

ION CREANGĂ STATE PEDAGOGICAL UNIVERSITY OF CHIȘINĂU

Manuscript code:

C.Z.U: 37.018.1:373.2.091(043.2)=111

MEIROȘU Ionela

**PSYCHOPEDAGOGICAL FOUNDATIONS OF PARENTAL EDUCATION
IN THE CONTEXT OF FORMING AXIOLOGICAL ORIENTATIONS IN
PRESCHOOLERS**

Specialty 531.01 – General Theory of Education

**SUMMARY of the
Doctoral Thesis in Education Sciences**

CHIȘINĂU, 2025

The thesis was elaborated within the Doctoral School of Education Sciences at
Ion Creangă State Pedagogical University, Chişinău, Republic of Moldova

Members of the Doctoral Examination Board:

1. **Diana ANTOCI**, Habilitated Doctor, University Professor, Chair of the Committee, Ion Creangă State Pedagogical University of Chişinău
2. **Nadejda OVCERENCO**, PhD Supervisor, Ion Creangă State Pedagogical University of Chişinău
3. **Maia BOROZAN**, Habilitated Doctor, University Professor, Official Reviewer, Ion Creangă State Pedagogical University of Chişinău
4. **Tatiana ŞOVA**, PhD, Associate Professor, Official Reviewer, Alecu Russo State University of Bălţi
5. **Maria IANIGLO**, PhD, Associate Professor, Official Reviewer, Comrat State University

The defense of the thesis is scheduled for **June 23, 2025, at 10:00 AM**,
before the Public Thesis Defense Committee
at Ion Creangă State Pedagogical University, Study Block No. 2, Senate Hall,
1 Ion Creangă Street, MD-2069.

The doctoral thesis and the abstract are available on the Ion Creangă State
Pedagogical University website (www.upsc.md) and on the ANACEC web page
(www.anacec.md).

The abstract was sent on May 23, 2025

Chair of the committee:


ANTOCI Diana,
Habilitated Doctor, University Professor

Doctoral Supervisor:

OVCERENCO Nadejda,
Doctor, Associate Professor

Author:

MEIROŞU Ionela



© Meiroşu Ionela, 2025

TABLE OF CONTENTS

Conceptual Framework of the Research.....	3
Summary of the Thesis Sections.....	8
General Conclusions and Recommendations.....	31
References	33
List of the Author's Publications on the Research Topic:	36
Annotation (Romanian and English)	37

List of abbreviations:

in Romanian:

CET – Curriculum pentru Educație timpurie
DEX - Dicționarul explicativ al limbii române
DPC - Document de politici curriculare
GC – Grup de control
GE – Grup experimental
IET – Instituții de Educație Timpurie
OA – Orientări axiologice
OV – Orientări valorice
OAP - Orientări axiologice la preșcolari

in English:

AO – Axiological orientations
AE – Axiological education
PE – Parental education
EG - Experimental group
CG – Control Group

CONCEPTUAL FRAMEWORK OF THE RESEARCH

The timeliness of this research stems from policies addressing preschool-aged children's development, shaped by educational, economic, and social reforms, combined with growing efforts to implement human development frameworks for sustainable social change. *Axiological orientations* (AO) in preschoolers initially develop within the family, underscoring the pedagogical importance of parental education. Yet increasing dysfunction in family environments has turned many households into conflict zones where material values increasingly overshadow spiritual ones [7]. In modern society, *axiological education* (AE) has become a fundamental aspect of family culture. The family functions as both sociocultural environment and primary setting for value assimilation, a process primarily facilitated by parents. E. Albu characterizes the family as the "*bearer of primary educogenic substance*," highlighting its essential role in transmitting and internalizing values during early childhood [1, pp. 46-47].

Romania's National Education Law provides the regulatory and conceptual foundation for the preschool education system, promoting a value-centered approach that emphasizes creativity, cognitive development, volitional capacities, fundamental knowledge, and socially relevant competencies. Although axiological education remains relatively understudied in pedagogical literature, discussions of value systems—both explicit and implicit—feature prominently in both international and Romanian educational discourse. AE constitutes education focused on values, representing a formative process aimed at comprehending, interpreting, and assimilating authentic values such as truth, goodness, beauty, justice, and the sacred. Given parents' essential educational role, their preparation requires substantial competence. *Parental education* (PE) offers families and communities guidance on child-rearing practices, helping them address children's developmental needs and expectations while maintaining effective parent-child communication throughout life. The primary goal of PE is to develop parental competencies, especially pedagogical skills that enable parents to build their children's self-confidence and guide their development within a value-based framework

For these reasons, values serve as intrinsic regulators of education, with children's conscious representations of values recognized by researchers as authentic AO. The complex process of shaping students' axiological orientations, particularly within the dual context of global educational and value crises, requires three interdependent actions: initiating educational efforts within the family, sustaining the learning of authentic values through preschool education, and maximizing the formative potential of educational partnerships.

The Republic of Moldova reaffirms its commitment to advancing policies that strengthen family and parental education. This commitment is reflected in the Family Code of the Republic of Moldova [9] which outlines important provisions. For instance, Art. 51(3) guarantees the child's right to education provided by parents, encompassing the cultivation of intellectual capacities, freedom of thought and conscience, and the safeguarding of the child's dignity. Additionally, Art. 60(1, 2) mandates that parents are obligated to educate their children in alignment with their convictions, regardless of cohabitation status.

In this context, PE policies prioritize the cultivation of parenting skills to optimize children's holistic growth and development, a foundational premise for nurturing socially integrated adults. Key objectives include the development and promotion of PE frameworks at both initial and continuous training levels, alongside the design and implementation of evidence-based parental education programs. These objectives highlight the necessity of training parental educators—specialists equipped to engage with families through targeted skill-building interventions. *The sectoral development strategy Education-2020 (2014–2020)* advocates for collaboration among education, child protection, and healthcare initiatives. It calls for unified efforts and resource-sharing across these systems to develop parental competencies tailored to address specific familial needs [38].

Description of the situation in the research field and identification of the research problem. *The system of value orientations* serves as an important indicator of personality quality. The development level of value orientations reflects the degree of personal maturity [32]. For these reasons, it is essential to provide parents with the necessary pedagogical competencies to facilitate their active and responsible involvement in shaping AO in preschoolers.

Parental education (PE) encompasses interventions designed to guide parents in supporting their children's educational development. It comprises educational and supportive measures to help parents understand their own needs, recognize and acknowledge their children's needs, and strengthen connections between parents and children. PE functions as preventative training, preparing parents for the complexities of child-rearing and development. By enhancing family relationships and fostering parents' personal growth, PE contributes to the well-being of families and individuals. Through these educational efforts, parents develop the capacity to address challenges effectively and resolve issues constructively [24] [25].

The interest in developing axiological orientations from the preschool age is stimulated by emerging trends that seek to reconsider the aims of education for and through values. These include: (a) current European initiatives focused on

institutionalizing value-oriented education within the educational system, and (b) the tendency to address specific themes related to the issue of axiological education, as demonstrated by teachers and other educational stakeholders in their efforts to foster axiological orientations at all levels of the educational system, which leads to positive transformations at both personal and interpersonal levels, thereby reinforcing the affirmation of axiological conduct within the educational environment [apud 13, p. 13].

The significance of this research topic derives from the concept of *parental education* defined as the quality of parents' ability to fulfill their roles [29, p. 13]. Researchers examine this issue by considering the various functions parents perform for their children, including education, identity formation, and facilitating the transition to adulthood. The educational dimension of parenting is understood as a construct based on parental experiences aimed at socializing children, including both the behaviors that parents display toward their children and the ways they engage in communicative interactions to foster value-based behaviors.

Parental education is a formative activity that prepares the younger generation to adopt effective parenting models and develop their own parenting styles, involving a range of educational actions aimed at informing, raising awareness, teaching, and training individuals about values, attitudes, and parenting practices. PE serves as an intervention designed to support children's education by providing a system of educational and supportive measures that assist parents in understanding *their own physical, social, emotional, and psychological needs, recognizing and accepting their children's needs, and fostering stronger connections between parents and children*. PE involves creating support networks that help families access available services and actively engage in community life.

While early childhood education researchers in both Romania and the Republic of Moldova have developed methodologies for designing axiological education for preschoolers [apud 10], the methodology for PE aimed at shaping preschoolers' axiological orientations remains underdeveloped and unvalidated. Educators require curricular resources to foster preschoolers' axiological orientations, as well as professional training to prepare parents for their role in AE. Consequently, the professional development of educators is essential within both initial and continuing psychopedagogical training programs to support children's axiological education. In this regard, Cristea (2015) emphasizes that *"the professional development of educators is a pedagogical and social activity designed and implemented within the education system, serving a managerial function of continuous regulation and self-regulation at its functional, structural, and*

operational levels.” The status of the educator is further reinforced through continuous professional development within an open social context, which necessitates a strong pedagogical culture among teaching staff [12].

The analysis of the challenges associated with developing AO in preschoolers has revealed the following research contradictions: (a) a discrepancy between the social challenges and policy frameworks addressing AE in preschool settings and the insufficient professional training of educators in PE; and (b) a tension between the growing importance of AE for preschoolers and the persistent challenges in PE resulting from the underdevelopment of parental competencies.

The research problem emerges from the absence of psychopedagogical benchmarks specifically related to parental education aimed at fostering the development of axiological education in preschool-aged children. This gap in the existing literature gives rise to the central research question: *How can parental education programs be designed and implemented to effectively support the formation of axiological orientation in preschoolers?*

The aim of the investigation is to: establish the psychopedagogical foundations, elaborate, and experimentally validate the *Pedagogical Model of Parental Education in the Perspective of Forming Axiological Orientations in Preschoolers*.

Research objectives:

1. To establish the psychopedagogical foundations of parental education, axiological orientations, and axiological education.
2. To elucidate the peculiarities of psychological development in preschoolers in the context of the formation of axiological orientations in preschoolers.
3. To analyze and interpret the curricular frameworks in Romania and the Republic of Moldova concerning AO for preschoolers aged 5–6 years.
4. To conduct an experimental study examining the prerequisites for the formation of AO in preschoolers, including the perspectives of preschool teachers and parents on AE in early childhood.
5. To explore and document methodological approaches to PE within the context of preschool education.
6. To design and scientifically substantiate the mechanisms for effective PE.
7. To develop, implement, and experimentally validate *A Pedagogical Model of Parental Education in the Perspective of Forming Axiological Orientations in Preschoolers*.

Research Hypothesis: Parental education can significantly enhance the development of parental competencies necessary for fostering axiological orientations in preschoolers, provided that: the theoretical foundations of parental education, axiological orientations, and axiological education are established; the specific developmental characteristics of preschoolers are clearly defined; methodological approaches to parental education in preschool settings are systematically analyzed; the perspectives of preschool educators and parents on the axiological education of 5–6-year-old children are thoroughly evaluated; effective mechanisms for implementing parental education are developed; a pedagogical model of parental education, focused on the formation of AO in preschoolers, is designed, implemented, and experimentally validated; and scientifically supported conclusions regarding the formation of AO in preschoolers are drawn.

