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AXIOLOGICAL EDUCATION IN EARLY CHILDHOOD THROUGH STORY-BASED READING ACTIVITIES

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LIST OF ABBREVIATIONS

PRK-VT –	Promoting Reading in Kindergarten as a Tool for Value Transmission
PBVS-C –	Picture-Based Value Survey for Children
EG –	Experimental group (story reading plus structured values activities)
CG –	Control group (story reading only)
ANOVA –	Analysis of variance
M –	Mean
SD –	Standard deviation
η^2p –	Partial eta-squared
d –	Cohen's standardised mean difference

CONCEPTUAL FRAMEWORK OF THE RESEARCH

Relevance and Importance of the Research Topic.

The relevance of the research stems from a pedagogical issue often overlooked in early childhood education: the difference between simply naming a desirable value and creating conditions in which children can understand and practise it. Preschool children encounter daily expectations concerning *respect, cooperation, fairness, and responsibility*; however, a moral statement made by an adult does not necessarily become a lasting priority in a child's decision-making.

From an axiological perspective, education addresses both the values that guide educational aims and the means through which these values become part of children's lived experiences. The concept of education through axiological optimum, developed by L. Cuznețov, distinguishes between *values as goals, values as norms, and values as means*, emphasising the interdependence of *Goodness, Truth, and Beauty* [15].

Children's literature provides a means of bringing axiological principles into preschool education. Through characters, relationships, conflicts, and moral dilemmas, stories offer meaningful contexts for understanding and exploring values. However, the mere presence of a value in a story does not demonstrate that the child has internalised it. This process can be understood through complementary theoretical perspectives. Integrating value-oriented post-reading activities creates opportunities for children to participate actively, express their emotions, explore alternative ways of behaving, and practise values in concrete situations. Through such experiences, children move beyond understanding the narrative message towards reflection, decision-making, and action.

Description of the Research Field and Identification of the Research Problem.

The research focuses on developing values that are of major importance in the education of preschool children in the Arabic-speaking community. From an axiological perspective, education addresses both the values that underpin and guide the educational process and the ways in which these values are internalised and applied in everyday experiences.

In the **Republic of Moldova**, the theoretical and methodological foundations of values education are reflected in the research conducted by L. Cuznețov, D. Antoci, E. Burladean, S. Golubițchi, L. Postică, and M. Țifrac. The concept of education through axiological optimum, developed by L. Cuznețov, distinguishes between *values as goals, values as norms, and values*

as means, emphasising the interdependence of Goodness, Truth, and Beauty, as well as the role of the family in children's values education [15]. D. Antoci examines values education in relation to contemporary sociocultural and pedagogical changes [6], while the research conducted by D. Antoci and E. Burladean highlights the relationship between the value orientations of teachers and parents and children's behaviour [5]. A related perspective is offered by S. Golubițchi, L. Postică, and M. Țifrac, who address the development of a culture of communication in preschool children through literary and artistic activities, highlighting the educational potential of literature in developing communication, interaction, and social relationships [17;18].

In the **international context**, A. Bandura explains the role of observation and behavioural models in child development [9], U. Bronfenbrenner highlights the influence of the family, educational institutions, and the community [11], while S. H. Schwartz establishes the theoretical foundations for understanding the structure and hierarchy of human values [29; 30; 31]. The educational potential of interactive reading and discussions about characters' emotions and motivations is highlighted in the research conducted by D. Aram, Y. Fine, and M. Ziv [7], as well as G. J. Whitehurst and colleagues [34]. The assessment of value orientations through picture-based instruments is addressed by A. K. Döring and colleagues [16] and, from a cross-cultural perspective, by A. Maslamani and colleagues [22].

Despite these contributions, there remains a need to integrate the theoretical and methodological foundations into a pedagogical model that connects story reading, pedagogical mediation, participatory activities, and the assessment of value orientations, while taking into account the linguistic and sociocultural characteristics of preschool children. This need provides the rationale for the development and experimental examination of the PRK-VT Pedagogical Model (*Promoting Reading in Kindergarten as a Tool for Value Transmission*).

In the educational context of Israel, research has addressed issues of cultural identity, the linguistic characteristics of Arabic-language education, and the potential of children's literature for values education [2; 4; 8; 19; 21; 26]. The Maktabat al-Fanoos programme facilitates access to stories in Arabic and encourages the involvement of families and educational institutions in reading activities [3; 20]. In accordance with this, pedagogical observations conducted in Arabic-speaking kindergartens in the Negev region suggest the need for a more systematic approach to connecting the value-related messages

of stories, pedagogical mediation, and the assessment of children's value orientations. In this respect, the originality of the PRK-VT Model lies not in the use of stories as an educational method, but in the coherent integration of reading, reflection, play, and social interaction into the process of values education in preschool children.

The research problem: What pedagogical conditions in story-based reading activities may contribute to preschool children's understanding, expression and manifestation of values?

The aim of the research lies in: providing a theoretical foundation for developing, implementing and experimentally examining the PRK-VT Pedagogical Model, which integrates story reading with structured, teacher-guided educational activities aimed at developing value orientations in preschool children.

Research objectives:

1. To establish the conceptual, theoretical and psychopedagogical foundations of axiological education in early childhood.
2. To examine the educational potential of children's literature and story-based reading for values development.
3. To identify and substantiate the pedagogical principles, conditions, strategies and techniques of axiological education.
4. To develop and implement the PRK-VT Pedagogical Model.
5. To assess and compare the ten basic value orientations and the four higher-order value dimensions among preschool children participating in different story-reading conditions.
6. To analyse patterns of value orientations across repeated assessments, examine the reliability of the assessment instrument and interpret selected differences by sex.

Research hypotheses: Story-based reading activities will have positive effects on preschool children's values education if:

1. Story reading is based on the theoretical and methodological foundations of values education and is carried out through the implementation of the PRK-VT Pedagogical Model. The experimental group is expected to demonstrate an increase in scores across the ten basic value dimensions compared with the control group.

2. The experimental group would have higher mean scores than the control group on the four higher-order value dimensions.

3. Group differences would reach the specified threshold for practical significance on most basic value dimensions.

4. Girls and boys would differ in their assessed priorities on selected value dimensions, without a predetermined direction for these differences.

Research methodology comprises *theoretical methods* (analysis and synthesis of theories, concepts, and ideas from educational sciences, developmental psychology, and family pedagogy; comparative analysis; generalization; pedagogical modelling), *empirical methods* (a quasi-experimental pedagogical experiment involving an experimental group and a comparison group; ten monthly assessments of value orientations using the Arabic version of the Picture-Based Value Survey for Children (PBVS-C)), and *statistical methods* (descriptive statistics, independent-samples t-test, mixed ANOVA, Cronbach's alpha coefficient (α), effect size measures — partial eta squared (η^2_p) and Cohen's d; data processing using SPSS, version 31).

Scientific novelty and originality of the research lies in the conceptual clarification and integration of axiological, developmental psychological, and sociocultural perspectives on values education in early childhood; the theoretical foundation and pedagogical operationalisation of the PRK-VT Model; and the establishment of a coherent relationship between the aims of values education, the selection of culturally relevant stories, guided reflection on narrative situations, participatory activities, and the assessment of children's value orientations. The research contributes to the development of a systematic pedagogical approach to values education, adapted to the linguistic and sociocultural characteristics of preschool children.

