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**FORMATION OF THE AXIOLOGICAL REFERENTIAL OF STUDENTS  
THROUGH SELF-EDUCATION**

**531.01 – General theory of education**

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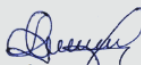
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## **List of abbreviations:**

RAE - Axiological Referential of students

UNESCO - United Nations Educational, Scientific and Cultural Organization

GE – experimental group

GC – control group

CDPSÎÎ - Personal, Social Development and Learning to Learn Competencies

## CONCEPTUAL BENCHMARKS OF THE RESEARCH

**The novelty and importance of the research topic** is ensured by the scientific interest of the researchers for the values of the contemporary world, in general, and for axiological education, in particular. The concept of value is fundamental in the axiology of education, essentially constituting the prescriptive conviction. Gathered in the structure of the human personality, the values form the axiological referential of the students (a dynamic configuration of values), reflected in convictions, attitudes, interdependent behaviors, ranked in a system of personality values from the point of view of their meaning [51]. Judging from the perspective of the students' axiological referential formation *“values form an open system that can be developed through value acquisitions derived from the pertinent analysis of individual social experiences”* [4]. *Education is the process of individualization and re-signification of external values into personal values* [9]. *The importance of research results from the Education Code of the Republic of Moldova* [13] *which promotes the need to resize values in the sense of alignment with fundamental, general human and national values. Thus, the axiological dimension is intrinsic to education: the mission of education (art. 5), the educational ideal (art. 6) and the fundamental principles of education (art. 7).* The content of the National Development Strategy "Moldova 2030" [36] aims to form a harmonious personality, a vision focused on people's needs resulting from the Global Development Agenda 2030 (Agenda 2030) *"the process of forming values at the level of an axiological system/reference is built on the basis of values in accordance with the demands and values of contemporary society"* [2].

Consequently, the National Education Law no. 1/2011 from Romania provides the conceptual framework necessary for the operation of the national education system through which value-oriented education is promoted: creativity, cognitive capacities, volitional and action capacities, fundamental knowledge and skills of direct utility, in the profession and in society [26]. Education aims at the deliberate influence of individual value options in accordance with the personal ideal to be achieved, the value orientation of the personality being the main mission of education [4], [27]. We find scientific grounds for the opportunity to study the axiological reference of students in the National Education Law [26] through frequent references to axiological education. Thus, the educational ideal of the Romanian school refers to: *“the free, integral and harmonious development of human individuality, in the formation of the autonomous personality and in assuming a system of values that are necessary for personal fulfillment and development, for the development of the entrepreneurial spirit, for citizen participation active in society, for social inclusion and for employment on the labor market”*. In Romania, education is a national priority, as stated in the National

Education Law, “*the principle of assuming, promoting and preserving the national identity and cultural values of the Romanian people*” is one of the principles that govern pre-university and higher education, as well as learning throughout life in Romania [idem].

In primary education, the difficult process of forming the axiological referential of students in the context of the global crisis of education and the crisis of values determines the valorization of students' self-education. “The individual process of forming values at the level of an axiological system/referential is built on the basis of values” in accordance with the demands and values of contemporary society [5]. Values are given personal meaning, representing points of support for the evolution of personality and society. As a result, “*the formation of the educated is at the level of the axiological requirements, to achieve an education through values and for values*” [10].

Values represent immanent regulators of activity, the students' conscious representations of value being declared real axiological orientations of the individual. Therefore, the principle of universality of the axiological criterion refers to the objectification of human aspirations and needs. “Man, being himself a value and creator of values, re-creates himself through the values he perceives, appreciates, assimilates and produces in the educational process if he is sufficiently educated in the axiological sense” [10].

**Description of the situation in the research field and identification of the research problem.** *At the international level*, research carried out from a philosophical, sociological, psychological and pedagogical perspective explains the meaning of *the concept of axiological referential and the term of value*. *In the view of scholars from the German-speaking area* – I. Cohn [apud 4] presents the conditions for the affirmation of man through values, as well as the conditions for the perpetuation of these values; H. Maier [apud 3] states that “cognitive feelings are those psychic phenomena in which the processes of knowledge of value are experienced affectively”; G. Kreibitz [apud 3] highlights “a subject of value, which is the individual, who can have the feeling of value, and an object of value, which consists of the contents of thought”; H. Schwarz [apud 3] understands “value as a purpose formulated by the will of the individual”; G. Fonsegrive [apud 3] states, “universally spread sentiments can form the general basis of the value system”; T. Fuchs (2006) [apud 1] approaches biological reductionism which provokes productive discussions regarding the axiological referential.

*In the Anglophone space*: J. Dewey [apud 45] emphasizes that “learning to be human means developing with the help of communicative feedback, self-awareness as a unique individual member of the community, understanding and sharing the convictions, aspirations and methods inherent in the community that contributes to

the further transformation of organic forces into truly human values”; R. B. Perry and D. W. Pral [apud 45, pp. 29-41.] reflect the axiological referential contents rooted in conative and affective responses, etc.

*In the Spanish area:* S. Gento, R. González (2014) mention, that “the formation of the axiological referential through curriculum design is oriented towards the consolidation of age-specific values”; J. P. Sartre [apud 5] defines human existence as “a fundamental concept that includes the totality of axiological determinations as processes, which occur in relation to social transformations”.

*In the Russian space:* Н. С. Ерохин [48] states that “the axiological referential from the methodological perspective is characterized by its specific focus on the development of value orientations”; R. Murtazin (2014) researches the priority directions of the development through self-education of the axiological referential of the personality with the “orientation of the formative approach towards the curricular requirements” [49], Б. Братусь states that “the axiological potential is reflected in the value orientations of the specifically ranked personality” [apud 50] and other authors.