Synthesis and Justification of the Research Methods: In the investigative process, the following methods were applied: *theoretical methods* – scientific documentation, historical analysis, pedagogical modeling, analytical-synthetic methods; and *experimental methods* – pedagogical experiment, conversation, testing, case study, survey, assessment tasks, mathematical data processing methods, and qualitative analysis of experimental data.

The **Scientific Novelty and Originality** of the research stem from: the scientific arguments substantiating the significance of parental education in the formation of axiological orientations in preschoolers; the identification of the psychopedagogical foundations underpinning parental education; the comprehensive analysis of the conceptual evolution of the term *axiological orientations*; the development of structured mechanisms for the pedagogical training of parents, which provided the foundation for the elaboration of the *Pedagogical Model of Parental Education in the Perspective of Forming Axiological Orientations in Preschoolers*; and the formulation of scientifically grounded conclusions regarding the axiological education of preschoolers.

The obtained results, which contribute to addressing a significant scientific problem in research, pertain to the establishment of the psychopedagogical foundations and the scientific conceptualization of the *Pedagogical Model of Parental Education in the Perspective of Forming Axiological Orientations in Preschoolers*.

The **theoretical significance** of the research derives from: the in-depth analysis of the evolution of the concepts of *values* and *value orientations*; the comparative scientific examination of early childhood education curricula in Romania and the Republic of Moldova to identify the axiological orientations

relevant for 5–6-year-old preschoolers, as outlined in the curricula; and the justification for the necessity of training preschool educators and parents on aspects related to axiological education for preschoolers.

The **practical value of the research** lies in: the analysis of methodological approaches in parental education for forming AO in preschoolers; the experimental study of preschool teachers' perspectives on axiological education for 5–6-year-old children; the identification of strategies for cultivating axiological orientations in preschoolers; the assessment of parents' readiness to engage in axiological education; the development and experimental validation of the *Pedagogical Model of Parental Education in the perspective of forming axiological orientations in preschoolers*; the development of conclusions and methodological recommendations on axiological education in early childhood education; and the contribution to the general theory of education through scientific insights into the professional training of teachers in parental education.

The implementation of scientific results was carried out through theoretical research presented at scientific conferences and experimental studies conducted with teachers and 5–6-year-old children within Romania's preschool education system.

Publications on the thesis topic: 10 scientific papers, including 3 articles in specialized journals and 7 articles in the proceedings of international and national conferences.

Thesis Structure: introduction, three chapters, general conclusions and recommendations, a list of references, and appendices.

Key Concepts: parental education, axiological orientations, axiological education, parents, preschool education, educational partnership, etc.

SUMMARY OF THE THESIS SECTIONS

The Introduction establishes the relevance and significance of forming axiological orientations in preschool-aged children, articulates the research problem, outlines the study's purpose and objectives, presents the theoretical framework guiding the investigation, highlights the theoretical importance, innovative dimensions, and originality of the research, and emphasizes its practical relevance in advancing the understanding of how axiological orientations are cultivated within preschool education.

Chapter 1, “The Theoretical Foundation of Parental Education for the Formation of Children’s Axiological Orientations,” investigates the development of axiological education as a concept, analyzes scholarly interpretations of parental education, and examines the specific aspects of psychological development in preschool-aged children. The chapter identifies the origins of axiological thought in

educational theory through Plato, whose philosophical work posited the world of ideas as the foundation of values. The educational ideal of this period, *kalokagathia*, emphasized the harmonious cultivation of physical beauty (*kalos*) and moral virtue (*agathos*) [apud 31].

Within the context of today's values crisis, education serves a fundamental role in renewing human ideals. The preschool years, recognized as a formative phase for exploring reality and social relationships, begin with the child's emerging self-awareness. Scholars delineate three distinct sub-stages within preschool development: *early preschool* (3–4 years), *middle preschool* (4–5 years), and *late preschool* (5–6/7 years) [19, p.6]. During this phase, children display a marked interest in adults, often prioritizing activities such as walks and posing a constant flow of questions [37, p. 7]. This process is shaped substantially by the emergence and progression of dominant motivations, which develop in tandem with social needs. Enthusiasm for play peaks, while curiosity grows increasingly pronounced. Within familial and preschool settings, the child's social interests are fostered, reflected in their attentiveness to others, inclination to imitate, and readiness to engage.

The axiological dimension of education emphasizes the importance of forming balanced and autonomous individuals, with PE serving as a foundational element in fostering a responsible society. AE not only facilitates the internalization of values essential for harmonious coexistence but also supports parents in refining their methods of engagement with children through partnerships with educational institutions. The educational process for preschoolers is incremental, rooted in their psychological development, which is influenced by cognitive, emotional, and social maturation, thereby establishing the basis of their educational experiences.

Axiological education constitutes a process that should inform the design of educational programs by identifying the core values such as truth, goodness, beauty, sanctity, justice, and freedom, essential for the curricular planning of educational content [5]. *The aim of axiological education* within preschool institutions is to cultivate consciousness, beliefs, and moral behaviors that facilitate the internalization of the cultural and spiritual values of the community. In kindergartens, this process entails imparting principles such as freedom, justice, goodness, sanctity, and sincerity, while fostering moral and spiritual values, contributing to the establishment of a robust ethical foundation for future members of society and promoting awareness regarding the protection of nature [36].

It is important to emphasize that, in *the axiological education of preschoolers*, one cannot presume the immediate establishment of a value framework. In this context, T. Sârbu identifies three levels of value internalization [apud 46]: the first

level, *value acceptance*, involves emotional acceptance without deep conviction. Affectively accepted values may or may not be internalized, depending on educational influences; the second level, *value preference*, entails selecting values from a broader spectrum and the emergence of a desire for their acceptance, with these values becoming personal; and the third level, *participation/engagement*, reflects a high degree of certainty that supports value internalization and motivates efforts to promote them. In education, conviction and modeling serve as important external factors in shaping the individual, and their outcome - behavior - must focus on the systematic promotion of values.

The curricular approach to axiological education entails a rigorous analysis of the pedagogical process aimed at implementing curricular provisions, designed in accordance with the principles of early education, emphasizing the idea that "education cannot be separated from values." In this regard, AE addresses both positive and negative values, with a particular focus on fostering positive values in the development of children [14]. Within the preschool context, AE is not limited to the transmission of knowledge or rules but extends to the formation of a moral and ethical foundation that will guide the child throughout life. This approach demands increased attention from educators, who must adapt their methods and influences to children's developmental stages and individual needs, thus fostering the establishment of an axiological foundation essential for the development of future members of society.

Parental education, as defined by L. Cuznețov [15], refers to the process of transforming parents into active and engaged participants dedicated to the continuous improvement of their parental competencies. This transformation is facilitated through organized efforts involving specialists from diverse fields, including pedagogy, psychology, legal assistance, and medicine. The goal is to create optimal conditions for children's development, education, and well-being, as well as to address challenges that may arise in the lives of both children and adults. PE encompasses programs, services, and resources aimed at supporting parents, legal representatives, or caregivers by increasing their awareness of their roles and enhancing their parenting skills. *The purpose of parental education initiatives* is to emphasize the importance of parental involvement in their child's upbringing and development. This is achieved by providing parents with knowledge, fostering positive attitudes, and promoting value-based educational practices in line with contemporary pedagogical recommendations.

Chapter 2, titled „Methodological Benchmarks of Parental Education in the Context of Experimental Research on the Axiological Orientations of

Preschoolers”, presents an experimental study examining the foundations of PE from the perspective of forming axiological orientations in preschoolers. The experimental pedagogical research, conducted during the period 2023–2024, was designed based on a synthesis of theoretical and practical insights into the formation of axiological orientations in preschoolers. At the preliminary stage, the *Assessment Instrument for Determining Parental Pedagogical Training Requirements in the Axiological Education of Preschoolers* was administered to evaluate parents’ perspectives on the development of axiological orientations in preschoolers (Table 1). Applied to a sample of 101 parents, the assessment instrument revealed significant gaps in caregivers' pedagogical preparedness for shaping children's value systems, demonstrating a clear need for structured parental education programs. The evaluation further identified specific training requirements for fostering axiological development in preschool-aged children. Analysis of the experimental data demonstrated parental interest in developing methodological competencies for value-based child guidance. Within this framework, *parental education* assumes particular importance by facilitating the cultivation of children's value-oriented behaviors, given that parents function as both primary and most impactful role models during formative developmental stages.

Table 1. Methodology of the Experimental Pedagogical Research

Sample	Research instruments	Stage
1. Parents: 101 parents from the experimental group (EG) were surveyed. A total of 56 parents participated in the ascertainment-validation phase, including 29 from the EG group and 27 from the CG group. Kindergarten no. 37 in Brăila, Romania, Kindergarten with regular program Ianca, Romania, Kindergarten no. 1, Ianca, Romania, Kindergarten Târlele Filu, Ianca, Romania.	(a) The Assessment Instrument for Determining Parental Pedagogical Training Requirements in the Axiological Education of Preschoolers; (b) The test for assessing the level of parental competencies development in addressing issues related to axiological education (versions 01 and 02)	Preliminary Ascertainment 2023-2024 Validation 2024
2. Educators: 105 EG educators were surveyed during methodological meetings. Kindergarten with regular program Ianca Kindergarten no. 1, Ianca Kindergarten Târlele Filu, Ianca	Questionnaire for assessing teachers’ perspectives on early childhood education concerning collaboration with parents in the axiological education of preschoolers	Preliminary Ascertainment 2023-2024 Validation 2024

EG – 14 educators from Kindergarten no. 37 in Brăila, Romania		
1. Preschoolers (EG-22) from the senior group (5–6 years old), Kindergarten No. 37, Brăila, Romania.	Ascertainment form for the axiological conduct of preschoolers.	Preliminary Validation 2024
Total sample: 298 subjects.		

At the preschool stage, axiological orientations refer to the values that parents and preschool educators consider essential, such as respect, responsibility, honesty, empathy, etc. From a curricular perspective, the process of fostering axiological education in preschoolers primarily involves parents, many of whom lack the necessary training and sufficient cultural and educational background to effectively support this development.

The Ascertainment Stage of the Pedagogical Experiment

The parental competency assessment instrument was designed to evaluate skill development in addressing axiological education challenges, with specific focus on measuring parental effectiveness in child relationship management. Utilizing a three-point scale ('*always*,' '*mostly*,' '*rarely*'), the tool enabled categorical analysis of competency levels (*high*, *medium*, *low*) across assessed domains.

In the context of the pedagogical experiment, a total of 56 parents participated, including 29 parents from the experimental group (EG) and 27 parents from the control group (CG). The parental competencies assessed through the test items focused on areas such as *managing children's behavior*, *effective communication*, *responsibility for meeting needs*, *emotional self-regulation*, *empathy and emotional involvement*.