The results obtained that contribute to solving an important scientific problem in the field consist in establishing the theoretical and pedagogical foundations for the systematic development of value orientations in preschool children through story-reading activities.

Theoretical significance. The research examines axiological education from philosophical, psychological and pedagogical perspectives; distinguishes educational values, value orientations, social norms, attitudes and observable behaviour; identifies the pedagogical potential of children's literature for values education; and provides a theoretical foundation for the PRK-VT Model.

The practical value of the research lies in the development, implementation, and evaluation of a set of pedagogical strategies and tools integrated into the PRK-VT Model, which provides a flexible and adaptable framework for designing and organising values education through children's literature. The pedagogical strategies for value transmission through story

reading, structured and teacher-guided activities, interactive methods for analysing characters' behaviours and moral choices, role-play, expressive drawing, cooperative games, assessment tools, and the proposed methodological guidelines can be used in preschool educational institutions, contributing to the development of children's reflection on values and their active involvement in value-oriented educational experiences.

Implementation of the research findings. A ten-month quasi-experimental pedagogical study was carried out in two Arabic-speaking kindergartens in Segev Shalom, in the Negev region of southern Israel. It involved 60 children aged five to six, divided into an experimental class and a control class of 30 children each. Both groups participated in story reading; the experimental class also undertook structured, teacher-guided activities organised according to the PRK-VT Model. Children's value orientations were assessed monthly using the Arabic-language version of the Picture-B*ased Value Survey for Children (PBVS-C*).

Approval of the research results: The central theses and research findings were presented to the academic community through presentations delivered at national and international scientific events: *Role and Importance of Education Based on Values*, Scientific Conference of Doctoral Students, Chișinău, 2024; *The Role and Importance of Values-Based Education*, "Research, Innovation, Development" Conference, 19 April 2024, Chișinău; *Story Reading as a Tool for Instilling Values, Strengthening Self-Image, and Enhancing Self-Esteem in Kindergarten*, "Cooperation of State Institutions in Ensuring National Unity" Conference, 28–29 March 2025, Chișinău; *The Development of Children's Social and Personal Values through Storytelling*, "Multilingual and Interdisciplinary Education in the Axiology of Postmodernity" Conference, 3rd edition, 5–6 December 2025, Chișinău.

Publications on the thesis topic: the findings are reflected in 11 scientific publications: three articles in specialised scientific journals, four papers published in conference proceedings and four scientific-methodological contributions.

Structure of the thesis: The length and structure of the thesis: The research is presented in 145 pages and comprises an introduction, three chapters, general conclusions and recommendations, a bibliography (164 references), 6 appendices, and abstracts (in Romanian and English). The thesis includes 24 tables and 14 figures.

Key concepts: axiological education, early childhood education, value orientations, children's literature, story-based reading, pedagogical model, PRK-VT, values development, preschool children.

THESIS CONTENT

The Introduction establishes the relevance and importance of the research topic, formulates the scientific problem, defines the intended pedagogical contribution, and explains the choice of value indicators in the context of Arabic-language preschool education.

Chapter 1. "Theoretical and Axiological Foundations of Early Childhood Education", establishes the key concepts of the research, analysing and defining them from theoretical and axiological perspectives. Axiology, understood as the philosophical study of values, addresses questions of *goodness, truth, justice, and beauty*, as well as the criteria through which these acquire value and meaning in human life. Educational axiology brings these questions into the field of education, focusing on identifying the values worth cultivating, explaining why certain human qualities are considered desirable, and defining educators' responsibilities in selecting and promoting these values in educational practice.

To better understanding, the concept of value, it is necessary to distinguish it from related concepts, such as social norms and attitudes. A social norm establishes rules and expectations regarding individual behaviour in a particular context, whereas a value provides the underlying principles that justify and guide such behaviour. An attitude expresses a favourable or unfavourable disposition towards a person, object, or situation, while a value serves as a broader criterion for evaluation, decision-making, and behaviour.

The theoretical contribution of S. H. Schwartz is particularly relevant because it goes beyond a simple list of desirable human qualities. His theory describes values as motivational goals of varying relative importance, organised according to their compatibility and potential conflicts [29].

The distinction between description and prescription is essential to the present research. Schwartz's model helps clarify what an assessment instrument seeks to measure, whereas a pedagogical framework must explain why and how particular educational experiences are organised.

Research conducted in the Republic of Moldova and Romania offers further insights into values education. L. Cuznețov integrates values into educational aims and processes, highlighting the need for a meaningful connection between axiological ideals and pedagogical activities. She pays

particular attention to values education within the family during the preschool years [15]. Similarly, by distinguishing between the descriptive and prescriptive functions of educational axiology, C. Cucoș approaches values education as both an educational aim and a guiding principle in personality development, moving beyond the narrow view of values education as a set of desirable personal qualities [13;14]. These contributions enrich the conceptual framework of values education and complement theoretical perspectives developed internationally.

Axiological and psychological foundations. Stories provide preschool children with opportunities to explore values through familiar situations, such as helping a friend or resolving a conflict. D. Aram, Y. Fine, and M. Ziv emphasise the importance of adult–child interaction during reading, particularly through discussions about characters' emotions and motivations [7]. However, the relationship between cognition, emotion, and behaviour is complex: understanding a value does not guarantee its expression in everyday life. Research conducted by K. Misgav and colleagues confirms that children's behaviour depends on several factors, rather than solely on their stated value preferences [23].

The cultural-historical dimension highlights the institutional, linguistic, and sociocultural characteristics of education in Israel's Arab sector [2; 4; 26]. The specific cultural context of the Arab-Bedouin communities in the Negev and the features of Arabic diglossia call for the selection of stories that are linguistically accessible and culturally relevant [8]. The Maktabat al-Fanoos programme promotes reading in Arabic by involving teachers and families [3]. At the same time, it is important to distinguish between educational intentions, children's understanding of value-related messages, and the assessment of their value orientations. *Historical, cultural, and psychopedagogical foundations.* Abu-Rabia examines the development of education in the Arab-Bedouin communities of the Negev [1], while S. Golubițchi and L. Postica highlight the role of traditions in preschool education [17]. From a psychopedagogical perspective, language development, self-regulation, and the ability to understand others' perspectives contribute to the internalisation of values. S. H. Schwartz's theory explains the relationships of compatibility and conflict between value orientations [29; 30].

The history of early childhood education also provides a deeper understanding of why values need to be experienced rather than merely stated. J. A. Comenius's work on the first six years of life highlights the importance of purposeful, age-appropriate educational guidance [12]. This perspective

connects the values promoted through education with the intended educational aims and the ways in which these values are incorporated into everyday preschool experiences. In this respect, Table 1 summarises the relationships between the aims of values education and their practical expression in the preschool setting.

Table 1. Analytical connections between axiological educational aims and the preschool context

Level	Pedagogical meaning
Normative	Education through value-goals, norms and means
Developmental	Play, imitation, reasoning and social mediation
Narrative-cultural	Accessible Arabic stories and locally meaningful dilemmas
Empirical	PBVS-C orientations; not a direct test of behaviour

Children's literature and story-based reading as foundations of values education. Children's literature has long occupied an important place in preschool education, yet the educational value of a story cannot be reduced to the moral lesson that an adult may add at the end. Young children perceive narratives as episodes involving characters who have desires, face obstacles, make choices, and experience consequences.