***Significant contributions to the treatment of the problem of the formation of the axiological referential in the Romanian area*** can be found in the studies of C. Cucoș [17], S. Cristea [15], L. Antonesei [apud 9], M. Călin [apud 9], B. Voicu [41] starting from the operational concept of research and the term value “*personality is the bearer of values in all areas of life*”; G. Văideanu, B. Șerbănescu explain the axiological referential by orientation towards the goals of education [apud 4]; St. Bârsănescu [apud 22, p. 5] scientifically demonstrates that “*educational ideals reflect the supreme values of an era*”; I. Nicola highlights the importance of designing the educational ideal from the perspectives: social, psychological and pedagogical; St. Bârsănescu [apud 11], I. Stanciu [apud 66], T. Vianu [40, p. 28], C. Cucoș [17] focus on the idea that “*education in general is supported by axiological contents and involves the stimulation of certain processes of cultivation, discipline and axiological civilization of human conduct*” and other authors.

*In the Republic of Moldova*, contemporary personality values were examined and described in the studies carried out by: V. Capcelea (2020) through “*philosophical approaches to human existence*”; D. Antoci (2018-2023) substantiates the “*theory and methodology of the formation of value orientations*” supported by theoretical and methodological conceptualizations regarding *value orientations* and *axiological education*, the *mechanisms of the formation of value orientations (self-determination and self-actualization)* [4]; M. Cojocaru-Borozan (2010-2021) through arguments regarding the “*emotional culture of teachers as a model in axiological education*” [14]; T. Callo (2014) through the ideas launched in: “*practical pedagogy of attitudes*”, “*the crisis of education that humanity is going*

through and, man as the supreme value, has changed the perception of life, so that society is the expression of the deep crisis of values" [12]; I. Gagim (2017) through the "axiological approach to education" [20]; N. Silistraru (2020) outlining the "system of national values" [34]; L. Cuznețov (2010) referring to "education through axiological optimum" and "axiological family education" [19]; Vl. Pâslaru (2003) through theses that reflect the "positive principle of education" [32]; Ox. Paladi (2014) by addressing the "adolescent's self-awareness and value system" [11]; A. Afanas (2019-2022) substantiates the "theory and praxeology of continuous professional training of teachers" [1]; L. Papuc (2013) addresses "the culture of capitalizing on self-education in the sciences of education" [30]; M. Hadârcă (2018) through "current dimensions of the values crisis", "axiological development of the school curriculum", "designing the axiological referential through value axes in the curricular area of education" [22], M. Stan (2015) describes "the valence of structuring self-image in the formation of personality through education" [47]; A. Bețivu deals with the problem of "the formation of the existential style of adolescents in the context of the crisis of values" [9]; S. Spânu (2016) by describing the "crisis of European values"; L. Țurcan-Balțat [39] referring to "pedagogy of tolerance and education for tolerance" and other authors.

The value system being an unclear one, the individual is disoriented, disoriented in terms of social values, the value becoming for them a matter of the moment: it suits them – they perceive it as a value, it does not suit them – they see it as the antipode. The most serious within the ambiguous society, with an uncertain character, as is the contemporary society today, are the behavioral repercussions of those who grow and develop. Lacking clear axiological benchmarks, children become socially dangerous, as it is difficult to predict their behavior [29, p. 169-171].

The examination of the theoretical benchmarks of the research and the synthesis of experiences in the field led to the identification of the following **contradictions**: (a) between the need to clarify the structure and content of RAE in the primary classes and the uncertain nature of the scientific essence of the axiological referential concept; (b) between the opportunity to establish a managerial and organizational framework necessary for the formation through self-education of the axiological referential of students and the absence of pedagogical approaches explicitly oriented towards the formation of RAE in the perspective of the development of human personality. From these considerations, **the research problem** consists in the imprecision and implicit nature of the educational approaches in the key to the formation of the axiological referential of primary education students. The scientific concerns within the investigation aim at formulating competent answers to the questions: *What value priorities does the*

*axiological referential of primary education students include and what are the methodological steps to capitalize on self-education in the formation of RAE in contemporary society?*

**The purpose of the research** is to determine the theoretical and conceptual benchmarks regarding the axiological referential, the axiological education and the development of the axiological referential training program through self-education for primary school students.

**The hypothesis of the research:** the formation of the axiological referential through self-education among primary school students will become effective if: (a) the theoretical foundations will be identified and the evolution of the scientific content of the students' axiological referential will be described; (b) the processuality of the axiological education of primary school students will be elucidated; (c) the Theoretical Model of the students' axiological referential will be conceptualized; (d) the Program of formation of the axiological referential of primary school students through self-education will be developed and experimentally validated.

**Objectives of the investigation:**

1. identification of the theoretical foundations regarding values, axiological referential and axiological education;
2. description of the evolution of the scientific meaning of the students' axiological referential;
3. the elucidation of the curricular orientations, the processuality of axiological education and the value of self-education in the formation of the axiological referential of primary education students;
4. establishing the particularities and levels of formation of the axiological referential of primary school students;
5. elaboration of the Conceptual Model of the students' axiological referential;
6. the development and experimental validation of the Program of formation of the axiological referential of primary school students through self-education;
7. formulating conclusions and recommendations.

**The theoretical-scientific support of the research** was constituted by theories, models and concepts generated in the context of education sciences: the philosophy of value (P. Andrei) [3]; the concept of education through and for values (S. Cristea, 2016) [16]; the concept of axiological education (Cucoş C., 1995) [15]; values, attitudes and social behaviors (P. Iluţ, 2013) [24]; The theory and methodology of the formation of value orientations, D. Antoci (2022) [4]; axiological education and identity (Vi. Pâslaru, 2021) [31; 32]; axiological development of the school curriculum (Hadârcă M., 2018) [22]; theory of emotional



culture; pedagogy of emotional culture (M. Cojocaru-Borozan) [14]; values of language education in a pluricultural context (A. Barbăneagra) [7]; the culture of capitalizing on self-education (L. Papuc, 2013) [30]; the principles of stress management (T. Şova) [37]; the principles of tolerance pedagogy (L. Turcan-Balţat, 2015) [39]; The conceptual model of the existential style of adolescents (A. Beţivu, 2021) [9] and other authors.