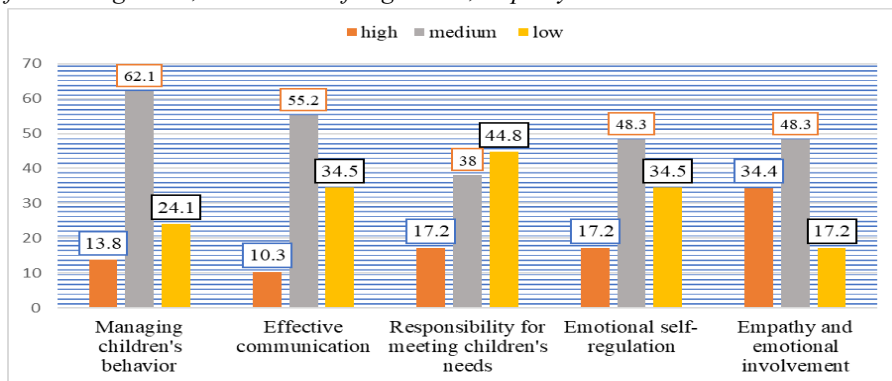


Figure 1. Levels of parental competencies development (ascertainment stage, EG)

Figure 1 reveals that only 13.8% of parents exhibit a high level of competence in managing their child's behavior to regulate value-based conduct. The majority of parents demonstrate medium and low levels of competence, suggesting that they

struggle to create a secure environment grounded in clear values, where children learn to control their actions and adhere to social rules. To achieve optimal effectiveness, parents need to strengthen their ability to support their children in developing AO. The situation regarding other competencies among parents follows a similar pattern, leading to the conclusion that they require parental education. Our subsequent interest focused on the extent to which teachers are prepared to address this need.

The experimental intervention was implemented with the experimental group (EG) - 14 preschool teachers from Kindergarten No. 37 in Brăila, Romania - during the 2023-2024 academic year. EG data were collected separately for comparison with formative and control phase results. Teacher perspectives on parent collaboration in preschoolers' axiological education were assessed through a mixed-format questionnaire examining: (1) conceptual understanding of axiological education, (2) applied methodological approaches, (3) values promoted, and (4) parent-teacher collaboration forms. Incorporating both closed-ended (multiple-choice) and open-ended items, the instrument provided multidimensional insights into axiological orientation development in preschoolers.

Table 2. Preschool Teachers' Perspectives on Axiological Education and Parental Interest in Axiological Education Training (EG, ascertainment stage, %)

What is your understanding of axiological education in preschool settings?		
The design/implementation of educational activities in kindergarten for the formation of axiological orientations in preschoolers.	Leveraging educational activities in early childhood education for value-based education.	Creating the necessary pedagogical conditions for the development of preschoolers.
7,1%	57,2%	35,7%
What challenges do you face in designing and implementing axiological education for preschoolers?		
Insufficient methodological preparation for the development of value orientations in preschoolers	Contradictions in promoting values and the destructive influence of the social environment on the development of value orientations	Sporadic involvement of parents in the axiological education of children
21,40%	35,70%	42,90%
What types of activities do you consider appropriate to organize in preschool to promote the axiological education of preschoolers?		
Everyday activities for shaping the axiological orientations of preschoolers	Case study and critical analysis of behavior	Gala of value-based behavior models
14,2 %	28,6%	57,2%

To what extent are families interested in collaborating with preschool educators to promote value-based education for children?		
To a large extent	To a moderate extent	Slightly interested
7,1%	21,5	71,4

The results show that 57.2% of respondents understand axiological education as enhancing educational activities in preschool for value-based learning. Additionally, 35.7% acknowledge the importance of creating appropriate pedagogical conditions for preschoolers' value development. However, only 7.1% of participants recognize the need to design specific educational activities for developing axiological orientations in children, revealing a significant gap in implementing value-based pedagogical objectives. As presented in Table 2, 21.4% of teachers consider insufficient methodological preparation the main challenge in developing axiological orientations. Activities featuring models of value-based behavior were most frequently recommended by teachers (57.2%) for axiological education, potentially offering strong impact through exemplary modeling. Notably, 71.4% of teachers perceive parents as having limited interest in collaboration, highlighting the urgent need for parental education programs given the increasing disconnect between families and educational institutions in promoting values. These findings demonstrate the necessity for continuous professional development programs to prepare educators with effective strategies for fostering axiological orientations.

The curriculum analysis highlighted that resilience (92.9%), emotional self-control (93.0%), independence (86.0%), humor (85.7%), and self-respect as well as respect for others (78.5%) are the most prominently emphasized values.

Table 3. Teachers' Perspectives on Curriculum-Embedded Values and the Axiological Orientations Presenting the Greatest Challenges in Preschool Education

	Values Promoted in Curriculum Documents at the Preschool Level (EG, Ascertainment)	The axiological orientations that are more difficult to develop in preschool (EG, Ascertainment)
Resilience	92,90%	57,20%
Humanity	64,90%	64,30%
Friendship	14%	100%
Humor	85,70%	64,30%
Kindness	21%	99, 8%
Responsible cooperation	57,20%	92,90%

Empathetic communication	64,30%	92,90%
Independence	86%	71%
Curiosity and the desire to learn	64,30%	64,30%
Self-discipline	64,30%	64,30%
Self-respect and respect for others	78,50%	78,50%
Emotional self-regulation	93%	71%

Teachers have identified specific value orientations that present significant challenges in preschool settings. Among these, friendship was highlighted by approximately 100% of respondents, kindness by 99.8%, and responsible cooperation by 92.9%. An analysis of the results, as illustrated in Figure 2, further reveals notable difficulties in fostering self-discipline. Specifically, only 10.3% of preschoolers demonstrate a high level of self-discipline, while 41.3% fall within the average range, and 48.4% exhibit a low level. These findings underscore the challenges young children face in managing autonomous behavior and adhering to established rules.

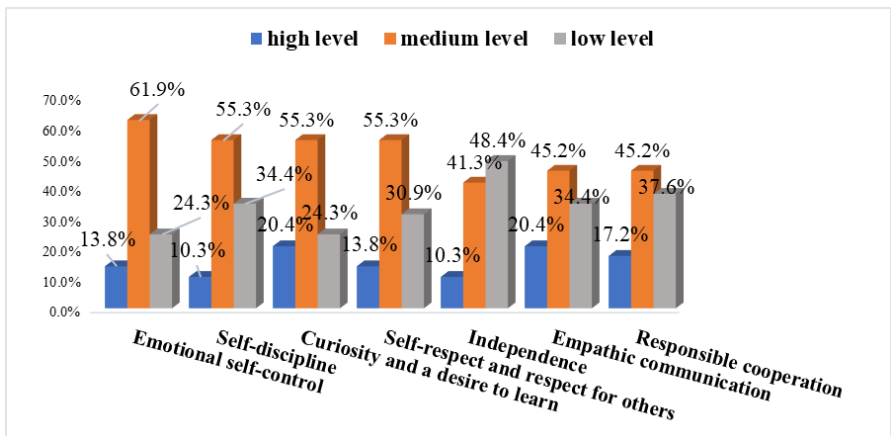


Figure 2. Levels of AO development in preschool children from the EG (ascertainment stage)

For the variable of *empathetic communication*, 20.4% of children exhibited a high level, reflecting an ability to comprehend and respond to others' emotions. By contrast, 45.2% fell within a medium range, and 34.4% displayed a low level, pointing to a notable need for focused interventions to strengthen empathy and interpersonal skills. In the domain of responsible cooperation, 17.2% of preschoolers attained a high level, reflecting advanced collaborative abilities. In contrast, 45.2% were at a medium level, and 37.6% were at a low level, signaling difficulties in assuming responsibilities and cooperating effectively. The results presented suggest

the need for educational interventions to enhance self-discipline, independence, and responsible cooperation, areas where low levels of AO were recorded, as shown in Figure 2.

The results for preschoolers in the control group (CG) regarding axiological orientations are broadly similar to those from the experimental group (EG).

Based on analysis of questionnaire responses, *several conclusions emerged concerning teachers' perspectives on the domains and values prioritized in preschool education.* Teachers highlighted *health, physical development, interpersonal relationships, and cognitive development* as the most pertinent domains for value-based education. These areas are deemed integral for nurturing *responsible attitudes, empathy, respect, and cooperation.* Axiological education is perceived as a central component of these domains, contributing significantly to the holistic growth of preschoolers. Teachers underscored that curricular frameworks emphasize values like *kindness, friendship, and empathetic communication,* which are viewed as fundamental. However, challenges persist in teaching more nuanced values, such as *resilience and emotional regulation.* Educators observed that these values pose greater challenges for children to learn and apply, as they demand heightened cognitive and emotional maturity and richer life experiences. Regarding parental roles, teachers recognize the importance of family-promoted values. Nonetheless, divergences exist in how parents interpret and implement axiological education. Parents are reported to actively prioritize values like *expressive communication and friendship* but demonstrate less consistency in cultivating *self-discipline or empathy.*

These findings indicate that axiological education in preschool requires shared responsibility between teachers and parents, necessitating a cohesive educational environment reinforced by meaningful life experiences. Thematic meetings with parents are considered essential for fostering open dialogue between families and preschool institutions, enabling the exchange of perspectives and experiences regarding shared values. Educators anticipate these meetings will help establish a common vision about the value orientations to be promoted in preschool education.

In conclusion, educators' perspectives stress the importance of parental involvement in value-based education. Educators identify parental counseling as an effective approach to nurturing values in children. Parental education programs are regarded as essential tools for increasing parents' participation in their children's axiological education. Furthermore, partnerships between educators and parents are viewed as central to maintaining a collaborative and unified educational process.

Curricular Provisions in Romania and the Republic of Moldova Regarding the Formation of Preschoolers' Axiological Orientations

The development of preschoolers' axiological orientations constitutes a foundational dimension of early childhood education, oriented toward cultivating children's values and moral norms. Curricular frameworks for preschool education are structured to integrate these values smoothly into children's daily activities. In Romania, education is affirmed as a national priority under the National Education Law. A central principle guiding the education system is *"the assumption, promotion, and preservation of national identity and the cultural values of the Romanian people,"* a directive that governs pre-university and higher education alongside lifelong learning. The educational process is intentionally structured to shape individual value systems in accordance with personal ideals, with the axiological formation of the personality serving as the core mission of education [3]. Objectives of early childhood education in Romania, as defined by the Early Childhood Education Curriculum, prioritize the free, holistic, and balanced development of personality in accordance with individual needs. Kindergartens operate as learning communities that actively support the acquisition of value orientations.

Table 4. Values Promoted in the Curriculum [10, p.9]:

Personal values	Self-respect, responsibility, integrity, active citizenship, excellence, perseverance, etc.
Social values	Human dignity, respect for others, equity, gender equality, tolerance, etc.
Societal/National Values	National culture, diversity and cultural dialogue, democracy, freedom, justice, patriotism, etc.
General Human Values	Truth, goodness, beauty, justice, peace, global mindset, etc.

In this context, the objectives of early childhood education include components for the formation, development, and diversification of essential competencies throughout the educational process. These encompass the child's discovery of self-identity, the cultivation of autonomy and a positive self-image, the development of social skills through interactions with peers and adults, the stimulation of curiosity, the encouragement of an active learning attitude, the promotion of exploration within the immediate and familiar environment as a basis for meaningful learning experiences, and the acquisition of knowledge, abilities, and habits, as well as the attitudes necessary for school entry and lifelong learning [35, p.16].