By bringing together the approaches proposed by L. Cuznețov [15] and D. Antoci [6], the need emerges to identify higher-order value orientations that underpin educational aims and provide guidelines for organising educational experiences during the preschool years. In this respect, Table 2 presents the four higher-order value orientations included in the adopted analytical framework.

Table 2. Four higher-order value orientations in the adopted analytical framework

Higher-order orientation	Basic values considered
Self-Transcendence	Benevolence; Universalism
Self-Enhancement	Achievement; Power
Openness to Change	Self-Direction; Stimulation*
Conservation	Security; Conformity; Tradition

The circular organisation of values proposed by S. H. Schwartz [29; 30] provides a useful framework for interpreting the behaviour of characters in stories. For example, a character who shares something with another person may act out of concern for a friend, a desire to comply with an adult's request, or a willingness to give up a personal desire. In this respect, story reading allows children to explore different motivations without reducing narrative

situations to simple lessons in moral education. Through dialogue, illustrations, and questions posed by the teacher, children are encouraged to observe characters' emotions, understand their intentions, and reflect on the consequences of their actions. The importance of these interactions during reading is also highlighted in the research conducted by D. Aram, Y. Fine, and M. Ziv [7]. Congruent with, understanding a value within the context of a story does not guarantee its expression in everyday life, as the relationship between children's value orientations and behaviour is influenced by several factors [23].

Chapter 2. "Pedagogical Approach and Methodology of Axiological Education through Story-based Reading Activities" emphasizes the focus on the shifts from the conceptual foundations of values education to identifying pedagogical and methodological approaches for putting values into educational practice.

Values education in the preschool years goes beyond familiarising children with values such as *respect, fairness, and kindness*. It involves creating learning situations in which children can understand the meaning of values, recognise the emotions and intentions of others, and reflect on the consequences of their own choices. The internalisation of values is a gradual process that varies from one child to another.

The integration of values into educational aims, content, and activities is supported by the *Early Childhood Education Curriculum of the Republic of Moldova* [28] and the methodological guidelines proposed by K. Raik [25]. The contributions of C. Cucoș, L. Cuznețov, K. Raik, and UNESCO highlight three levels of values education: *declarative*, through the values promoted in the curriculum; *relational*, through the teacher's personal example; and *participatory*, by encouraging children to express their opinions, make choices, and participate in decision-making [25; 33; 13; 15].

The importance of carefully selecting and using children's literature in educational practice is highlighted by V. L. C. Mota, A. I. Santos, and M. M. T. da Silva, whose research reveals differences in teachers' practices regarding book selection and the organisation of reading activities [24].

An important condition for effective values education is consistency between the story's message, the teacher's behaviour, and the relationships within the preschool classroom. Children learn not only from what they are told but also from how adults manage conflicts and interact with others. Even stories that portray questionable behaviour, such as exclusion or unfairness, can become valuable educational resources. Through guided discussions, children can examine the consequences of such behaviour and explore alternative ways of acting based on respect, empathy, and fairness.

The educational potential of story reading during the preschool years is closely linked to the conditions in which children interact with literary texts. The mere availability of books in the educational setting does not guarantee their effective use. The educational impact of reading depends on the accessibility of the language, children's ability to follow the sequence of events and understand the characters' actions and motivations, as well as the opportunities provided for sharing impressions, asking questions, and discussing what they have read or heard. Therefore, reading becomes a meaningful educational experience when it is accompanied by interaction, reflection, and active participation.

The Maktabat al-Fanoos programme promotes reading in Arabic-language preschool education in Israel, involving children, teachers, and families [3]. Research conducted by D. Bergman Deitcher, D. Aram, M. Khalaily-Shahadi, and M. Dwairy highlights the role of guided reading in exploring characters' mental states [10], while the study by Shahbari-Kassem and colleagues emphasises the importance of linguistic accessibility in story comprehension [32]. Cultural-historical, sociocognitive, and axiological perspectives provide the theoretical foundations for the educational use of stories, whose selection should take into account linguistic accessibility, cultural relevance, and educational potential.

The techniques used to integrate stories into educational activities can be distinguished according to their educational purpose and the opportunities they provide for children's active participation (Table 3). Reading creates a shared narrative experience, guided discussion helps children interpret characters' motivations and the consequences of their actions, while dramatisation and drawing allow them to represent and explain alternative ways of behaving. Cooperative games encourage interaction and negotiation with other children, whereas short workshops provide structured opportunities to deepen children's understanding of the value-related messages conveyed through stories.

Table 3. Story-based techniques and their educational functions

Technique	Educational function
Shared reading	Common narrative experience in both groups
Guided discussion	Interpret characters' motives and consequences
Role-play and drawing	Rehearse, represent and explain alternatives
Cooperative games	Negotiate responses with peers
Short workshops	Structured values-oriented follow-up in EG

The analysis of pedagogical principles has highlighted the conditions necessary for organising meaningful values education in the preschool years. Attention now turns to the practical dimension of using stories, focusing on

how the preschool teacher transforms a selected narrative text into a learning experience with educational potential. Thus, the emphasis shifts from story selection criteria to the teaching strategies and techniques used in understanding, interpreting, and exploring the value-related message. In this context, the research conducted by S. Golubițchi, M. Țifrac and L. Postică *on developing a culture of communication in preschool children through literary and artistic activities* offers a relevant and complementary pedagogical perspective by highlighting the educational potential of literature in early childhood education [17;18]. Although the study does not directly investigate the PRK-VT Model, its contributions provide a foundation for approaching literary and artistic activities as opportunities for developing communication, interaction, and social relationships. This organisation offers a clear conceptual advantage: it allows for discussion of the added value of pedagogical mediation while acknowledging that story reading was common to both conditions. At the same time, it establishes the boundaries of interpretation. An age-appropriate story offers children more than a moral lesson, by helping them understand the actions, motivations, and choices of its characters. Expressive reading, illustrations, open-ended questions, and drawing help children understand the story and express their own thoughts and emotions. Role-play allows them to explore situations from different perspectives, identify alternative solutions, and understand the consequences of actions. Cooperative games and value-oriented workshops encourage them to listen, negotiate, work together, and take responsibility.

An important aspect of values education is the transfer of values from stories to children's everyday lives, both in kindergarten and at home. However, understanding the message of a story does not necessarily lead to changes in behaviour. The teacher's professional competence therefore lies in recognising the potential of a literary text for values education, selecting appropriate activities, and maintaining a balance between educational guidance and children's autonomy, while giving them opportunities to reflect, express themselves and participate actively.