**The scientific research methodology** aims at *theoretical methods*: scientific documentation, analysis, synthesis, generalization, systematization, modeling; *praxiological methods*: pedagogical experiment, observation, conversation, questioning and *methods of mathematical calculation* of experimental research data: quantitative and qualitative analysis of the results of the investigation.

**The scientific novelty and originality of the research** consists in: determining theoretical benchmarks regarding values, axiological referential and axiological education; describing the evolution of the scientific meaning of the students' axiological referential; the development and scientific foundation of the Conceptual Model of the students' axiological referential; the development of new scientific knowledge (definition of the axiological referential concept); the description of the RAE values and the formulation of scientific conclusions regarding the formation of the students' axiological referential.

**Results obtained that contribute to the solution of an important scientific problem in research**: the theoretical conceptualization of RAE, the design and implementation of the axiological referential training approach through self-education for primary school students through strategic actions of axiological education in order to prepare students to assume value orientations in the context problems of contemporary society.

**The theoretical significance of the research** is argued through: the identification of relevant ideas regarding the formation of the axiological referential of the students in the education policy documents, the elucidation of the curricular provisions and some procedural realities regarding the axiological education in primary education in Romania and the Republic of Moldova; description of theoretical approaches and some theoretical models of the axiological referential; the identification of scientific guidelines in the evolution of the axiological referential concept; defining the concept of axiological referential, the theoretical conceptualization of a conceptual model of the students' axiological referential and formulating some scientific conclusions regarding axiological education in primary education.

**The applied value of the research** results from: establishing the particularities and levels of formation of the axiological referential of primary school students; the development of research tools for the students' axiological referential and the

teachers' representations, the description of the teachers' opinions regarding the value of self-education in the formation of the students' axiological referential; evaluation of the students' axiological referential; the elaboration and experimental validation of the self-education training program of the axiological referential of primary school students; elaboration of methodological conclusions and recommendations regarding axiological education in primary education.

**The implementation of the scientific** results was achieved through the experimental validation of the axiological referential of the students and of the self-educational training program of the axiological referential of the primary school students in the Topoloveni Technological High School, the "Ebilibria Montessori Education" Primary School, Voluntari and the "C. Rădulescu-Codin", Priboieni from Romania.

**The approval of the research results** was achieved by publishing the research values in: **(a) scientific journals (10):** "The conceptual model of the axiological referential of primary school students", *Studia Universitatis Moldaviae Journal (Educational Sciences Series)*, 2023; "Constatative experimental study of the dynamics of the values of the competence of personal, social development and learning to learn of primary school students", *Acta et commentationes Journal (Educational Sciences)*, 2022; "The training program of the axiological referential of primary education students", *Journal Didactica Pro...*, 2023; "Self-education and emotional development" and "Forms of axiological education of young schoolchildren", *Actors on the stage of education, Journal of culture and education*, 2020; "The epistemological framework of the competences regarding the formation of the axiological referential of the students, through self-education for the prevention of school conflicts" and "The formation of the axiological referential in young schoolchildren through self-education", *Condeie Didactice, Educational Journal*, 2022; "Through education for emotional development towards self-education and conflict prevention", *Condeie Didactice, Educational Journal*, 2021; "Some theoretical benchmarks regarding self-education and its role in preventing school conflicts", *Actors on the education scene, Culture and Education Journal*, 2020; "Formation of the axiological referential from an evolutionary perspective", *Catedra, Journal with periodical publications of information and culture*, 2021; "Forms of axiological education of young schoolchildren", *Actors on the stage of education, Journal of culture and education*, 2020; **(b) through communications in national and international scientific conferences (14):** "The contribution of creativity to axiological education from the perspective of preventing school conflicts", *International Scientific Conference Genius, talent, creativity*, Iasi, Romania, 2022; "Creative approach to teaching, learning, assessment in order to form the axiological reference in pre-university education through innovative

technologies”, International Scientific Conference *Education from the perspective of the Future Class concept*, Chisinau, Republic of Moldova, 2020; “Methods to make self-education more efficient for young schoolchildren used in online teaching”, *National Conference of Future Education Teachers*, Pitesti, Romania, 2020; “An axiological approach in the management of school conflicts”, Scientific Symposium with international participation *La diversité-espace de liberté et de creation*, Bucharest, Romania, 2022; “Teacher - creator of interactive content”, National Conference with international participation *Personal Development*, Pitesti, Romania, 2020; “Theoretical-methodological milestones regarding the development of self-education of the young schoolboy”, International Multidisciplinary Conference “*Innovation, creativity and management*”, Great Britain, 2021; “Resolving school conflicts through effective didactic communication”, International Scientific Conference *Inclusive Education: dimensions, challenges, solutions*, Balti, Republic of Moldova, 2019; “Theoretical-methodological milestones regarding conflict in the school environment”, National Symposium *Resilience versus education in the digital era*, Buzău, Romania, 2021; “Teaching strategies used in the formation of the axiological referential in young schoolchildren”, National Conference with International Participation *Personal Development*, Pitesti, Romania, 2020; “Representations of Romanian teachers regarding the axiological education of primary school students”, International Scientific Conference *Pedagogical Research Culture: Challenges and Contemporary Trends*, Chisinau, Moldova, 2021 etc.; **(c) by publishing the methodological guide for school teachers (1): Methodology of axiological education: Methodical guide**, Costesti, Romania, 2023.

**Publications on the topic of the thesis:** 25 scientific works [51], [52], [53], [54], [55], [56], [57], [58], [59], [60], [61], [62], [63], [64], [65], [66], [67], [68], [69], [70], [71], [72], [73], [74], [75].

**Keywords:** values, axiological reference of students, axiological education, training, self-education, students, teachers, primary education.

## CONTENT OF THE THESIS

In the **Introduction**, the actuality and importance of students’ RAE training are scientifically explained, the contradictions, the problem, the purpose and the objectives of the research are described, the theoretical-scientific support of the research, the theoretical significance and the praxiological value of the RAE research of primary education students are presented.