The national curriculum promotes values that every individual should internalize and apply in their personal, social, and professional life, including:

- *Respect* - for oneself, for others, for human rights, for diversity, and for the environment;
- *Responsibility* - taking accountability for one's behavior and actions and acknowledging and embracing social responsibilities;
- *Equity* - adopting a proactive approach to eliminating barriers related to personal or social characteristics such as gender, socio-economic status, ethnicity, or religion;
- *Integrity* - honesty, responsibility, and an ethical attitude;
- *Innovative spirit and creativity* - openness to change, implementing creative ideas through innovative solutions, generating new ideas and behaviors, autonomy, critical thinking, and reflectivity;
- *Active citizenship* - solidarity and engagement for the common good;
- *Excellence* - striving for performance and results in accordance with one's potential;
- *Perseverance, patience, persistence, and tenacity in work, convictions, and attitudes* - the ability to adapt to unfavorable situations and challenges [35, p. 15].

The child's personal value system, characterized by its unique axiological structure, evolves through life experiences, social learning, and socialization processes, influenced by their psychological and psychosocial traits. Romania's early childhood education curriculum prioritizes the development of axiological orientations in preschoolers by advancing prosocial behaviors, encouraging acceptance and respect for diversity, reinforcing adherence to social norms, fostering responsibility, developing decision-making abilities, and promoting acceptance and understanding of individuals within their immediate surroundings [ibid., p. 19]. Furthermore, the axiological framework endorsed by the Romanian curriculum articulates a range of pedagogical values spanning educational dimensions, such as universal, international, national, collective, individual, and instrumental values [20]. Following a review of the scientific literature and the processing of experimental data, we have reached the conclusion regarding the importance of developing and describing relevant mechanisms for the pedagogical training of parents (Figure 3).

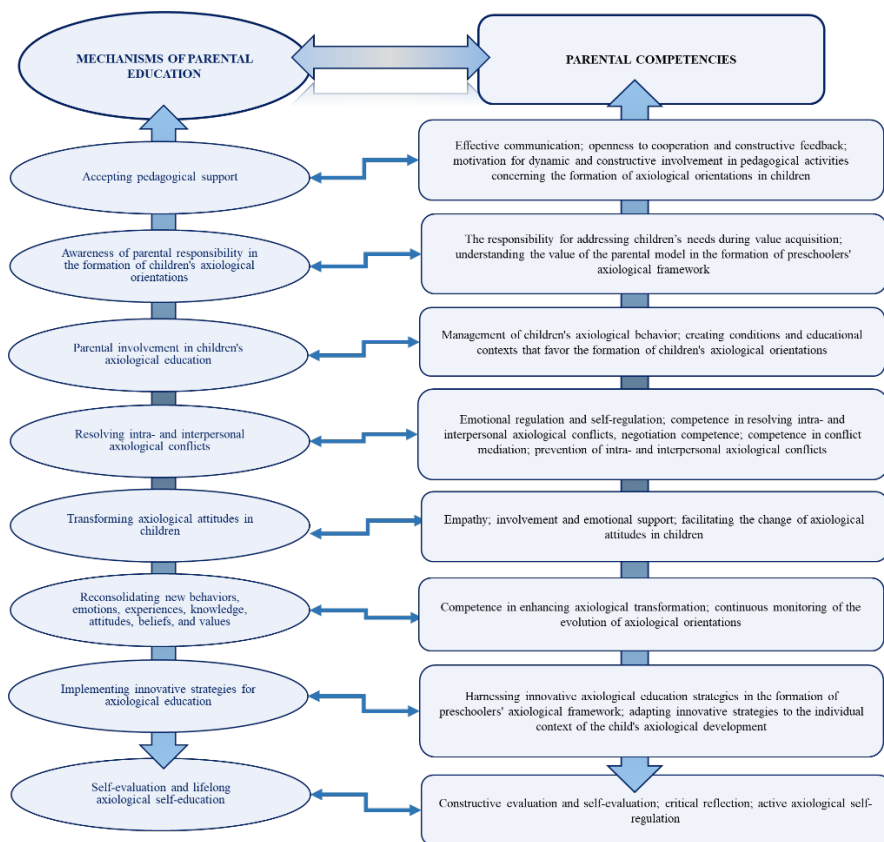


Figure 3. The mechanisms of parental education and the defining parental competencies for the formation of axiological orientations in preschoolers

The mechanism for accepting pedagogical support outlines how parents acknowledge and engage with the contributions of educators and specialists in axiological education for preschoolers to nurture their children's value development. By integrating guidance from professionals in early childhood axiological education, parents foster interactive dialogue that enables the exchange of outcomes, challenges, and individual perspectives. Educators, psycho-pedagogues, and related specialists, in turn, provide informed recommendations grounded in their professional knowledge and skills. Through this collaborative approach, parents assume an active role in advancing the goals of axiological education by cultivating a consistent and supportive learning environment.

The mechanism of parental responsibility awareness refers to the process through which parents recognize and assume an active role in shaping the axiological orientations of preschoolers, encompassing their duty to address their children's needs for understanding, distinguishing, learning, and internalizing values, while simultaneously acknowledging the importance of serving as role models who embody and demonstrate the values they intend to instill.

The mechanism of parental involvement in children's axiological education capitalizes on parents' capacity to intentionally model and scaffold value-laden behaviors. Through sustained engagement, parents co-construct a holistic educational environment characterized by adaptability, inclusivity, and intersubjective coherence. This dynamic process reinforces children's axiological orientations, crystallizing a resilient axiological identity that perpetuates morally reflexive development across the lifespan.

The mechanism for resolving intra- and interpersonal axiological conflicts emphasizes both preventive and resolute dimensions, commencing with the acquisition of foundational knowledge encompassing their nature: definitions, causal antecedents, contributing variables, developmental trajectories, and prospective resolutions. Parents must cultivate the capacity to discern and deploy contextually appropriate pedagogical strategies to address such conflicts effectively, synthesizing their understanding of emotional regulation, self-regulatory processes, negotiation dynamics, and mediation frameworks within axiological disputes, while concurrently manifesting empathetic, assertively balanced, and support-oriented behavioral dispositions in interpersonal engagements, thereby fostering an educational environment characterized by harmony, receptivity, openness, inclusivity, and psychological security.

The mechanism for transforming axiological attitudes in children encompasses a set of interconnected interactions and structures designed to achieve a specific outcome: the gradual reshaping of how children perceive, interpret, and assign value to various aspects of the world. Central to this process is the demonstration of empathy, which enables adults to identify, recognize, differentiate, understand, and support the preschooler's stance toward themselves and others. This includes the ability to imaginatively adopt the child's perspective to better comprehend their thoughts, behaviors, emotions, and beliefs. Furthermore, the mechanism relies on emotional involvement and support to provide preschoolers with a secure framework for expressing positive attitudes toward diversity, self-respect, respect for others, social responsibility, empathy, autonomy, self-discipline, emotional management, curiosity, and exploration of the world. Children gradually

internalize values and cultivate an appropriate axiological perspective tailored to the complexities of the contemporary world.

The mechanism of reconsolidating new behaviors, emotions, experiences, knowledge, attitudes, beliefs, and values refers to a dynamic and systematic process aimed at reinforcing and stabilizing changes within the axiological sphere, whether in children or adults. This mechanism relies on the consistent application of educational strategies and practices tailored to facilitate the internalization and integration of new elements into the individual's value structure. The reconsolidation process necessitates continuous adult monitoring of the evolution of axiological orientations, heightened adaptability, critical reflection, ongoing self-reflection, and the emotional support to enhance the effectiveness of axiological transformation.

The mechanism for implementing innovative strategies in axiological education focuses on how parents employ educational innovations by selecting and applying diverse methods and tools to maximize their impact on shaping preschoolers' axiological frameworks. This process requires adaptability, enabling parents to align their actions with contemporary educational approaches while ensuring strategies are accessible, personalized, and grounded in technological synergy to support the formation of axiological orientations in preschoolers.

The mechanism of self-evaluation and lifelong axiological self-education reflects a dynamic process, unfolding in an open pedagogical and social context, which encourages self-competition aimed at continuous self-improvement and personal growth. This mechanism emphasizes the importance of constructive evaluation and self-evaluation, enabling parents to analyze their educational practices and their impact on the axiological development of their children. Critical reflection is essential, facilitating a detailed analysis of the values and principles guiding axiological education within the family. Partnerships between educators and parents to address children's challenges and provide well-reasoned explanations of values are considered fundamental for supporting a coherent and collaborative educational process.

Comparative Experimental Values of Parent Training Derived from the Implementation of the Pedagogical Model of Parental Education in the Perspective of Forming Axiological Orientations in Preschoolers

In our experimental approach, we emphasize the perspective that *preschoolers' axiological orientations* constitute a set of contemporary values contributing to the formation of behaviors, positive emotional orientations, knowledge, and attitudes, which are continuously reconsolidated or transformed through the lens of personal experiences shaped by socio-cultural and educational contexts.

The Pedagogical Model of Parental Education in the Perspective of Forming Axiological Orientations in Preschoolers (Figure 4) highlights the interdependence and continuity of the components strategically directed toward shaping the axiological framework of preschool-aged children: it emphasizes the psychopedagogical foundations of parental and axiological education in preschool settings, underscores the interconnection between the stage of pedagogical training for preschool teachers in axiological education and the stage of parental education aimed at forming axiological orientations, accentuates the parental competencies essential for fostering these orientations, notes the importance of educational partnerships in shaping axiological orientations, and specifies the complexity and comprehensiveness of preschoolers’ axiological framework.

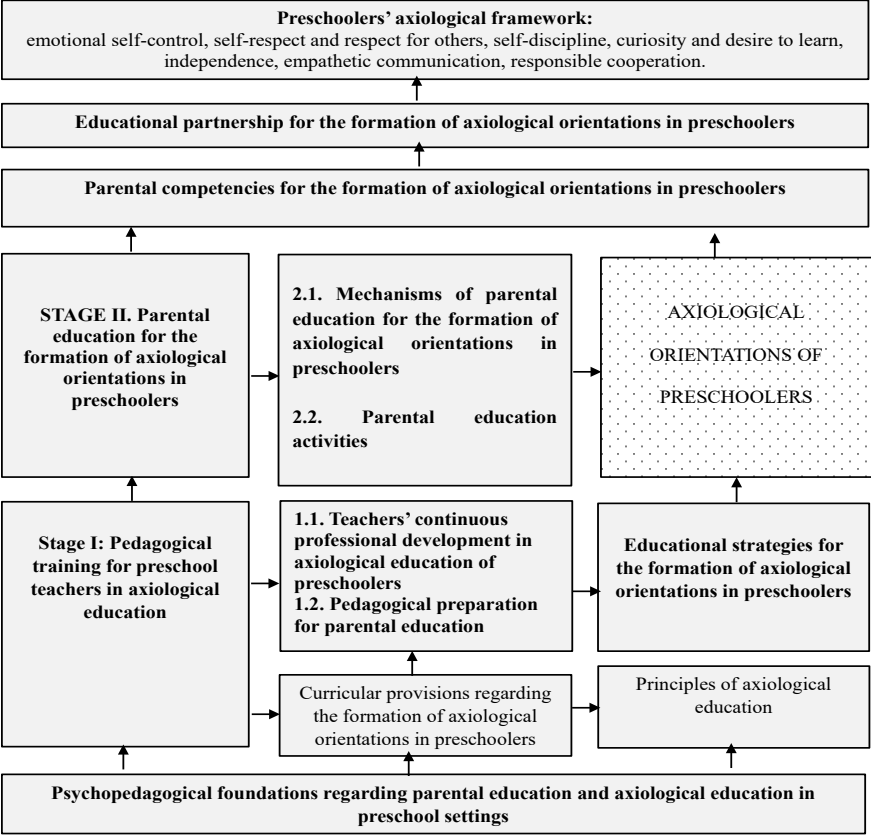


Figure 4. Pedagogical Model of Parental Education in the Perspective of Forming Axiological Orientations in Preschoolers.