Reflection is an essential part of the educational process. Children are encouraged to reconsider their choices, explain their decisions, and understand other people's perspectives. Classroom observation and constructive feedback enable teachers to adapt subsequent activities to children's developmental characteristics, individual needs, and sociocultural experiences. Accordingly, the teaching strategies most directly supported by the implementation of the programme are story reading and guided discussion, dramatisation, expressive drawing, cooperative games, and short value-oriented workshops. From an axiological perspective, these strategies address three complementary dimensions of child development: the *cognitive dimension*, involving the

identification, understanding, and interpretation of values; the *affective-attitudinal dimension*, focusing on the development of empathy and respect for others; and the *behavioural dimension*, concerned with putting values into practice in everyday interpersonal relationships. The systematic integration of these strategies and techniques forms the methodological foundation of the structural-functional PRK-VT Pedagogical Model, ensuring coherence between the aims of values education, narrative text comprehension, pedagogical mediation, guided educational experiences, and the assessment of preschool children's value orientations.

The structural-functional PRK-VT Pedagogical Model (*Promoting Reading in Kindergarten as a Tool for Value Transmission*) (Figure 1) represents a theoretical and praxiological construct that draws on children's literature to develop value orientations, positive attitudes, and prosocial behaviour.

From a structural perspective, the model integrates interdependent components that support the planning, implementation, and evaluation of the educational process. From a functional perspective, it transforms reading into an interactive and formative experience in which children actively participate in discovering, understanding, internalising, and applying moral, social, cultural, and aesthetic values in everyday life.

From both structural and functional perspectives, the model integrates the following interdependent components: *the axiological component, the narrative component, the pedagogical mediation component, the participatory-experiential component, and the evaluative component*. The *axiological component* focuses on defining educational aims and identifying the values to be developed through stories. The *narrative component* involves selecting and analysing stories according to their content, message, characters, and situations with educational potential. The *pedagogical mediation component* includes the strategies, methods, and techniques through which the teacher facilitates the understanding and interpretation of value-related messages. The *participatory-experiential component* provides children with opportunities for active involvement through dramatisation, role-play, drawing, cooperative activities, and other learning experiences. The *evaluative component* seeks to identify progress in recognising, understanding, and demonstrating values through the observation of behaviour and the analysis of children's responses.

The integration of the PRK-VT Model into teachers' continuing professional development can be facilitated by developing a methodological sequence for planning activities based on different stories while preserving the defining components of the model. To this end, the teacher identifies a narrative episode involving a meaningful decision or an interpersonal

situation, formulates questions that explore the characters' different perspectives and motivations, selects an appropriate participatory activity, and organises a reflective discussion about possible alternative courses of action. This structure ensures consistency in the educational process and supports the application of the model in various educational settings. Establishing the foundations of the evaluative component of the PRK-VT Pedagogical Model requires an examination of the methodological approaches and instruments used in research on the development of children's value orientations.

As a complementary approach, longitudinal quantitative research facilitates the systematic assessment of children's value orientations and the identification of developmental trends, individual differences, and differences between groups. With regard to the conceptual foundations of assessment, the circular model of values developed by S. H. Schwartz [31], validated across various cultural contexts. Reflection constitutes an essential component of the pedagogical process. Children are encouraged to reconsider their choices, justify their decisions, and understand others' perspectives. Pedagogical observation and constructive feedback enable teachers to adapt subsequent activities to children's developmental characteristics, individual needs, and sociocultural experiences.

In summary, the pedagogical strategies most directly supported by the implementation of the programme are story reading and guided discussion, dramatisation, expressive drawing, cooperative games, and short value-oriented workshops. From an axiological perspective, these strategies address three complementary dimensions of child development: *the cognitive dimension*, which involves identifying, understanding, and interpreting values; *the affective-attitudinal dimension*, which focuses on developing empathy and respect for others; and *the behavioural dimension*, which focuses on demonstrating values in everyday interpersonal relationships.

The systematic integration of these strategies and techniques constitutes the methodological foundation of the structural-functional PRK-VT Pedagogical Model, ensuring coherence between the aims of values education, narrative text comprehension, pedagogical mediation, guided educational experiences, and the assessment of preschool children's value orientations.

The PRK-VT Pedagogical Model (Promoting Reading in Kindergarten as a Tool for Value Transmission) (Figure 1) is a structural-functional model representing a theoretical and practical construct developed to use reading as an educational means of shaping preschool children's personalities and supporting the internalisation of moral, social, cultural, and aesthetic values.

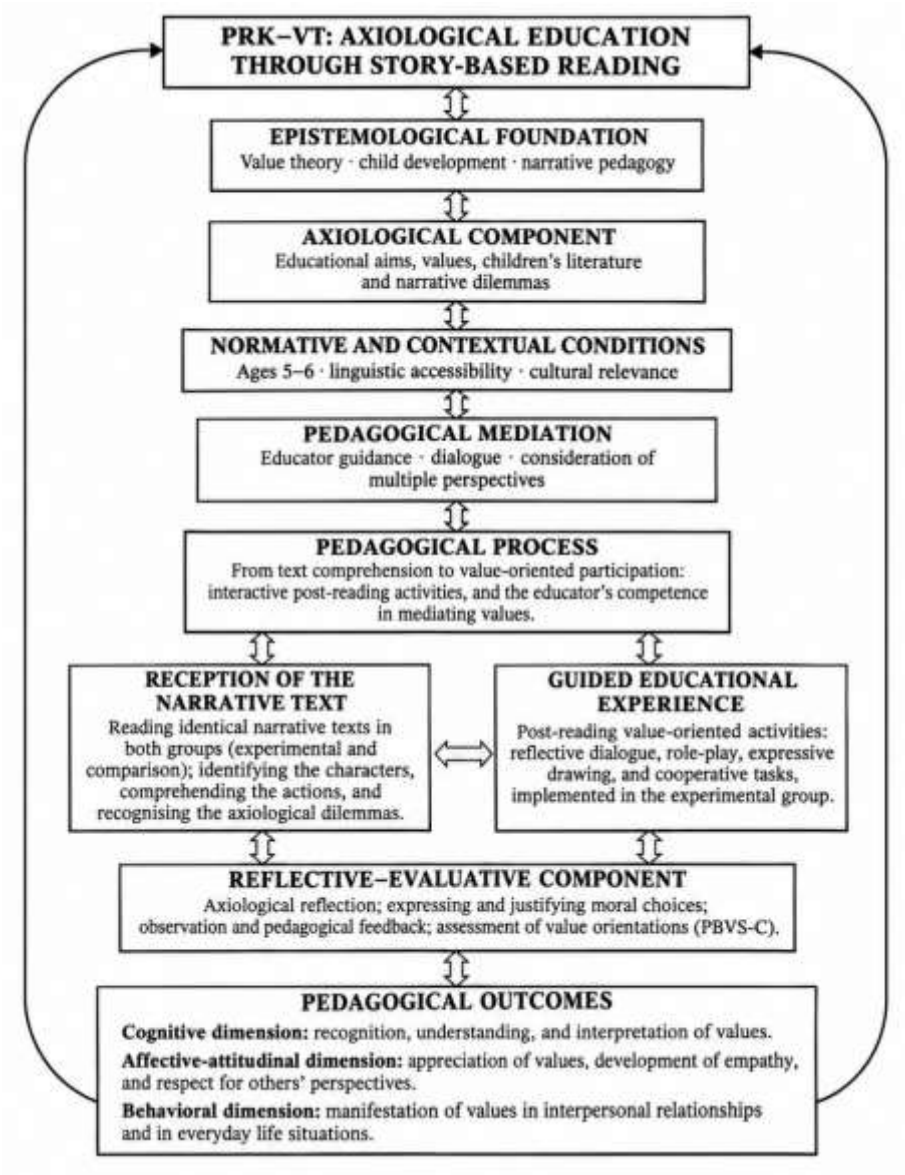

Figure 1. Structural-functional PRK-VT model: axiological orientation, narrative mediation, guided activity and reflective evaluation.