**Chapter 1. “Theoretical benchmarks regarding axiological education and the axiological referential of students”** includes the description of the evolution and terminological clarifications regarding the meaning of values and the axiological referential of students; presents the concept of axiological education, the purpose,

objectives, content and strategies of axiological education in education policy documents from the perspective of the world crisis of education and values. It was found theoretically that the most relevant values that should be formed in primary education students are: respect and friendship, kindness and personal reflection, permanent self-training and resource management, assertive and constructive communication, resilience and proactive engagement, management of learning and personal affirmation, positive relationships and psychophysical well-being, empathy and conflict management, honesty and responsibility, creativity and innovativeness, perseverance and excellence, autonomy and personal integrity. The chapter contains various conceptual positions of the authors in the field with reference to the taxonomy of values based on different analysis criteria, regarding the structure and scientific content of the axiological referential.

The sociocultural environment implicitly constitutes the axiological background of the acquisition of values. Theoretically, we find a global structuring of the students' axiological universe in the following levels: a) general human values; b) values of a sociopolitical system; c) values related to a certain culture and ethnicity; d) values of large and medium social groups (social classes, professions, etc.); e) values of microgroups (families, organizations, small groups, etc.) and f) individual values [23, p. 24], which, together in the structure of the human personality, form the axiological referential. The ranking of values in the axiological referential is required to be carried out from the point of view of their meaning for humans, of the way in which they correspond to human needs and aspirations. In this context, any human community, in given concrete-historical conditions, constitutes its specific axiological profile, its value hierarchy, a hierarchical table of values, corresponding to its needs and interests. These values constitute imperatives stimulating the formation of attitudes and guiding the life of the human personality [51].

Education and axiological self-education, as I. M. Oprea (2021) [46] points out, are two realities of two types of educational processes. The first takes place in a formal, institutionalized framework, subject to the rigors and rules imposed by the educational system. Self-education takes place exclusively outside the institutionalized system, but which can take over methodologies and practices from formal education. Self-education obviously creates personal comfort in accordance with the needs of the educated. An important aspect, but not sufficiently addressed, is the inability of the institutionalized system to teach students to develop competences that would help them initiate and maintain a self-education process that would make them independent. The author mentions that the effectiveness of preparing students for self-education depends on the extent to which the conditions will be respected: (a) the transition to student-centered education, (b) guiding self-

education from the outside, (c) empowering students in the process of self-education and the tendency to independence of all activities [ibidem]. We theoretically state the fact that the process of axiological self-education is applicable to any type of personality and depends on the awareness of axiological orientations.

**Chapter 2. “The curriculum framework for the formation of the axiological referential of students through self-education”** presents curricular guidelines and procedural realities regarding axiological education in primary education in Romania and the Republic of Moldova; arguments are made regarding the values included in the axiological referential concept that were taken as experimental variables. The content of the chapter reflects the theoretical-experimental research data regarding the peculiarities and levels of formation of the axiological referential of primary school students. In accordance with the objectives of the research, we present the opinions of the teachers regarding the value of self-education in the formation of the axiological reference of the students.

The results of the experimental pedagogical research from the ascertainment stage led to the identification and description of the particularities and levels of RAE training in primary classes. Important for the edification of the experimental approach were the opinions of primary education teachers with reference to the problems they face and the value of self-education in the formation of the axiological referential of the students (deduced through questionnaires).

The axiological reference promoted by the Romanian school curriculum highlights a system of general pedagogical values and specific to each dimension of education: general-human, international, national, collective, individual and instrumental values [22]. The contents of education included in the curriculum and school textbooks promote the intrinsic values of education which, being mediated by extrinsic values, through didactic methods, forms of organization and realization of education at the level of the educational process, represent the optimal framework for designing the activity of training and development of students' personality.

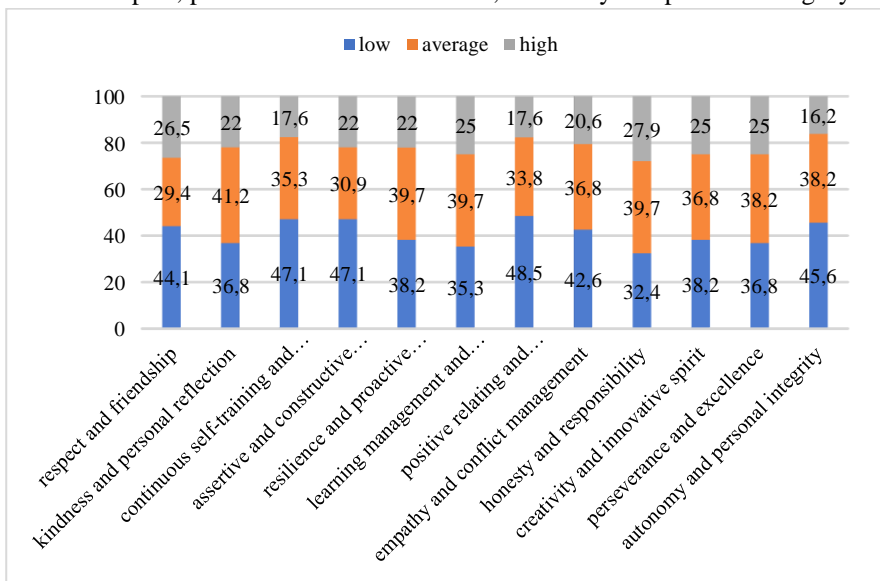
The values promoted in the Romanian educational system at the primary education level are an integrated part of the response that education offers to the challenges of the contemporary world and reflect, equally, the culture and spirituality of the Romanian people and the values promoted at the European and global level [33, p.14]. These values, infused in the purposes, the instructional contents, the teaching-learning strategies, the principles and the methodical arsenal specific to the educational activities, underpin the *Profile of the 4th form graduate*, built on the basis of the elementary level of acquisition of the key competences, specified in art. 68 of the National Education Law no. 1/2011 from Romania, and guides behavior, personal life management and career development.