To enhance the effectiveness of educational interventions in the field of children's axiological education, principles for forming axiological orientations in preschool-aged children have been developed and applied.

The principles of value-based education refer to normative guidelines and general directive theses that provide the educational process with a functional direction, ensuring a foundation for achieving its objectives successfully. A principle reflects procedural consistency by embodying the laws governing the organization of the educational process, signifying that within the educational sphere, essential, necessary, relatively stable, and repeatable relationships can be identified and must be explored by the actors involved [13, p. 398].

The process of axiological education was founded on *a system of principles aimed at shaping value orientations in preschool-aged children*: the principle of congruence and the structural and content integrity of preschoolers' axiological orientations; the principle of graduality, accessibility, and continuity in the formation of preschoolers' axiological orientations; the principle of adaptability and personalization in the development of axiological orientations in preschoolers; the principle of technological synergy in the formation of axiological orientations in preschoolers; the principle of utilizing the kindergarten-family educational partnership to shape axiological orientations in preschoolers.

The principle of congruence, along with structural and content integrity emphasizes the coherence and cohesion between the structure and content of these orientations, ensuring that both elements are complete and unfragmented. This congruence refers to the alignment and consistency between how values are organized and presented in the educational process (structure) and their actual content. In preschool education, this principle underscores that values such as self-respect, respect for others, empathy, emotional self-control, curiosity, a desire to learn, self-discipline, independence, and responsible cooperation are conveyed not only through verbal instruction but also through actions and observable behaviors. By maintaining this congruence, preschoolers do not merely acquire theoretical knowledge about values but actively experience and internalize them in a meaningful and coherent manner.

The principle of graduality, accessibility, and continuity ensures a consistent and coherent connection between educational activities and the values they promote. It highlights the importance of a structured educational process in which values are acquired, reinforced, and integrated into children's daily lives. This process unfolds gradually, allowing preschoolers to internalize values naturally in accordance with their cognitive and emotional development. Values must be introduced

progressively, moving toward more complex concepts as children grow, ensuring that axiological orientations are conveyed in an age-appropriate manner through relevant examples and activities suited to their level of understanding. At the same time, values are continuously reaffirmed in various educational contexts, including discussions, hands-on activities, and role modeling by adults. Adhering to this principle involves fostering a stable, coherent, and comprehensible educational environment that facilitates learning and development while ensuring a seamless transition between different educational stages and formats, supporting the transformation of children's axiological attitudes. Through repeated activities and experiences, children are constantly exposed to values and principles that help them reformulate their attitudes and integrate new concepts. Accessibility and continuity ensure the reinforcement of new behaviors, experiences, knowledge, attitudes, and axiological beliefs by strengthening the educational messages received, ensuring that these values become an integral part of preschoolers' conduct and consciousness.

The principle of adaptability and personalization emphasizes that the formation of these orientations is an adapted and personalized process, tailored to the individual characteristics of each child. It highlights the necessity of designing educational interventions to match the specific needs, interests, and developmental stages of the children, thereby enhancing engagement and promoting active learning. In developing axiological orientations, it is essential to consider each child's individuality, diversity, and unique familial and cultural context. Moreover, this principle encourages children to value their own individuality while fostering respect and appreciation for diversity, promoting values such as tolerance, empathy, respect, kindness, fairness, and honesty, prioritizing the active participation of the child and supporting the development of autonomy and responsibility.

The principle of technological synergy involves the synergistic integration of traditional and modern educational technologies, fostering a holistic educational experience tailored to the diverse needs of children. This principle highlights the importance of combining classical methods such as conversation, explanation, storytelling, role-playing, and exercises with contemporary techniques, including Venn diagrams, T-charts, Starbursting, Cubes, Clusters, and Double Bubbles. Furthermore, traditional teaching resources, such as visual aids, are enhanced by audio-visual tools and digital resources, including applications and online educational platforms. For instance, activities that merge storytelling (a traditional approach) with interactive applications featuring educational games (a modern approach) enable children to explore themes such as empathy, cooperation, assertiveness, respect, and responsibility. This integrated approach emphasizes the

formation of axiological orientations in a manner that is engaging, interactive, varied, and productive.

The principle of leveraging the educational partnership between kindergarten and family emphasizes the importance of supporting the values promoted and formed by the kindergarten within the family environment, and vice versa, ensuring continuity between formal and informal education.

The experimental interventions, which focused on parental education aimed at forming axiological orientations in preschoolers, employed a bifaceted approach that was deliberately designed, strategically implemented, and organized into two stages: **Stage I** involved pedagogical training for preschool teachers in axiological education, and **Stage II** encompassed parental education aimed at forming axiological orientations in preschoolers.

Stage I, "Pedagogical Training of Preschool Teachers for Axiological Education," aimed to enhance the professional competencies of educators from a dual perspective: *developing the professional skills necessary for the axiological education of preschool-aged children and providing psycho-pedagogical training for preschool teachers to educate parents on the formation of AO in preschoolers.*

The activities conducted for the pedagogical training of preschool teachers in axiological education included: a roundtable discussion with educators titled "Kindergarten and Family – Equal Partners in the Axiological Education of Preschoolers"; a seminar for educators titled "The ABCs of Axiological Education"; a workshop titled "Didactic Transposition – A Necessity in Forming Axiological Orientations in Preschoolers"; a seminar titled "The Axiological Framework of Preschoolers"; a workshop titled "Educational Strategies for Developing Axiological Orientations in Preschoolers"; a lecture for educators titled "The Role of the Educator in Shaping Axiological Orientations in Preschoolers through Didactic and Extracurricular Activities"; a webinar titled "The Educator as a Promoter of Timeless Values"; a seminar titled "Intra- and Interpersonal Axiological Conflict: Definition, Factors, Influences, Prevention, and Intervention"; a training session titled "Enhancing the Axiological Transformation of Personality"; and individual and group consultations for educators titled "Forming Axiological Orientations in Preschoolers: Challenges, Successes, and Strategic Visions."

As part of the continuous professional development activities, preschool teachers received theoretical and practical support regarding the axiological education of preschoolers and the pedagogical guidance of parents in shaping axiological orientations in children. In this context, representative models for developing prosocial competencies in preschoolers were analyzed. We believe that

the effectiveness of forming axiological orientations in children depends on the synergy between formal education, provided by preschool teachers, and informal education, ensured by the family environment. In this process, parents, as direct beneficiaries of pedagogical guidance on the axiological education of preschoolers, become active co-participants in this complex process.

During the control phase of the pedagogical experiment, the *Test for Assessing the Preparedness of Preschool Teachers in Developing Axiological Orientations in Preschoolers* was administered to the experimental group (EG) of educators from Kindergarten No. 37 in Brăila, Romania. The comparative experimental data confirms a positive dynamic in the training of teachers within the EG, demonstrating their enhanced ability to ensure the axiological education of children.

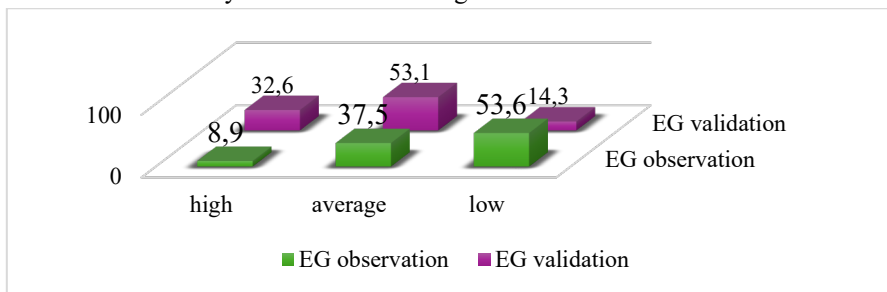


Figure 5. Comparative Experimental Values Regarding the Level of Preparedness of Preschool Educators for Axiological Education
(Ascertainment – Validation, EG – Preschool Teachers)

Curricular frameworks systematically prioritize foundational social-emotional values, particularly kindness, friendship, and empathetic communication, as essential learning outcomes. However, educators identify significant challenges in developing higher-order competencies such as resilience and emotional self-regulation, noting that these require both cognitive maturity and scaffolded life experiences for effective internalization.

In **Stage 2: Parental Education**, contexts were created for the development of parental competencies, providing opportunities for parents to understand and apply the principles of axiological education in general, and the principles of forming axiological orientations in children in particular. This facilitated the consistent, unified, and coherent manifestation and internalization of authentic values in preschoolers. In this context, Vl. Pâslaru states: *"The appropriation (assimilation, acquisition) of values essentially determines the quality of the individual, who identifies with their own essence and, consequently, with their own values, including the capacity to acquire values and to constitute themselves as a perfected being – the supreme value of human existence"* [34, p. 329].

The second phase was oriented toward *parental training within the framework of developing axiological orientations in preschool-aged children*, with the purpose of designing and implementing activities to cultivate and strengthen parental competencies. The range of activities for educating parents on shaping axiological orientations in preschoolers included: the Roundtable "Informed and Inspired Parents, Skillful and Value-Driven Children: Sustainable Strategic Cooperation"; the Seminar "Roots and Wings: Education through and for Values in the Family"; the Workshop "Educational Contexts for the Axiological Formation of Children"; the Training "Intra- and Interpersonal Axiological Conflict: Contexts, Impact, Solutions"; the Training "Attitudes: Role and Relevance in the Axiological Formation of Personality"; the Workshop "Values in Action: Continuous Axiological Transformation"; Individual and Group Consultations "Forming Axiological Orientations in Preschoolers: Challenges, Achievements, Perspectives"; The Seminar "Innovation in Education, Inspiration, Motivation, Evolution"; and the Parent Session "Axiological Education – A Continuous, Intentional, Dynamic, and Transformative Process."

The various activities associated with parental education facilitated the development of axiological orientations in preschool children by effectively utilizing educational mechanisms within the process of value formation.

The primary objective in the process of *developing parental competencies for shaping children's axiological orientations* was the establishment of a supportive environment. This is of considerable importance, as parents play a fundamental role in the transmission of values from the earliest stages of life, serving as primary role models of ethical and moral principles. The parents' own axiological framework has a profound impact on the development of their children's value system.