Applying these conceptual foundations to assessment requires the use of instruments suited to children's developmental characteristics. Research in the field highlights the importance of picture-based instruments, which help children understand abstract concepts and express their value preferences. These considerations formed the basis for the development of the *Picture-Based Value Survey for Children* (PBVS-C) by A. K. Döring and colleagues [16]. The instrument uses visual representations of values adapted to children's cognitive and linguistic abilities.

Subsequent research conducted by A. Maslamani and colleagues [22] extends the cross-cultural perspective on value assessment by examining the Arabic and Hebrew versions of the picture-based survey. The findings reveal consistency between the structure of children's values and Schwartz's theoretical model, as well as a gradual increase in the consistency and coherence of value orientations with age.

Taken together, these scientific contributions provide the conceptual and methodological foundations for the evaluative component of the PRK-VT Model, emphasising the need to align the aims of values education with assessment methods appropriate to children's age and sociocultural context.

Chapter 3. Experimental Examination of the PRK-VT Pedagogical Model is dedicated to the practical and experimental dimension of the research, aiming at the implementation and practical validation of the PRK-VT Pedagogical Model. The research seeks to apply the theoretical and methodological foundations of the model to educational practice in preschool settings through an educational programme designed to promote reading and make use of its potential for the transmission and internalisation of values.

The study followed the stages and procedures described below, reflecting its implementation in the field. An application was submitted to the General Department of the Southern District (Shaqib al-Salam area). Approval to conduct the research was granted on condition that the confidentiality of the participants was maintained. Two intact kindergarten groups were selected from the available classes in the area. The two groups were assigned to the research conditions by drawing lots: one became the experimental group (30 children), and the other the control group (30 children). Parents received written information about the research and provided informed consent. They were also informed of their right to withdraw their children from the study.

The initial assessment stage involved evaluating preschool children's value orientations using the Arabic version of the Picture-Based Value Survey for Children (PBVS-C), covering the ten basic values. The results revealed similarly low mean scores in both groups: 1.46–1.55 in the control group and 1.48–1.57 in the experimental group. For the *formative experiment*, ten age-appropriate stories were selected for children aged 5.5–6 years, one for each

of the ten months. The stories addressed specific values: *cooperation, honesty, benevolence, respect for others, trust, tolerance, responsibility, justice, beauty, and peace.*

Additional value-oriented activities were designed for the experimental group, including dramatisation, expressive drawing, group discussions, role-play, and short workshops. The control group participated only in daily story reading, without supplementary activities.

The exercises associated with the stories are organised according to the ten basic value types. Their descriptions present the pedagogical rationale and possible ways of organising each exercise, without constituting a chronological record of implementation or evidence that all the tasks presented were actually carried out. The teachers responsible for administering the scale received four hours of training. The training covered the presentation of pictures to children, the standardisation of instructions, the recording of responses, and the scoring of the scale according to the manual. Particular emphasis was placed on ensuring consistent administration across all ten monthly assessments.

The field procedures describe a ten-month educational programme conducted during the research period reported as 2024. The exact starting and ending months need to be checked against dated schedules and original documents, as the current account also refers to the September–June school year. No additional dates have been inferred in this revision.

The control group. The teacher read the selected story aloud every day, usually in the morning, without introducing the additional structured activities. At the end of each month, the children took the story home.

The experimental group. The teacher read the same story every day as part of the morning routine. The children also participated in structured value-oriented activities designed by the teaching staff, lasting approximately 20–30 minutes after reading. At the end of each month, they took the story home. A different story was introduced each month, so that ten stories were used throughout the programme.

At the end of each month, trained teachers administered the PBVS-C to children in both groups, either individually or in small groups, in a quiet room. The responses were scored and entered into SPSS.

This section examines the reported statistical summaries for 60 children from two intact groups, with each child assessed monthly on ten occasions. Provided that all assessments were completed, this design yields 600 child-month observations rather than 600 statistically independent participants. Repeated observations are nested within individual children, who, in turn, are grouped within a single class for each research condition. Monthly mean

scores for each value dimension were recorded separately for the control and experimental groups across the ten measurement occasions.

The monthly profiles reveal two main features of the reported results. First, the experimental group maintains high mean scores across the ten assessed value types, whereas the control group shows lower and relatively stable mean scores. Second, the data indicate that the marked difference between the groups was already present at the first reported monthly assessment. The available tables do not establish whether this difference emerged before that point or how rapidly it developed. Consequently, the observed contrast may be interpreted in relation to the literature on guided story reading, but it should not be presented as evidence of an immediate developmental change.

To describe the longitudinal pattern, the study reports a 2 (Group) × 10 (Month) mixed-design analysis of variance (ANOVA) for each value dimension.

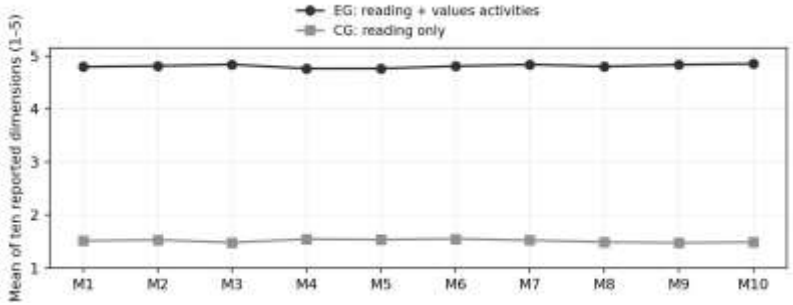

Figure 2. Mean scores across ten value dimensions at each monthly assessment (derived from rounded class means in thesis Tables 3.7–3.8; descriptive only).

Between-class comparisons on ten basic value dimensions.

Findings for Hypothesis 1: Group Differences on the Ten Value Dimensions

Hypothesis 1 predicted statistically significant differences between the two groups on the ten value dimensions, in favor of the experimental group. To test this hypothesis, each child's ten monthly scores per value were averaged into a single child-level score, and independent samples t-tests compared the two groups on each value.

Table 3.4 identifies a consistent descriptive pattern across all ten motivational values. The experimental-class means range from 4.76 to 4.84, whereas the comparison-class means range from 1.45 to 1.59; all ten reported comparisons have $p < .001$. The difference is not confined to a single theme such as Benevolence or Security: it is present for values concerned with care

for others, openness to experience, personal achievement and the maintenance of social order.

Table 4 shows a consistent descriptive pattern across all ten motivational values. The mean scores of the experimental group range from 4.76 to 4.84, while those of the control group range from 1.45 to 1.59, with all ten reported comparisons yielding $p < .001$. The difference is not limited to a single value, such as benevolence or security, but extends across values associated with concern for others, openness to experience, personal achievement, and the maintenance of social order.