The analysis of the National Curriculum for grades I-IV in Romania and the Republic of Moldova [18], [25], [26] allowed us to synthesize the axiological reference that is recommended to be formed within each curriculum area. The axiological referential is formed from the value system that is perpetually developing and interacting with other values. All value exists in and through man. Therefore, the axiological referential of the curriculum in Romanian education harmonizes perfectly with the ideal of education formulated for the Romanian society which aims at the *formation and free, integral and harmonious development of human individuality, in the formation of the autonomous personality and in the assumption of a system of values that are necessary for personal development, the development of the entrepreneurial spirit, active citizenship and for social inclusion* [39], and can be easily folded into all dimensions of education (intellectual, moral, social, aesthetic, physical, technological, etc.), transposed into the curriculum and promoted through all school subjects (at level of objectives, contents, competences, etc.). The mentioned premises facilitated the development of the Conceptual Model of the students' axiological referential, elaborated from the perspective of the axiological self-determination vulnerabilities, the difficulties in the formation of the students' conscience and axiological conduct

The prioritization of the pedagogical interest in axiological education required the pertinent study of the specifics of the affective development of young students which is expressed through the following characteristics: *critical spirit, modification of value preferences (selection of axiological behavior models from biographies, legends, films, etc.), increased expansion, extraversion, of euphoric feelings and exaltation, intense social, patriotic identification, of forming feelings of belonging to school, class, family, nation, tendency to discipline behavior in interpersonal communication*. At the same time, a camouflaged anxiety ingrains, which can lead to nervousness, sleep disturbances, maladjustment and panic, etc.

In the constitutive experimental study, initiated in the 2018-2019 school year, subjects GE - 68 primary school students from the Topoloveni Technological High School (Argeş county) and GC subjects - 68 primary school students from the Topoloveni Technological High School, were trained Gymnasium "C. Rădulescu-Codin" Priboieni (Argeş county) and from the Private Primary School "Elibria Montessori Education" (Ilfov county), Romania. The purpose of the investigative approach was to estimate the educational context and, in particular, to evaluate the degree of formation of a system of student values, stipulated in the curriculum, which, from our point of view, reflects the RAE in primary education. *The observation sheet of the students' axiological referential* included 12 items that represent specific RAE values in primary education: respect and friendship, kindness and personal reflection, permanent self-training and resource management, assertive

and constructive communication, resilience and proactive engagement, learning and affirmation management personal, positive relating and psychophysical well-being, empathy and conflict management, honesty and responsibility, creativity and innovative spirit, perseverance and excellence, autonomy and personal integrity.



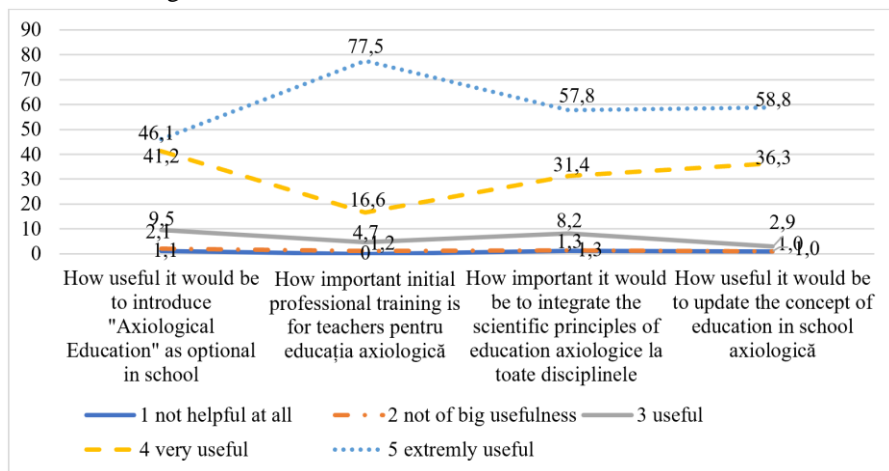
**Figure 1. Development levels of RAE integrated in the competence of personal, social development and learning to learn, GE, 1st grade, 68 students (year 2018–2019, ascertainment)**

It can be seen that the least developed were the values: respect and friendship (44.1% for the low level); autonomy and integrity (45.6% for the low level). Insufficiently developed among students, appreciated by 47.1%, the formation of assertive communication values and the tendency towards permanent self-training can be found. Axiological vulnerability also presents the results regarding the low degree of students' training for positive relationships (48.5%), the low level of developing empathy (42.6%) and certain difficulties in asserting students through honesty and responsibility (32.4% - level low).

The questionnaire for evaluating teachers' opinions regarding the value of self-education in the formation of students' axiological referential was administered in the 2018-2019 school year to a group of 102 primary education teachers from Topoloveni Technological High School (Argeş county), Topoloveni Technological High School, Secondary School "C. Rădulescu – Codin" Priboieni (Argeş County) and from the Private Primary School "Elibria Montessori Education" (Ilfov County), Romania.

The purpose of surveying the teachers was to identify their point of view regarding: the need to organize continuous professional training programs for the methodological consolidation of professional training for the axiological education of students; the importance of knowing the sources of axiological education and the value of self-education in the formation of students' axiological reference.

The idea launched by the teachers regarding the development of the curriculum for primary education by including the optional course "Axiological Education" is illustrated in Fig.2.



**Figure 2. Representations of teaching staff regarding teacher training for the axiological education of students**

The teachers express their convictions about the importance of teacher training for axiological education (extremely important, 77.5% of the subjects say, 16.6% - very useful and 4.7% - useful), noting the need to integrate a new optional course "Axiological education" in the school curriculum and to orient students towards self-education, an oriented process of self-formation of axiological consciousness that generates desirable axiological behaviors.

The investigative demarche led to the idea of clarifying the scientific essence of the pedagogical term of axiological referential and advancing a definition that would meet the needs of research on the value system of primary school students. The formation of the axiological referential of students is characteristic of any age stage and manifests itself specifically according to the stage of development and for these reasons it is necessary to initiate the process of building value orientations within the educational process in a concrete socio-cultural environment.