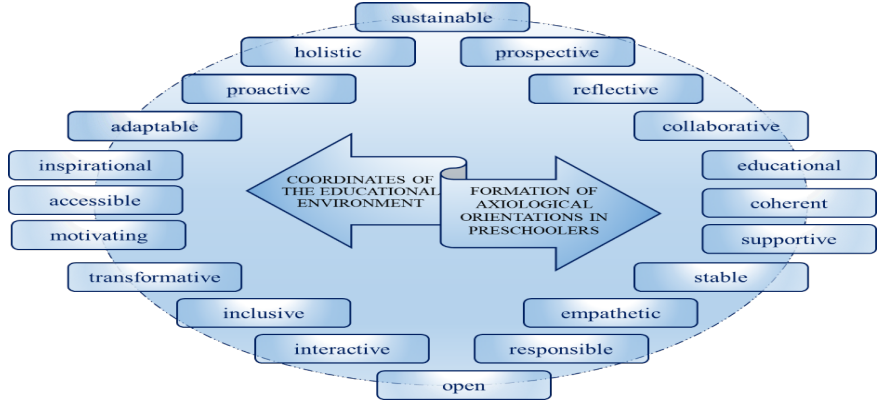


Figure 6. Coordinates of the Supportive Educational Environment for the Formation of Axiological Orientations in Preschoolers (Original Contribution)

The most relevant parental competencies required for shaping axiological orientations in preschoolers are derived from the mechanisms of parental education.

The acceptance of pedagogical support has highlighted the importance of parents possessing *effective communication competence* for resolving issues of common interest among educational agents.

Openness to cooperation and constructive feedback reflects parents' willingness to collaborate with educators, facilitating a reciprocal exchange of insights that enhances the effectiveness of educational strategies aimed at forming children's axiological orientations.

Parents' motivation to actively participate in activities related to axiological education plays a significant role in ensuring continuity across both formal and informal learning contexts. Our objective was to encourage parents' full engagement in pedagogical activities aimed at forming the axiological framework of preschool-aged children.

The expression of parental responsibility in addressing children's needs focused on identifying, clarifying, and fulfilling a wide range of essential requirements: physiological, emotional, cognitive, social, educational, cultural, safety, belonging, exploration, acceptance, and more. Meeting children's needs in terms of understanding, differentiating, learning, and gradually internalizing values accentuated the complex process of value appropriation (assimilation, acquisition), contributing to the development of a strong axiological framework in preschoolers.

Critical reflection highlights the ability of parents to analyze and objectively evaluate information and situations, considering not only outcomes but also the underlying reasons and values that guide educational choices. *Axiological self-regulation* reveals the parents' capacity to critically reflect on their own values, reevaluate them, and autonomously adjust them in line with the demands of the contemporary socio-cultural environment in a conscious, systematic, coherent, and dynamic process of self-improvement, in which the individual actively and responsibly participates in forming their own axiological orientation. These competencies have contributed to the formation of the axiological framework in preschoolers, which represents the set of internalized value structures.

By ensuring the functionality of the kindergarten-family educational partnership, parents were continuously and systematically guided in forming the axiological orientations of preschool-aged children. However, we placed particular emphasis on fostering the development of parental competencies related to the formation of the axiological framework in preschoolers.

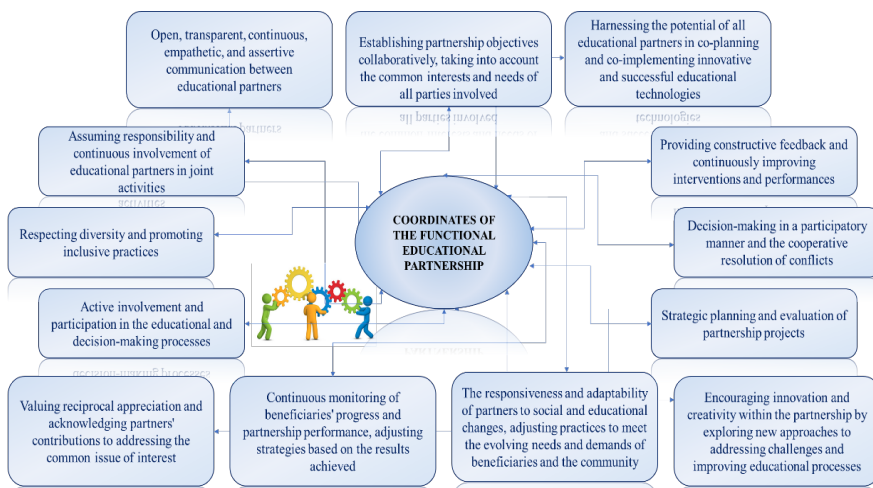


Figure 7. Characteristics of a Functional Educational Partnership for the Formation of Axiological Orientations in Preschoolers (based on V. Mîslîţchi)

Below, we present the experimental data confirming the positive dynamics of parental competencies resulting from the implementation of the Pedagogical Model of Parental Education from the perspective of forming axiological orientations in preschoolers.

Table 5. Comparative Values Regarding the Development of Parental Competencies (Experimental Group - EG, Ascertainment and Control Stages of the Pedagogical Experiment) (No., %)

Competence	The Ascertainment Stage of the Experiment					The Control Stage of the Experiment						
	high		average		low	high			average		low	
	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%	Nr.	%
Managing children's behavior	4	13,8	18	62,1	7	24,1	7	24,1	19	65,6	3	10,3
Efficient communication	3	10,3	16	55,2	10	34,5	7	24,1	17	58,7	5	17,2
Meeting needs as an expression of responsibility	5	17,2	11	38	13	44,8	8	27,6	14	48,3	7	24,1
Emotional self-regulation	5	17,2	14	48,3	10	34,5	6	20,7	16	55,2	7	24,1
Empathy and emotional involvement	10	34,5	14	48,3	5	17,2	14	48,3	12	41,4	3	10,3

The processing and interpretation of the data obtained during the experiment highlight the significant progress in the development of parents' competencies in the experimental group, improvements that reflect the effectiveness of the pedagogical interventions which had a positive impact on performance related to behavior management, effective communication, assuming responsibilities, emotional self-regulation, empathy, etc.

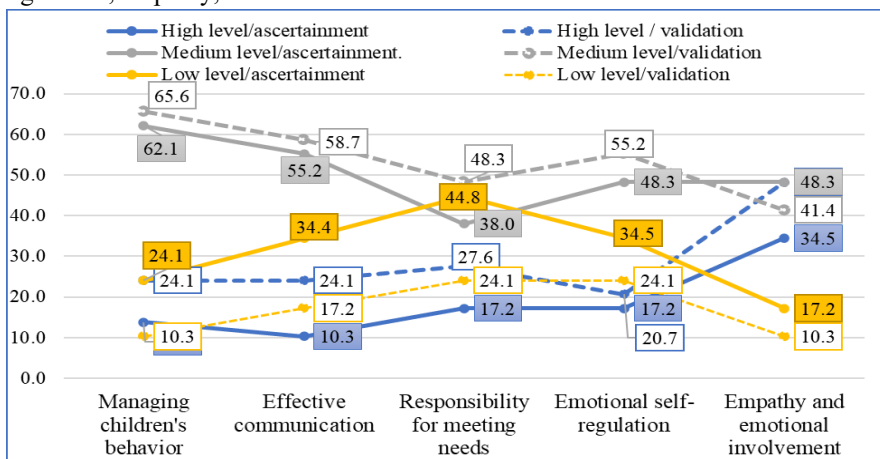


Figure 8. Comparative Levels of Parental Competence Development (ascertainment -validation, EG parents)

The experimental data in Figure 8 reveals a high level of parental competence in shaping the axiological orientations of preschoolers, demonstrated by the parents in the experimental group through their active participation as beneficiaries in multiple pedagogical activities. Furthermore, the promotion of active communication and cooperation with teaching staff to better understand the strategies used in preschool ensured the continuity of the educational process, leveraging the synergy between formal and informal education. By developing these competencies, parents not only contributed to the formation of preschoolers' axiological orientations but also became advocates of education adapted to contemporary demands and challenges, thereby enhancing the relevance and efficiency of the educational process within the family. The implementation of the *Pedagogical Model of Parental Education from the perspective of forming axiological orientations in preschoolers* demonstrated the functionality and continuity of the interventions aimed at advancing both teachers' professional competencies and parental competencies in forming the axiological framework of preschool-age children.

The structured and complex set of competencies held by parents favors the continuous reinforcement of axiological orientations in preschool-age children. Among the parental competencies that are defining for the formation of preschoolers' axiological framework, the following stand out: *effective communication, openness to cooperation and constructive feedback, responsibility for meeting children's needs in the process of forming axiological orientations, management of children's axiological conduct, emotional self-regulation, empathy, emotional support*, etc.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

1. The theoretical and applied research outlined in this doctoral thesis confirms the successful achievement of its objectives. The study began by establishing the psychopedagogical foundations of parental education, axiological orientations, and axiological education, which constituted its primary aim. By interpreting the pedagogical basis of axiological education in preschoolers and parental education, the research identified theoretical challenges in value education across familial and preschool settings. These challenges encompass limited understanding of how parental education shapes personality through value formation and difficulties in cultivating axiological orientations in preschool-aged children. The conceptual evolution of axiological education and parental education reflects an endeavor to clarify their scientific underpinnings and evaluate educational strategies that foster values within families. Integral to this research is the concept of *axiological orientations*, a term foundational to D. Antoci's scholarly contributions, defined as a dynamic construct of interconnected beliefs, attitudes, and behaviors hierarchically organized within an individual's value system. For preschoolers, this framework comprises internalized value structures such as *emotional self-control, self-respect, respect for others, self-discipline, curiosity, independence, empathetic communication, and responsible cooperation*, which emerge through the child's assimilation of societal values across formal, informal, and non-formal educational environments. This process is shaped by the child's inherent traits and sociocultural contexts, while remaining adaptable to new stimuli to ensure functional and adaptive axiological development.

2. An analysis of scholarly literature reveals distinct psychological characteristics of preschoolers' development, underscoring the necessity of specialized training for preschool educators and inclusively designing parental education programs to equip parents with strategies for fostering value orientations in young children. Furthermore, this research identifies that effective family-based axiological education

hinges on parents cultivating competencies to engage with three interrelated value categories: (1) goal-oriented values (aspirational ideals guiding education), (2) instrumental values (practical methods for achieving these ideals), and (3) evaluative criteria (standards for assessing educational outcomes). Finally, when parents acquire a comprehensive understanding of preschoolers' developmental milestones, individual traits, and evidence-based strategies for value education, they can establish practical frameworks for axiological education within the family.

3. In Romania, the preschool education curriculum, regulated by the Ministry of Education, is structured to cultivate critical axiological orientations by prioritizing the development of essential values for fostering balanced, harmonious, and socially integrated personalities. At this developmental stage, pedagogical efforts focus on nurturing relational skills, facilitating the expression of emotions and thoughts, and internalizing foundational societal values. To identify the primary axiological orientations specific to preschoolers aged 5–6 years, ***this study analyzed curricular frameworks in Romania and the Republic of Moldova, focusing on value formation in early childhood education. Empirical research confirms the necessity of parental education to:*** (1) shape children's value-based behaviors, (2) transmit fundamental norms and principles through parental guidance, and (3) create a family environment that ensures emotional safety, facilitating the development of value orientations that will guide children's decisions and autonomy in the formation of a coherent system of axiological orientations.