Table 4. Ten basic values: between-class comparisons and effect sizes

Value	EG M	CG M	p	d
Conformity	4.82	1.46	< .001	18.75
Tradition	4.81	1.59	< .001	17.32
Benevolence	4.82	1.53	< .001	17.55
Universalism	4.76	1.46	< .001	20.67
Self-Direction	4.79	1.51	< .001	18.93
Stimulation	4.77	1.49	< .001	20.78
Hedonism	4.84	1.48	< .001	20.37
Achievement	4.81	1.56	< .001	18.35
Power	4.83	1.54	< .001	17.89
Security	4.81	1.45	< .001	18.96

Mixed ANOVA: distinguishing group and time effects.

The interpretation of the data presented in Table 5 requires a distinction between value domains, rather than treating the ten scores as indicators of a single, undifferentiated measure of moral development. At the same time, the relatively uniform differences across values with distinct motivational orientations require careful interpretation, since, according to S. H. Schwartz's theory, certain value priorities are compatible, while others may be in conflict. The data indicate that the marked differences between the experimental and control groups were already present at the first reported monthly assessment, suggesting that they did not develop exclusively over the course of the formative intervention.

The analysis of the results presented in Table 5 reveals main effects of the Group variable, with reported effect sizes of very large magnitude. At the same time, nine of the ten tests of the Group × Month interaction yielded statistically non-significant results. Hedonism represents a possible exception, with statistical significance reached only when using the published F-value and the uncorrected degrees of freedom ($p \approx 0.0407$). In the absence of information regarding the testing of the sphericity assumption and the application of any statistical corrections, the significance of this interaction after correction cannot be established with certainty.

Table 5. Mixed ANOVA: Group × Month interactions

Value	F (Group × Month)	p (Group × Month)
Conformity	0.93	n.s.
Tradition	0.89	n.s.
Benevolence	1.63	n.s.
Universalism	1.50	n.s.
Self-Direction	1.77	n.s.
Stimulation	0.71	n.s.
Hedonism	1.97	≈ 0.041†
Achievement	0.31	n.s.
Power	1.37	n.s.
Security	0.94	n.s.

An important methodological consideration concerns the interpretation of group effects. These reflect the differences observed between the two groups participating in the study but do not allow the influence of the pedagogical intervention to be distinguished from the characteristics of the group or the teacher effect. This limitation arises from the inclusion of only one group in each experimental condition, which restricts the generalisability of the findings and limits the possibility of drawing firm causal conclusions. The analysis of the results across the ten monthly observations shows that differences between the experimental and control groups persisted throughout the study. This finding is consistent with the main effects of the Group variable. However, the statistical tests do not indicate a systematic increase in these differences over time.

The distribution of individual mean scores allows for an examination of the degree of differentiation and variability of results within each group. Comparative interpretation requires caution, given that the observations were obtained from only one group per experimental condition, making it impossible to distinguish the effects of the pedagogical intervention from the characteristics of the class or the teacher.

The findings concerning Hypothesis 1 should be interpreted as a comparison between two educational settings in which daily story reading was common to both groups, but the provision of structured value-oriented activities differed. The observed contrast between the groups is consistent with the pedagogical rationale of the PRK-VT Model: guided questions and participatory activities can provide opportunities to discuss values in concrete situations. The thesis reports main effects of Group with $p < .001$ for all ten values. Nine interaction effects are reported as statistically non-significant; for Hedonism, the reported degrees of freedom and p-value require verification.

The thesis reports Group main effects $p < .001$ for all ten values. Nine interactions are reported nonsignificant; the Hedonism entry requires verification of the stated degrees of freedom and p-value.

Higher-order values and practical significance. Hypothesis 2 predicted higher mean scores for the experimental class than for the control class on the four higher-order value dimensions defined in Schwartz's model [31]. Independent-samples t-tests compared child-level scores averaged across ten monthly assessments. The results appear in Table 6.

Table 6. Higher-order value dimensions

Dimension	EG M	CG M	p	d
Self-Transcendence	4.79	1.50	< .001	25.41
Self-Enhancement	4.82	1.55	< .001	27.65
Openness to Change	4.78	1.50	< .001	27.29
Conservation	4.81	1.50	< .001	34.81

Extending the comparison between the two groups from the ten basic value types to the four higher-order value orientations reveals marked differences in the results. The experimental group recorded mean scores of 4.79 for *self-transcendence*, 4.82 for *self-enhancement*, 4.78 for *openness to change*, and 4.81 for *conservation*. In the control group, the corresponding mean scores ranged from 1.50 to 1.55. All four statistical tests indicate significant differences ($p < 0.001$). The mixed-design ANOVA reveals significant differences in favour of the experimental group across all four higher-order value dimensions identified in S. H. Schwartz's theory: *self-transcendence, self-enhancement, openness to change, and conservation*. The effects of Month and the Group × Month interaction are not statistically significant, suggesting that the differences between the groups persisted throughout the ten months without increasing progressively over time.

Gender comparisons, methodological validity, and interpretation.

The analysis is deliberately limited to the aggregated results presented in the tables. The reported effect sizes are retained, the descriptive differences are interpreted, and statistical findings are not used to draw conclusions about behaviours that were not directly observed. The comparison between boys ($n = 27$) and girls ($n = 33$) is conducted across the entire sample. The analysis retains the mean scores, standard deviations, and independent-samples t-test results reported in the thesis, without reconstructing or estimating additional data. The gender comparison reveals statistically significant differences ($p < 0.05$) for eight values, while no significant differences were found for *universalism* and *achievement*.

Girls recorded higher mean scores for *conformity, tradition, benevolence, hedonism, and security*, whereas boys scored higher in *self-direction, stimulation, and power*. However, these findings are not fully

consistent with the group means, measures of variability, and gender distribution within each group reported in other sections of the study.

Although the analysis reveals differences between the reported mean scores of boys and girls, the results require careful interpretation and consideration of the score distributions within the two groups. Given the marked differences between the groups, the comparison across the entire sample does not allow the observed variations to be attributed directly to gender-related cultural practices or family socialisation without specific empirical evidence to support such explanations.

Hypothesis 4 cannot be reliably assessed on the basis of the available statistical summaries because the data reported by gender and group are inconsistent. Although the statistical analysis indicates significant differences for eight values, the arithmetic inconsistencies identified prevent these results from being accepted as conclusive evidence. This does not demonstrate the absence of gender differences but indicates that, given the current research documentation, their existence cannot be established with sufficient certainty.

Research on guided reading supports the educational relevance of discussing characters' intentions, emotions, and actions with young children. D. Aram, Y. Fine, and M. Ziv examine sociocognitive discussions during reading [7]. Such evidence supports the pedagogical rationale for post-reading dialogue but does not resolve the limitations related to data aggregation and research design identified in the present study.

The pedagogical experiment revealed significant differences between the experimental and control groups across the ten basic values and the four higher-order value dimensions, supporting the first three research hypotheses.