The uncertain nature of the specific values of students in primary education stimulated the idea of developing the *Conceptual Model of the axiological*





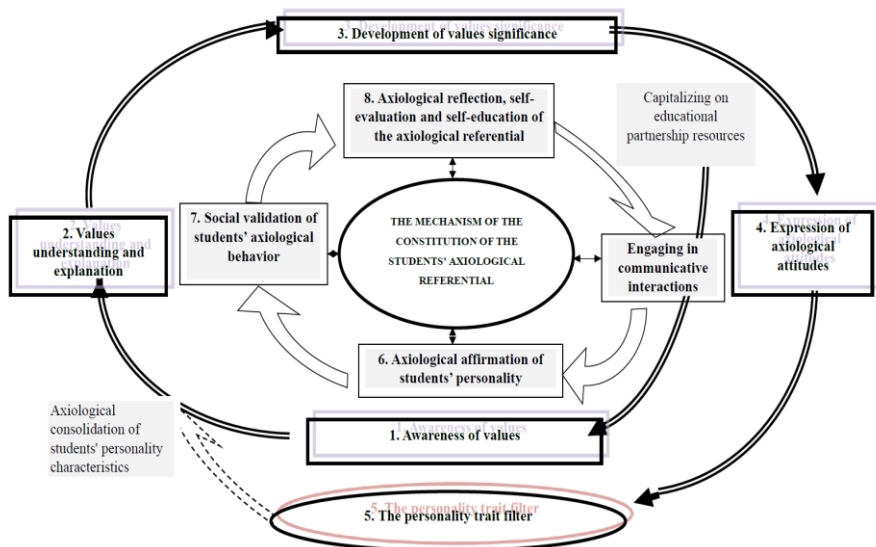
***The theoretical foundations regarding the axiological referential*** are represented by: the concept of value [43, p. 139], axiological referential [14]; the principles (the universality of the axiological criterion [10]; the correlation of education-self-education-permanent education, the multiple reporting of individual-group-society, etc.) [21]; paradigms: *humanistic* ("satisfaction of a need constitutes a value", A. Maslow); *constructivist* ("the idea of value building of the personality", J. Piaget); models (structuring the value system, Gouveia V., 2012); trust theory (Morton Deutch, 1958); the theory of social facilitation (Norman Triplett, 1898; B. Zajonc, 1965) which explains the educational contribution to increasing school performance; the theory of the integration of value orientations (Antoci D., 2022); the principles of the formation of value orientations; the mechanisms of formation of value orientations (of self-determination and self-actualization of value orientations, Antoci, D., 2022) [4], [5], [6] etc. The competence of personal development has become a target of the curriculum for primary education both in Romania and in the Republic of Moldova [18].

**The mechanism of establishing the axiological referential of the students** trains a system of synergistic actions, oriented towards the social learning of values, which bring independence and freedom, expand self-sufficiency, free the person from external influences, ensure the affirmation of the competence of personal development and the efficiency of the students' personality manifested through the following established capacities of St. Covey [apud 14]: to be proactive, to begin with the ending result in mind, to give importance to priorities, to think, to seek to understand then to be understood, to act synergistically, to be creative and to constantly strive for self-renewal (Fig. 4).

4.1. *The awareness of values* refers to the early stage of learning values by students, especially at early school age, because social change represents the creation, negotiation and re-creation of the social order that can be understood based on the development of the meaning of values.

4.2. *Understanding and explaining values* requires the conscious engagement of students in decoding the meaning of values for their internalization and axiological affirmation in an educational context.

4.3. *The development of the meaning of values* involves philosophical reflections on the connotation of values from the perspective of lived social experiences. The process of children's axiological education involves a successive, continuous transition from quantitative to qualitative changes through the reinterpretation of accumulated experiences. Quantitative transformations at each stage ensure the transition to the next stage, which triggers qualitative changes.



**Figure 4. The mechanism of the students' axiological referential formation**

4.4. *The expression of axiological attitudes* is a logical continuation of the processes of knowledge of values and is manifested by the evocation of axiological behavior in the socio-educational environment.

4.5. *The filter of personality traits* presupposes the interpretation of axiological attitudes through the prism of personal characteristics, because the curriculum indicates the personality traits that must be learned during the school period. Positive characteristics are considered important: well-being of spirit, self-regulation, performance [42].

4.6. *The axiological affirmation of the students' personality* leads to the manifestation of the need for stimulating external appreciation for personal development and social recognition of value orientations. The scientific approaches of the researchers suggest the idea of the need to examine the axiological referential from the perspective of the social acceptance of the axiological behavior.

4.7. *The social validation of students' axiological behavior* includes the involvement of student group members, but also teachers in estimating axiological behavior. In essence, students' personal values represent the "ethos" of the family, class, school and society, reasons from which they can be observed in social interactions in the educational environment.

4.8. *Axiological reflection, self-evaluation and self-education of the axiological referential* constitute the impact of the process of axiological education and self-education reflected in observable axiological behaviors in accordance with socio-educational expectations.

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4.8. *Axiological reflection, self-evaluation and self-education of the axiological referential* constitute the impact of the process of axiological education and self-education reflected in observable axiological behaviors in accordance with socio-educational expectations.

5. *The axiological referential of the students* includes the system of personal values that show what particular values should be learned by the students. In the process of conceptualizing RAE, we took as a basis the concept of axiological referential, promoted by C. Cucos [17], developed through the values that represent RAE in primary classes.