4. Preliminary experimental research highlighted the importance of pedagogical training for parents in the axiological education of preschoolers; an experimental study analyzing the perspectives of both preschool teachers and parents regarding the axiological education of children aged 5–6 years revealed ***significant interest among parents in learning strategies for guiding children's value orientations.*** Based on these insights, scientifically grounded mechanisms for parental education were developed and substantiated.

5. *Examination and description of methodological experiences in parental education within preschool education have led to the identification of the main dimensions of family education that are particularly relevant to forming the axiological framework of preschoolers, and based on these dimensions the Pedagogical Model of Parental Education in the Perspective of Forming Axiological Orientations in Preschoolers was developed, implemented, and experimentally validated.* Experimental data from the control stage confirmed the research hypothesis that the formation of preschoolers' axiological orientations can productively generate axiological behaviors if the theoretical foundations regarding

parental education, axiological orientations, and axiological education are established, the particularities of preschoolers' development are described and the methodological experiences in parental education are interpreted, the opinions of preschool education teachers and parents regarding the axiological education of preschoolers aged 5-6 years are evaluated, and the Pedagogical Model of Parental Education in the perspective of forming axiological orientations in preschoolers is developed, implemented, and experimentally validated.

RECOMMENDATIONS:

For preschool education teachers: Strengthening the school-family partnership and implementing the Pedagogical Model of Parental Education from the perspective of forming axiological orientations in preschoolers.

For parents: Engaging in the scientific understanding of the specific psychological development of preschoolers and making self-development efforts to shape their children's axiological framework.

REFERENCES

1. ALBU, E. *Manifestări tipice ale devierilor de comportament la elevii preadolescenți. Prevenire și terapie*. București: Aramis, 2002, 128 p. ISBN 973-85940-4-9.
2. ANDREI, P. *Filosofia valorii*. Iași: Polirom, 1997. 240 p.
3. ANTOCI, D. *Teoria și metodologia formării orientărilor valorice la adolescenți și tineri*. Teză de doctor habilitat în științe ale educației. Chișinău, 2022. 220 p.
4. ANTOCI, D., BOROZAN, M., BICULESCU F. T. *Metodologia educației axiologice*. Ghid metodic. Costești: Ars Libri, 2023. 288 p. ISBN 978-606-36-2377-6.
5. BADER, K. Axiology and the Dualism of Practical Reason. In: HIROSE, I., OLSON, J. (eds). *Oxford Handbook of Value Theory*. Oxford University Press 2015. p. 175-205
6. BOROZAN, M., BEȚIVU, A. *Filosofia educației. Note de curs*. Bălți: Tipografia din Bălți, 2021. 158p. ISBN 978997532515-8.
7. CEBAN, V. *Fundamente pedagogice ale educației parentale pozitive*. Teză de doctor în științe ale educației. Chișinău, 2022. 199 p.
8. Codul familiei [online], [citât 23.07.24] Disponibil: <https://www.legis.md>
9. COJOCARU, Ș. COJOCARU, D. *Educația parentală în România*. București, 2011. 63 p. Disponibil: <https://www.unicef.org/romania/media/816/file/Educa%C8%9Bie%20parental%C4%83%20%C3%AEn%20Rom%C3%A2nia.pdf>
10. *Conceptul dezvoltării Curriculumului școlar*. [online], Chișinău, 2024. 43 p. [citât 15.08.2024]. Disponibil: <https://mec.gov.md>.

11. COROBAN, C. Ghid practic de educație parentală. Chișinău: Tipografia Nr.1, 2023. 48 p. ISBN 978-9975-3620-7-8.
12. CRISTEA, S. *Concepte fundamentale în pedagogie, vol. 2: Educația. Concept și analiză*. București: Didactica Publishing House, 2016. 117 p. ISBN 978-606-683-378-3.
13. CUCOȘ, C. *Pedagogie și axiologie*. București: Editura Didactică și Pedagogică R.A., 1995. 160 p. ISBN 973-30-4398-2.
14. *Curriculum pentru educația timpurie*. [online], 2019, 42 p. [citât 12.06.2024]. Disponibil:
https://www.edu.ro/sites/default/files/Curriculum%20ET_2019_aug.pdf.
15. CUZNEȚOV, L. Cultura educației familiale sau Mica enciclopedie de formare a competențelor parentale. Chișinău: CEP USM, 2020. 306 p. ISBN 978-9975-152-21-1.
16. Date cheie privind educația și îngrijirea timpurii a copiilor în Europa – Ediția 2014, [online] [citât 12.06.2024]. Disponibil:
<https://eurydice.eacea.ec.europa.eu/publications/>
17. Educația în familie. Parteneriatul familie – școală. Pitești, 2023. 1097 p. [online], [citât 10.08.24] Disponibil: <https://proiecteducational.ro>
18. Ghid de implementare a Curriculumului pentru Educație Timpurie, a Standardelor de învățare și dezvoltare a copilului de la naștere până la 7 ani din perspectiva Cadrului de referință pentru educație timpurie. [online] Chișinău, 2019. 149 p. [citât 15.07.2024] Disponibil:
https://mecc.gov.md/sites/default/files/ghid_ro.pdf
19. GOLU, M. Introducere în conflictologie. București: Pro Universitaria, 2024. 176 p. ISBN 978-606-26-1922-0
20. HADÎRCĂ, M. Dezvoltarea curriculumului școlar din perspectivă axiologică. In: *Curriculumul școlar: provocări și oportunități de dezvoltare*, 7-8 decembrie 2018. Chișinău, Republica Moldova: Institutul de Științe ale Educației, 2018, pp. 279-285.
21. IANIOGLO, M. Abordarea comunicativ-profesională a formării competenței didactice. In: *Știință, educație, cultură*, 15 februarie 2020, Comrat. Comrat, Republica Moldova: Universitatea de Stat din Comrat, 2020, Vol.3, pp. 83-88. ISBN 978-9975-83-093-5.
22. IANIOGLO, M. Cultura comunicării - parte integrantă a normelor sociale. In: *Функционирование славянских и других языков и литератур в контексте языковой ситуации РМ*, 24 mai 2020, Comrat. Comrat, Republica Moldova: Tipografia "A & V Poligraf", 2020, pp. 63-68. ISBN 978-9975-83-101-7
23. ILUȚ, P. *Valori, atitudini și comportamente sociale: teme actuale de psihosociologie*. Iași: Polirom, 2014. 256p. ISBN: 973-681-763-6.
24. IONESCU, Mi., NEGREANU, El. *Educația în familie. Repere și practici actuale*. București: Ed. Cartea Universitară, 2006. 193 p. ISBN 973-731-297-X.

25. IUROAIA, F., STANCIU, F. Educația parentală și interacțiunea părinte – copil. In: *Psihologie, revista științifico-practică*. 2011, nr. 1, pp. 55-61. ISSN 1857-2502
26. MOCANU, L., CARABET, N. Educația parentală: Suport de curs. Chișinău: Tipografia UPS „Ion Creangă”, 2020. 57 p. ISBN 978-9975-46-436-9.
27. OPREA, O-M., ȘOVA, T. Condiții pedagogice de stimulare a motivației elevilor pentru succesul școlar. In: *Cercetarea pedagogică: exigențe contemporane și perspective de dezvoltare*, 8-9 noiembrie 2024, Chișinău. Chișinău: CEP UPS „I. Creangă”, 2024, Ediția 2-a, pp. 408-416. ISBN 978-9975-48-197-7.
28. OPREA, O-M., ȘOVA, T. Specificul motivației pentru succesul școlar al elevilor din ciclul gimnazial. In: *Revista Didactica Pro...*, Nr. 6(148), 2024. ISSN 1810-6455
29. ORÎNDAȘ, L. Educația parentală în contextul promovării parteneriatului școală–familie. Ghid metodologic. Chișinău: Institutul de Științe ale Educației, 2018. 137 p. ISBN 978-9975-48-143-4.
30. OVCERENCO, N. Creativitatea pedagogică în educația tinerilor pentru viitor pe dimensiunea valorificării parentalității clasice. In: *Geniu, talent, creativitate : - o perspectivă socio-culturală*, Ed. XIII, 1 mai 2022, Iași. Iași, România: 2022, Volumul II, pp. 27-33. ISBN 978-606-685-906-6.
31. OVCERENCO, N. Educația prenatală – dimensiune importantă a educației tinerilor pentru parentalitate. In: *Calitate în educație - imperativ al societății contemporane*, 4-5 decembrie 2020, Chișinău. Chișinău, Republica Moldova: CEP UPS „I. Creangă”, 2020, Vol.1, pp. 470-475. ISBN 978-9975-46-482-6; 978-9975-46-483-3.
32. PALADI, O. *Orientările valorice și adaptarea psihosocială la vârsta adolescenței: Abordări teoretice*. Chișinău: Print-Caro SRL, 2021. 266 p. ISBN 978-9975-48-190-8
33. BORȚEANU, S. et al. *Curriculum pentru învățământul preșcolar*. București: Didactica Publishing House, 2009. 159 p.
34. PÂNIȘOARĂ, G. *Psihologia învățării: cum învață copiii și adulții?* Iași: Polirom, 2019. ISBN 978-973-46-7725-2.
35. PÂSLARU, V. *Dicționar de educație literar-artistică*. București: Editura Universitară, 2024. 352 p. ISBN 978-606-28-1800-5
36. *Repere pentru proiectarea, actualizarea și evaluarea curriculumului național. Cadrul de referință al curriculumului național*. [online] București, 2020. 67 p. [cit. 12.06.2024]. ISBN 978-606-8966-06-9. Disponibil: <https://isj.vs.edu.ro/>
37. SILISTRARU, N. *Etnopedagogie și educație*. Chișinău: CEP UST, 2021. 407 p. ISBN 978-9975-76-295-3.
38. STAN, L. et al. *Educația timpurie: probleme și soluții*. Iași: Polirom, 2016. 374 p. ISBN 978-973-46-5978-4
39. Strategia sectorială de dezvoltare pentru anii 2014-2020 „Educația-2020”. [online] Ministerul Educației, 2014. 64 p. [accesat 31.08.2024]. Disponibil: [Educatia-2020.pdf](#)
40. ȘOVA, T. Educația pentru drepturile omului în învățământul primar: argumente și modalități de realizare. In: *Managementul educațional: realizări și perspective*

de dezvoltare, Ed. 2, 27 aprilie 2018, Bălți. Bălți: Tipografia din Bălți, 2018, Ediția 2-a, pp. 337-344. ISBN 978-9975-3260-0-1.

40. VRĂSMAȘ, E. *Intervenția socio-educțională ca sprijin pentru părinți*. București: Aramis-Print, 2008. 255 p. ISBN 978-973-679-531-2

LIST OF THE AUTHOR'S PUBLICATIONS ON THE RESEARCH TOPIC

Articles in Scientific Journals:

41. **MEIROȘU, I.** Direcții ale educației axiologice la preșcolari. In: *Studia Universitatis Moldaviae (Seria Științe ale Educației)*, 2023, nr. 5(165), pp. 196-201. ISSN 1857-2103.
42. **MEIROȘU, I.** Prevederi curriculare din România și R. Moldova privind formarea orientărilor axiologice ale preșcolarilor. In: *Acta et commentationes (Științe ale Educației)*, 2024, nr. 3(37), pp. 205-210. ISSN 1857-0623.
43. **MEIROȘU, I.** Mecanismele pedagogizării părinților pentru formarea orientărilor axiologice la preșcolari. In: *Acta et commentationes (Științe ale Educației)*, 2024, nr. 4(38), pp. 156-161. ISSN 1857-0623/ ISSN 2587-3636.