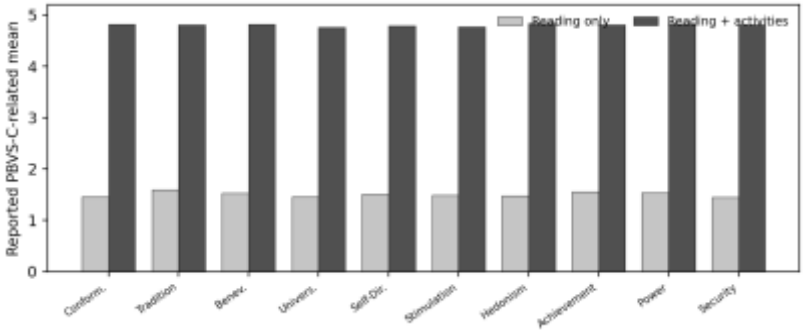

Figure 3. Mean scores for the ten motivational values (derived from thesis Table 6; descriptive class comparison).

The findings highlight the educational potential of combining story reading with guided discussions, role-play, expressive drawing, and cooperative activities. These techniques provide children with opportunities

to reflect on values, understand different perspectives, and actively engage in learning experiences centred on values. Although the differences between the two groups remained significant throughout the ten months, the statistical analysis did not reveal a progressive increase in these differences over time. The fourth hypothesis, concerning differences between girls' and boys' value orientations, could not be confirmed with sufficient certainty.

Taken together, the findings illustrate the pedagogical relevance of the PRK-VT model for the participating settings and provide a basis for further research. Their application to other educational and sociocultural contexts requires additional evidence.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The general conclusions integrate the answers to the research objectives, the theoretical significance of the PRK-VT model and the aggregated empirical results. They distinguish what has been conceptually established, what has been pedagogically organised and what has been measured in the two participating preschool groups.

1. The first research objective has been addressed through a distinction among educational value-goals, norms, children's expressed priorities and behavioural responses. The axiological approaches of L. Cuznețov and D. Antoci clarify educational purposes, while S. H. Schwartz's descriptive value theory provides the structure used to interpret the assessed motivational dimensions.

2. The cultural and linguistic analysis shows why story-based activities must be situated in the child's educational environment. In the participating Arabic-speaking kindergartens, the accessibility of narrative language, the relationships portrayed and the educator's knowledge of children's experiences informed pedagogical choices.

3. The second research objective has been achieved by defining guided story reading as an educational sequence: understanding the narrative, interpreting characters' choices, discussing alternatives and participating in dialogue, role-play or other creative activities. Its contribution lies in the coherence of these connected learning experiences.

4. PRK-VT *is the principal pedagogical product of the study. It brings to*gether four connected functions—axiological orientation, narrative-cultural mediation, structured educational experience and the assessment of value-related indicators—within a planning framework that can be applied across stories.

5. The completed quasi-experimental study involved sixty children in two intact classes, with ten reported monthly assessments. Both groups experienced daily story reading; the experimental group additionally undertook structured value-oriented activities. The aggregate tables report

pronounced differences between the classes across the ten basic motivational values and the four higher-order dimensions.

6. The objectives concerning monthly patterns, instrument use and comparisons by sex require appropriately delimited interpretation. The repeated PBVS-C assessments describe value-related priorities rather than independently observed conduct. The reported data do not confirm Hypothesis 4, and the comparison of one intact class per condition does not isolate all classroom influences.

7. The scientific problem has been addressed by establishing a coherent relationship between an educationally selected value, its representation in a story, pedagogical mediation and assessment. The PRK-VT model offers a framework for planning and professional reflection, while the group comparisons illustrate its application in the participating setting.

Research limitations:

The data indicate that the pronounced difference was already present at the first reported monthly assessment.

Nine of the ten Group × Month interactions were statistically nonsignificant. Hedonism is an exception only when the reported F statistic and uncorrected degrees of freedom are used ($p \approx .0407$). The very large partial eta-*squared an*d Cohen's d estimates, describe the magnitude of the reported separation between classes under the specified statistical models. Comparisons by sex, with $p < .05$ for eight values and nonsignificant differences for Univer*salism and Achievement*. Hypothesis 4 cannot be evaluated reliably because the available summaries by sex and class are mutually inconsistent.

RECOMMENDATIONS

For preschool teachers:

1. Preschool teachers should formulate the value-related aim of each story session, identify the character's relevant choice or conflict, encourage more than one interpretation and connect the discussion with a participatory task.

2. Story selection and discussion prompts in Arabic-speaking preschools should be adjusted to children's language comprehension and local experience. Communication with families can extend opportunities for discussion, although the present study did not separately evaluate family participation as a mechanism of change.

For initial teacher education and continuing professional development:

3. In initial teacher education and continuing professional development, PRK-VT may serve as a planning and reflective tool. Activity plans should specify the intended value, narrative situation, teacher's questions, follow-up

activity and indicator, allowing educators to assess whether these elements are aligned.

For preschool institution managers:

4. Institutions implementing the model should examine the coherence and complementary roles of the full set of activities, rather than attributing reported differences to any single teaching technique. The pedagogical sequence should be assessed as a whole in relation to its educational aims, strategies and outcomes. The model therefore warrants further educational consideration in comparable settings, taking account of each institution and the children's age and developmental characteristics.

For future research:

5. Future studies may examine narrative understanding, value priorities and observed prosocial conduct as distinct yet related indicators. Comparisons among several independent classes would make it possible to examine the role of educational setting more directly.

6. Adaptation to other cultural or institutional contexts should preserve the logical relation among axiological purpose, accessible story, guided discussion and follow-up experience, while selecting narratives and activities appropriate to the local setting.

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ADNOTARE

ABOU AFASH Hoda

Educația axiologică a preșcolarilor prin activități de lectură bazate pe povești

Teză de doctor în științe ale educației, Chișinău, 2026

Structura tezei: introducere, 3 capitole, concluzii generale și recomandări, bibliografie din 164 de surse, 145 pagini, adnotări în limbile română și engleză, 6 anexe, 24 tabele și 14 figuri.

Publicații la tema tezei: 11 publicații științifice: 3 articole în reviste științifice de specialitate, 4 lucrări în materialele conferințelor științifice internaționale, 4 lucrări științifico-metodice.

Cuvinte-cheie: educație axiologică, educație timpurie, orientări valorice, literatură pentru copii, lectura poveștilor, model pedagogic, PRK-VT, dezvoltarea valorilor, copii de vârstă preșcolară.

Domeniul de studiu: Didactica școlară pe trepte și discipline de învățământ (limba engleză)

Scopul cercetării constă în fundamentarea teoretică, elaborarea, implementarea și examinarea experimentală a *Modelului pedagogic PRK-VT (Promoting Reading in Kindergarten as a Tool for Value Transmission)*, care integrează lectura poveștilor cu activități educaționale structurate, ghidate de cadrul didactic, orientate spre dezvoltarea orientărilor valorice la copiii de vârstă preșcolară.

Obiectivele cercetării: stabilirea fundamentelor conceptuale, teoretice și psihopedagogice ale educației axiologice la vârsta preșcolară; examinarea potențialului educativ al literaturii pentru copii și al lecturii poveștilor în dezvoltarea valorilor; identificarea și fundamentarea principiilor, condițiilor, strategiilor și tehnicilor pedagogice de realizare a educației axiologice; elaborarea și implementarea *Modelului pedagogic PRK-VT*; evaluarea și compararea celor zece orientări valorice fundamentale și a celor patru dimensiuni ale valorilor de ordin superior la preșcolarii implicați în diferite condiții de desfășurare a activităților de lectură; analiza dinamicii orientărilor valorice în cadrul evaluărilor repetate, examinarea fidelității instrumentului de evaluare și interpretarea diferențelor selectate în funcție de sex.