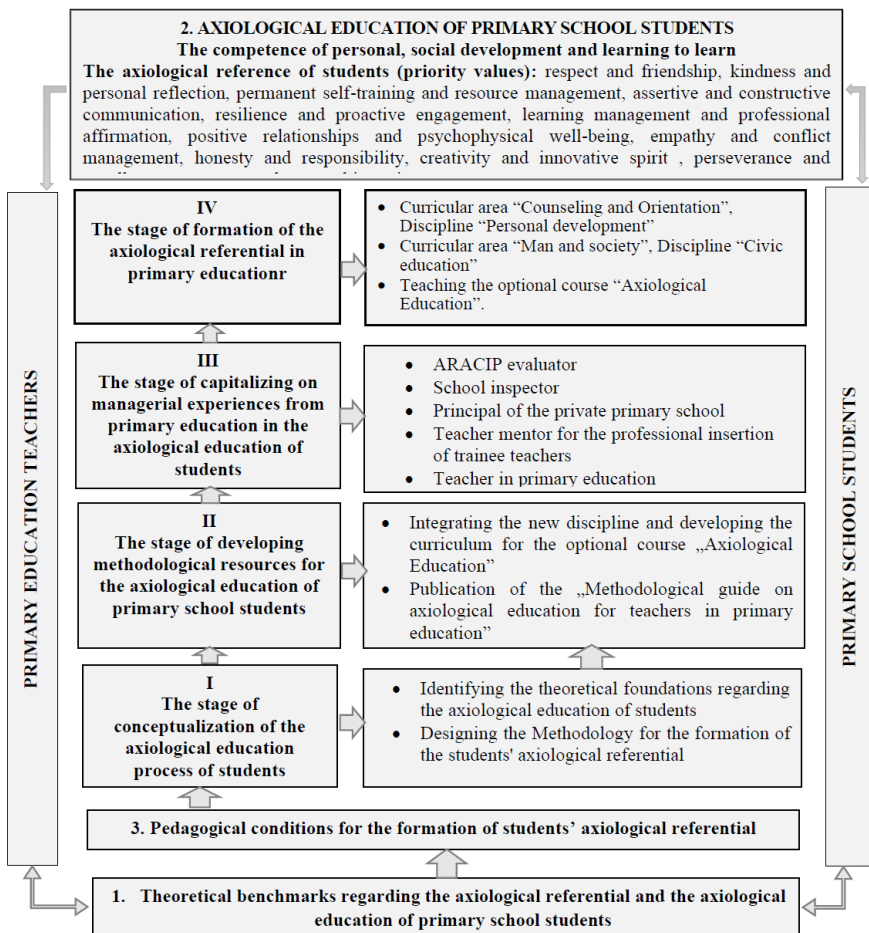
*In conclusion*, as a result of the examination of the theoretical approaches to the values specific to primary education, ***the own definition of the axiological referential of the students was formulated***, by which we understand a system of values determined by the curriculum, based on the purposes established historically in the primary education policy documents that include: respect, kindness, personal reflection, self-education, resource management, learning management, resilience, creativity, excellence, assertive communication, positive relationship, empathy, conflict monitoring, perseverance, proactive engagement, innovative spirit, personal integrity, responsibility and autonomy. The axiological education of students in the direction of social learning of values triggers the mechanism of RAE constitution which is reflected in the set of interdependent actions (*awareness, understanding and explanation of values, development of the meaning of values, expression of*

*axiological attitudes, filter of personality traits, axiological reflection and self-education*) which ensures axiological affirmation and social validation of students' axiological behavior.

**Chapter 3. “The experimental pedagogical context of the axiological referential formation of primary school students through self-education”** includes the description of the Program of formation of the axiological referential of primary school students through self-education and the experimental approach to verify the effectiveness of the training program implemented through the RAE Training Methodology. The premises of a theoretical nature, of a curricular nature (taking into account the curricular provisions at the national level), of an experiential nature (expert and school inspector in the field of primary education), but also in the position of a teacher for primary education have generated pedagogical conditions necessary for the conceptualization, effective design and implementation of the pedagogical experiment. The values identified in the curriculum documents and the values highlighted as constituents of the axiological referential by the primary education teachers served as benchmarks for the pedagogical experiment. At the ascertainment stage, the axiological reference of the students was evaluated by applying the elaborated tests. At the training stage of the pedagogical experiment, the axiological referential of the students was formed through activities of axiological education of young students, organized in the subjects of personal development and civic education, but also in other educational activities specific to primary education.

In the research, as a reference term, **the concept of axiological education**, formulated by D. Antoci (2021), was taken: “*axiological education is the continuous training process focused on the value system of contemporaneity, designed in terms of purposes, contents and methodologies specific, generating value orientations in the context of pedagogical exploration of the formal-nonformal-informal framework*” [4], [6]. The formation of the axiological referential of students contributes to the consolidation of *transversal competences* that represent *value acquisitions* expressed in autonomy and responsibility, social interaction, personal and professional development.

**The pedagogical conditions for the formation of the axiological referential of the students**, designed as a result of the relevant scientific and methodological analysis of the pedagogical and psychological literature, were capitalized in four main stages (Fig. 5).



**Figure 5. The program of the formation of axiological referential of primary education students (F.-T. Biculescu)**

**Stage I of the conceptualization of the process of axiological education of students** aimed at the delimitation of the theoretical foundations regarding axiological education and the design of the Methodology for the formation of the students' axiological referential.

**Stage II of the development of methodological resources for the axiological education of students** involved the analysis of the curricular provisions regarding the axiological education in primary education, intended to ensure cognitive, emotional and social development [44]. From the perspective of research interest, the conceptualization and integration of a *new optional course* “Axiological Education” for primary education was resorted to At the stage of developing the methodological resources, we developed the *Disciplinary Curriculum* at the decision of the school for the *optional course* “Axiological Education”, which respects the

rigors of the *Methodology regarding the development of the curriculum at the decision of the school*, approved by the Argeş County School Inspectorate for the school year 2021-2022. The purpose of the optional course aims the formation of the axiological referential of young schoolchildren through axiological education. The curriculum for the optional Axiological Education is a curricular offer designed for 1 hour/week, for the duration of one school year. Values are transmitted through the mechanisms of socialization, acquiring a normative character, entering the structure of beliefs, acting as benchmarks of value orientation.

