных политик, социальных и образовательных практик в области обучения и подготовке родителей к семейному воспитанию; определение и обоснование теоретических подходов и научных ориентаций в отношении позитивного родительского воспитания; определение эпистемологических аспектов семейного консультирования в контексте обучения родительским навыкам с точки зрения позитивного воспитания; определение, описание и интерпретация стратегий, методов и инструментов позитивного воспитания детей, в том числе теоретическое обоснование *Психопедагогической взаимосвязанной модели позитивного воспитания родителей и детей/ПВМПВРД*.

**Практическая значимость исследования** заключается в разработке и апробировании педагогических основ формирования родительских компетенций, структурированных в *Психопедагогической взаимосвязанной модели позитивного воспитания родителей и детей*. Экспериментальное исследование обеспечило проверку эффективности применения педагогических основ/теоретических и практических, то есть следующего инструментария: *Типология семьи и её характеристики; Основные функции семьи; Таксономия трудностей в общении и во взаимоотношениях между родителями и детьми; Стратегии ПРВ; Система родительских компетенций позитивного воспитания детей; Психопедагогические принципы и условия ПВ родителей и детей; Механизм консультирования и формирования родительских компетенций ПВ; Таблица для проверки семейного консультирования ПВ; Влияние стилей воспитания на развитие личности ребенка и Таблица показателей для проверки уровня повышению родительских компетенций в ПВ детей*.

**Внедрение результатов исследования** осуществлялась в рамках педагогического эксперимента по апробированию *ПВМПВРД*, сосредоточенной на реализации программы консультирования родителей, осуществлялась в том числе и на основе обсуждения научных публикаций на национальных и международных конференциях, а также на практических мероприятиях проведенных с педагогами, родителями и детьми.

**CEBAN VERONICA**

**PEDAGOGICAL FOUNDATIONS OF POSITIVE PARENTAL  
EDUCATION**

**Specialty: 531.01 – GENERAL THEORY OF EDUCATION  
SUMMARY**

**The Ph.D. thesis in Education Sciences**

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