Noutatea și originalitatea științifică a cercetării constau în precizarea și integrarea conceptuală a abordărilor axiologice, dezvoltării psihologice și socioculturale privind educația valorilor la vârsta preșcolară; fundamentarea teoretică și operaționalizarea pedagogică a *Modelului PRK-VT*; stabilirea unei relații structurate între finalitățile educației axiologice, selectarea poveștilor adecvate contextului cultural, reflecția ghidată asupra situațiilor narative, activitățile participative și evaluarea orientărilor spre valori ale copiilor. Cercetarea contribuie la dezvoltarea unei abordări pedagogice sistematice a educației axiologice, adaptate particularităților lingvistice și socioculturale ale copiilor de vârstă preșcolară vorbitori de limbă arabă din Israel. *Rezultatele obținute ce contribuie la soluționarea unei probleme științifice importante în domeniu constau în determinarea și fundamentarea reperelor teoretic-pedagogice ale dezvoltării sistematice a orientărilor valorilor la copiii de vârstă preșcolară prin activități educaționale bazate pe lectura poveștilor.*

Semnificația teoretică a cercetării este argumentată de abordarea integrativă a educației axiologice din perspectivă filosofică, psihologică și pedagogică; delimitarea conceptuală dintre valorile educaționale, orientările spre valori, normele sociale, atitudini și comportamentele observabile; identificarea potențialului pedagogic al literaturii pentru copii în formarea valorilor; fundamentarea teoretică a *Modelului pedagogic PRK-VT.*

Valoarea practică a cercetării constă în elaborarea, implementarea și evaluarea unui ansamblu de strategii și instrumente pedagogice integrate în *Modelul PRK-VT , care* oferă un cadru flexibil și adaptabil pentru proiectarea și organizarea educației axiologice prin intermediul literaturii pentru copii. *Strategiile pedagogice de transmitere a valorilor prin lectura poveștilor; activitățile educaționale structurate și ghidate de cadrul didactic; metodele interactive de analiză a comportamentelor și alegerilor morale ale personajelor; jocurile de rol, activitățile de desen și jocurile cooperative; instrumentele de evaluare și reperele metodologice* pot fi aplicate în instituțiile de învățământ preșcolar, contribuind la stimularea reflecției asupra valorilor și la implicarea copiilor în activități educaționale.

Implementarea rezultatelor științifice s-a realizat în cadrul unei cercetări pedagogice cvasi-experimentale, desfășurate pe parcursul a zece luni în două instituții de învățământ preșcolar cu predare în limba arabă din localitatea Segev Shalom, regiunea Negev, sudul Israelului. Eșantionul cercetării a cuprins 60 de copii cu vârste între 5 și 6 ani, repartizați în două grupe a câte 30 de copii: grupa experimentală și grupa de comparație. Ambele grupe au participat la activități zilnice de lectură a poveștilor, însă grupa experimentală a beneficiat suplimentar de activități structurate, ghidate de cadrul didactic, organizate conform *Modelului PRK-VT.* Evaluarea orientărilor valorice s-a realizat prin zece administrări lunare ale versiunii în limba arabă a instrumentului *PBVS-C* .

ANNOTATION

ABOU AFASH Hoda

Axiological Education of Preschool Children through Story-Based Reading Activities

Doctoral thesis in Education Sciences, Chișinău, 2026

Thesis structure: introduction, three chapters, general conclusions and recommendations, a bibliography of 164 sources, 145 pages, annotations in Romanian and English, 6 appendices, 24 tables and 14 figures.

Publications on the thesis topic: eleven scientific publications, including three articles in specialist journals, four papers in international scientific conference proceedings, and four scientific-methodological papers.

Keywords: axiological education, early childhood education, value orientations, children's literature, story-based reading, pedagogical model, PRK-VT, values development, preschool children.

Field of study: School Didactics by Levels and Subjects (English Language)

Research aim: to theoretically substantiate, develop, implement, and experimentally examine the *PRK-VT Pedagogical Model (Promoting Reading in Kindergarten as a Tool for Value Transmission)*, which integrates story reading with structured, teacher-guided educational activities designed to support the development of value orientations among preschool children.

Research objectives: to establish the conceptual, theoretical, and psychopedagogical foundations of axiological education in early childhood; to examine the educational potential of children's literature and story-based reading for values development; to identify and substantiate the pedagogical principles, conditions, strategies, and techniques of values education; to develop and implement the PRK-VT Pedagogical Model; to assess and compare the ten basic and four higher-order value orientations of preschool children participating in different story-reading conditions; to analyze the patterns of value orientations across repeated assessments, examine the reliability of the assessment instrument, and interpret selected differences according to sex.

Scientific novelty and originality of the research derive from the conceptual clarification and integration of axiological, developmental, and sociocultural perspectives on values education in early childhood; the theoretical substantiation and pedagogical operationalisation of the PRK-VT Model; the establishment of a structured relationship between educational value objectives, culturally appropriate story selection, guided reflection on narrative situations, participatory activities, and the assessment of children's value orientations. It contributes to the development of a systematic pedagogical approach to axiological education adapted to the linguistic and sociocultural characteristics of Arabic-speaking preschool children in Israel.

The research contribution to addressing an important scientific problem consists in establishing the theoretical and pedagogical foundations for the systematic development of value orientations among preschool children through story-based reading activities.

Theoretical significance of the research lies in the integrated examination of axiological education from philosophical, psychological and pedagogical perspectives; the conceptual differentiation between educational values, value orientations, social norms, attitudes, and observable behaviour; the identification of the pedagogical potential of children's literature for values education; and the theoretical substantiation of the PRK-VT Model.

The practical value of the research lies in the development, implementation, and evaluation of a set of pedagogical strategies and instruments integrated into the *PRK-VT Model* that provides an adaptable framework for planning and organising axiological education through children's literature. The proposed pedagogical strategies for value transmission through storytelling, structured teacher-guided activities, interactive methods of analysing characters' behaviours and moral choices, role-play, drawing, cooperative games, assessment instruments, and methodological guidelines can be applied in preschool educational institutions to support children's participation in value-oriented learning activities.

Implementation of scientific results was achieved through a ten-month quasi-experimental pedagogical investigation conducted in two Arabic-speaking kindergartens in Segev Shalom, in the Negev region of southern Israel, involving 60 preschool children aged five to six, distributed into an experimental class and a comparison class of 30 children each. Both classes participated in daily story-reading activities, while the experimental class additionally engaged in structured, teacher-guided activities organised according to the PRK-VT Model. The children's value orientations were assessed through ten monthly administrations of the Arabic version of the *Picture-Based Value Survey for Children (PBVS-C)*.

ABOU AFASH HODA

AXIOLOGICAL EDUCATION IN EARLY CHILDHOOD THROUGH STORY-BASED READING ACTIVITIES

SPECIALITY 532.02 – SCHOOL DIDACTICS BY LEVELS AND SUBJECTS OF EDUCATION (ENGLISH LANGUAGE)

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