Articles in the Proceedings of National and International Scientific Conferences:

44. **MEIROȘU, I.** Educația axiologică la preșcolari. Provocări contemporane. In: *Cultura cercetării pedagogice: provocări și tendințe contemporane*, Ed. 1. Chisinau, Moldova: INCE, 2021, Ediția 1, Vol.5, pp. 137-146. ISBN 978-9975-76-350-9.
45. **MEIROȘU, I.** Educational value of the didactic game in promoting values in preschoolers. In: *Education, Policies, Society*, 13-15 martie 2023, Chișinău. Chișinău: CEP UPS „I.Creangă”, 2023, p. 39. ISBN 978-9975-46-897-8 (PDF).
46. **MEIROȘU, I.** Familia - primul factor educativ în viața copilului. In: *Dialog intercultural polono-moldovenesc*. Chișinău: Tipografia UST, 2021, Vol. IV, nr.2, pp. 124-129. ISBN 978-9975-76-341-7.
47. **MEIROȘU, I.** Formarea orientărilor axiologice a preșcolarilor din perspectiva managementului educației familiei. In: *Materialele Conferinței Republicane a Cadrelor Didactice: Psihopedagogie și management educational*. Chișinău, UST, 2020, Vol. 5, pp. 107-113. ISBN 978-9975-76-302-8.
48. **MEIROȘU, I.** Managementul educației parentale la nivelul învățământului preșcolar. In: *Materialele Conferinței Republicane a Cadrelor Didactice: Psihopedagogie și management educational*. Chișinău: Tipografia Universității de Stat din Tiraspol, 2021, Vol. 5, pp. 145-152. ISBN 978-9975-76-322-6.
49. **MEIROȘU, I.** Realizarea educației pentru și prin valori la preșcolari. In: *Materialele conferinței științifice studențești cu participare internațională*, Ed. 70. Chișinău: Tipografia UST, 2021, Ed. 70, Vol.2, pp. 131-135. ISBN 978-9975-76-339-4.
50. **MEIROȘU, I.** Strategii inovative de formare a orientărilor axiologice la preșcolari. In: *Managementul educațional: realizări și perspective de dezvoltare*, Ed. 4. Bălți: Tip. din Bălți, 2022, Ed. 4-a, pp. 108-113. ISBN 978-9975-161-32-9.

ADNOTARE
MEIROȘU Ionela

„Fundamente psihopedagogice ale educației parentale în contextul formării orientărilor axiologice la preșcolari”, Chișinău, 2025

Structura tezei: introducere, trei capitole, concluzii generale și recomandări, bibliografie din 197 de surse, adnotare (română, engleză), concepte-cheie în limbile română și engleză, lista abrevierilor, 155 pagini de text de bază, 16 de tabele, 36 figuri, 8 anexe.

Publicații la tema tezei: 10 lucrări științifice dintre care: 3 articole în reviste de profil, 7 articole în lucrările conferințelor internaționale și naționale.

Concepte - cheie: educație parentală, orientări axiologice, educație axiologică, părinți, învățământ preșcolar, parteneriat educațional etc.

Scopul investigației: stabilirea fundamentelor psihopedagogice, elaborarea și validarea experimentală a *Modelului pedagogic de educație parentală în perspectiva formării orientărilor axiologice la preșcolari*.

Obiectivele cercetării: stabilirea fundamentelor psihopedagogice privind educația parentală, orientările axiologice și educația axiologică; elucidarea particularităților dezvoltării psihologice a preșcolarilor în contextul formării orientărilor axiologice la preșcolari; interpretarea prevederilor curriculare din România și R. Moldova privind orientările axiologice la preșcolari de 5-6 ani; *studiul experimental al premiselor formării OA la preșcolari (opinia profesorilor și a părinților privind educația axiologică a preșcolarilor)*; descrierea experiențelor de educație parentală în învățământul preșcolar; crearea și întemeierea științifică a mecanismelor pedagogizării părinților; elaborarea, implementarea și validarea experimentală a *Modelului pedagogic de educație parentală în perspectiva formării orientărilor axiologice la preșcolari*.

Noutatea și originalitatea științifică a cercetării rezultă din: argumentele științifice descrise privind importanța educației parentale în sensul formării OA la preșcolari; identificarea fundamentelor psihopedagogice privind educația parentală; studiul evoluției semnificațiilor termenului de orientări axiologice; crearea mecanismelor pedagogizării părinților care au stat la baza elaborării *Modelului pedagogic de educație parentală în perspectiva formării orientărilor axiologice la preșcolari* și formularea unor concluzii științifice privind educația axiologică a preșcolarilor.

Rezultate obținute ce contribuie la soluționarea unei probleme științifice importante în cercetare se referă la stabilirea fundamentelor psihopedagogice și conceptualizarea științifică a *Modelului pedagogic de educație parentală în perspectiva formării orientărilor axiologice la preșcolari*.

Semnificația teoretică a investigației constă în: descrierea evoluției conceptului de valoare și orientări valorice; analiza științifică comparată a curriculumului educației timpurii din România și R. Moldova pentru identificarea orientărilor axiologice relevante preșcolarilor de 5-6 ani recomandate curricular; relevarea competențelor parentale semnificative formării OA la preșcolari; argumentarea necesității formării profesorilor pentru învățământul preșcolar și a educației părinților despre problemele educației axiologice a preșcolarilor.

Valoarea practică a cercetării rezultă din: interpretarea experiențelor metodologice de educație parentală pentru formarea OA la preșcolari; studiul experimental al opiniei profesorilor pentru învățământul preșcolar despre problemele educației axiologice ale preșcolarilor de 5-6 ani; determinarea strategiilor de formare a orientărilor axiologice ale preșcolarilor; stabilirea gradului de pregătire a părinților pentru educația axiologică; elaborarea și validarea experimentală a *Modelului pedagogic de educație parentală în perspectiva formării orientărilor axiologice la preșcolari*; elaborarea concluziilor și recomandărilor metodologice privind educația axiologică în învățământul primar; dezvoltarea teoriei generale a educației prin concluzii științifice referitoare la formarea profesională a cadrelor didactice pentru educația parentală.

Implementarea rezultatelor științifice s-a realizat prin cercetări teoretice prezentate în cadrul conferințelor științifice și prin studii experimentale, desfășurate cu educatorii, părinții și copiii (5-6 ani) din învățământul preșcolar (grădinița nr. 37 din Brăila, Grădinița cu program normal Ianca, grădinița nr. 1, Ianca, România și grădinița Târlele Filu, loc. Ianca, România).

Annotation
Ionela MEIROȘU

„Psychopedagogical foundations of parental education in the context of forming axiological orientations in preschoolers”, Chișinău, 2025

Thesis Structure: introduction, three chapters, general conclusions and recommendations, a bibliography comprising 197 sources, annotations (in Romanian and English), key concepts (in Romanian and English), a reference list of abbreviations, 155 pages of main text, 16 tables, 36 figures, and 8 appendices.

Publications on the thesis topic: 10 scientific papers, including 3 articles in specialized journals and 7 articles in the proceedings of international and national conferences.

Key Concepts: parental education, axiological orientations, axiological education, preschool teachers (educators), parents, preschool education, educational partnership, etc.

The aim of the research: to outline the psychopedagogical foundations, elaborate, and experimentally validate the *Pedagogical Model of Parental Education in the Perspective of the Formation of Axiological Orientations in Preschoolers*.

Research Objectives: to establish the psychopedagogical foundations of parental education, axiological orientations, and axiological education; to elucidate the peculiarities of psychological development in preschoolers in the context of the formation of axiological orientations in preschoolers; to analyze and interpret the curricular frameworks in Romania and the Republic of Moldova concerning AO for preschoolers aged 5–6 years; to conduct an experimental study examining the prerequisites for the formation of AO in preschoolers, including the perspectives of preschool teachers and parents on AE in early childhood; to explore and document methodological approaches to PE within the context of preschool education; to design and scientifically substantiate the mechanisms for effective PE; to develop, implement, and experimentally validate *A Pedagogical Model of Parental Education in the Perspective of Forming Axiological Orientations in Preschoolers*.

The novelty and originality of this research stem from: the scientific arguments substantiating the significance of parental education in the formation of axiological orientations in preschoolers; the identification of the psychopedagogical foundations underpinning parental education; the comprehensive analysis of the conceptual evolution of the term *axiological orientations*; the development of structured mechanisms for the pedagogical training of parents, which provided the foundation for the elaboration of the *A Pedagogical Model of Parental Education in the Perspective of Forming Axiological Orientations in Preschoolers*; and the formulation of scientifically grounded conclusions regarding the axiological education of preschoolers.

The obtained results, which contribute to addressing a significant scientific problem in research, pertain to the establishment of the psychopedagogical foundations and the scientific conceptualization of the *Pedagogical Model of Parental Education in the perspective of forming axiological orientations in preschoolers*.

The theoretical significance of the research derives from: the in-depth analysis of the evolution of the concepts of *values* and *value orientations*; the comparative scientific examination of early childhood education curricula in Romania and the Republic of Moldova to identify the axiological orientations relevant for 5–6-year-old preschoolers, as outlined in the curricula; and the justification for the necessity of training preschool educators and parents on aspects related to axiological education for preschoolers.

The practical value of the research lies in: the analysis of methodological approaches in parental education for forming AO in preschoolers; the experimental study of preschool teachers' perspectives on axiological education for 5–6-year-old children; the identification of strategies for cultivating axiological orientations in preschoolers; the assessment of parents' readiness to engage in axiological education; the development and experimental validation of the *Pedagogical Model of Parental Education in the perspective of forming axiological orientations in preschoolers*; the development of conclusions and methodological recommendations on axiological education in early childhood education; and the contribution to the general theory of education through scientific insights into the professional training of teachers in parental education.

The implementation of the scientific results was achieved through theoretical research presented at scientific conferences and through experimental studies conducted with educators, parents, and children (ages 5–6) in preschool education (Kindergarten No. 37 in Brăila, Normal Program Kindergarten Ianca, Kindergarten No. 1, Ianca, Romania, and Târlele Filu Kindergarten, Ianca, Romania).

MEIROȘU Ionela

**PSYCHOPEDAGOGICAL FOUNDATIONS OF PARENTAL EDUCATION IN
THE CONTEXT OF FORMING AXIOLOGICAL ORIENTATIONS IN
PRESCHOOLERS**

Specialty 531.01 – General Theory of Education

**SUMMARY of the
Doctoral Thesis in Education Sciences**

Chișinău, 2025

Approved for printing on 8.05.2025

Paper size 60 x 84 1/16

Offset paper. Offset printing

Print run: 30 ex.

Printing sheets: 2.0

UPSC Typography, 1 I. Creangă Street,
Chișinău, MD-2069