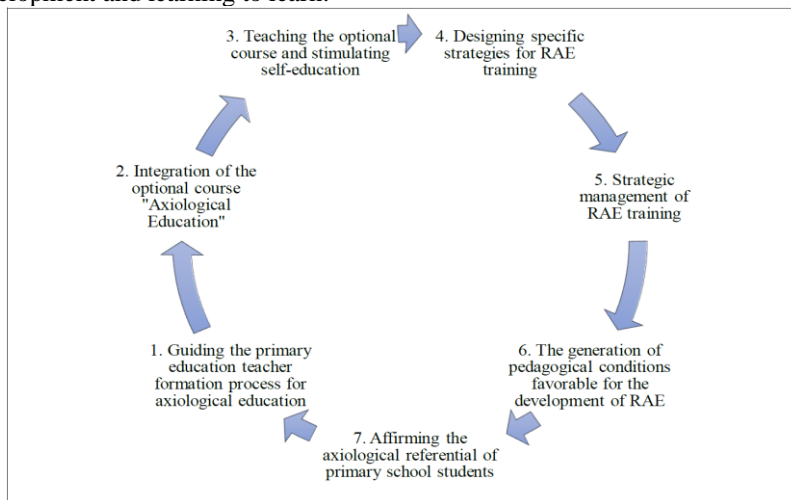
During this stage of developing methodological resources for the axiological education of students in order to support teachers in the educational endeavor, the methodological guide “*Axiological education and self-education through learning in the online environment*” was conceptualized and implemented for publication.

**The third stage of capitalizing on managerial experiences in primary education** refers to managerial experience as an evaluator of the Romanian Agency for Quality Assurance in Pre-University Education, a school inspector for primary education within the Argeş County School Inspectorate, Director of Primary School Private “Equilibria Montessori Education”, and experience as a Teacher in primary education - teaching the optional course “Axiological Education”, Mentor teacher for the professional insertion of trainee teachers. The effectiveness of the training program was determined by the managerial experience of the undersigned as an evaluator, registered in the own register of evaluation and accreditation experts, within the Romanian Agency for Quality Assurance in Pre-University Education, a public institution of national interest, under the coordination of the Ministry of Education, which ensures the evaluation of the quality of education at the level of the entire national education system [25].

*In the position of Mentor Professor for the professional insertion of trainee teachers*, within the Training Program it was contributed through communication with trainee teachers, including online, to the achievement of the purpose and objectives of axiological education through an open and positive attitude towards the pedagogical activity, stimulating the awareness of to the teaching staff of the importance of the professional internship for advancement in the professional career.

**The IV stage of formation of the axiological referential in primary education** aimed at **revealing the process of axiological education** within the curricular area “Counseling and guidance”, as provided for in the Education Framework Plans for primary education. **The teaching of the optional course “Axiological Education” through the Personal Development and Civic Education classes** involved the engagement of primary education teachers in the cultivation of students’ general human values, first of all, and a recommendable system of values that will increase students’ self-respect ensuring them a life based on the principles of the contemporary world. In primary education, the formation of the axiological referential of the students has an imperative character, strongly determining the valorization of the self-education resources of young students. Axiological education is achieved in primary education through civic education.

The axiological referential training program for students in primary education was conceived, designed and applied at the level of seven classes of students from three primary level schools: Topoloveni Technological High School, “Ebilibria Montessori Education” Voluntari Primary School and “C. Rădulescu-Codin”, Priboieni, and aimed at the axiological education of primary school students. The program was implemented through the Methodology of training the axiological referential of students oriented towards training the competence of personal, social development and learning to learn.



**Figure 6. Methodology for forming the students' axiological referential**

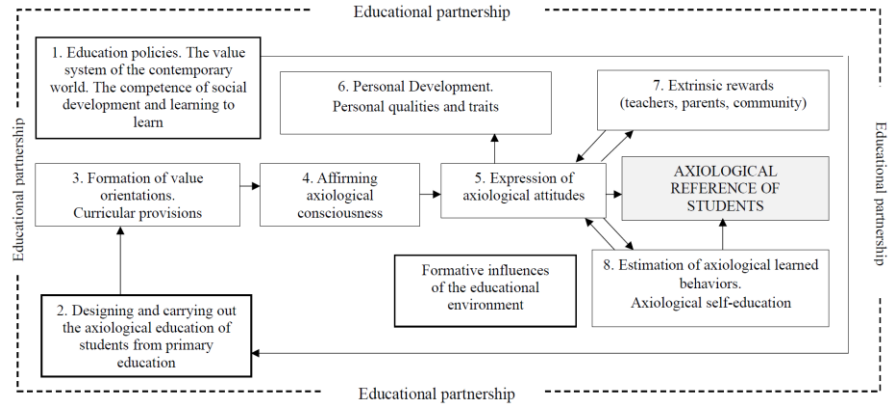
*The guidance of the continuous professional training activity of primary education teachers in the plan of axiological education* was achieved through monitoring efforts from the perspective of the position exercised by the director of the primary school “Enibrila Montessori Education” (school year 2020-2021) and director of the Topoloveni Technological High School (school year 2022 – 2023). The managerial activity, oriented towards the training of RAE, was carried out within the collaboration agreement with the House of the Teaching Staff regarding the organization of the county workshop “Continuous professional training of teachers for the training of RAE in primary classes”.

*The strategic management of the continuous professional training process of primary education teachers for axiological education* occurred within the conceptualization of the RAE training process through self-education in the context of the educational partnership (Fig. 7).

*The purpose of the workshop* was to achieve the specific objectives of axiological education (theoretical-methodological benchmarks regarding axiological education, taxonomies of values, axiological referential, axiological consciousness, axiological attitudes, the competence of personal and social development and learning to learn, etc.). *The integration into the school curriculum of the optional course at the school's decision “Axiological education” and the*



*stimulation of the axiological self-education of primary school students* involved the development of methodological resources for the axiological education of students. The conceptualization of the new optional subject involved the development of a disciplinary curriculum for the optional course “Axiological Education” for second form students.



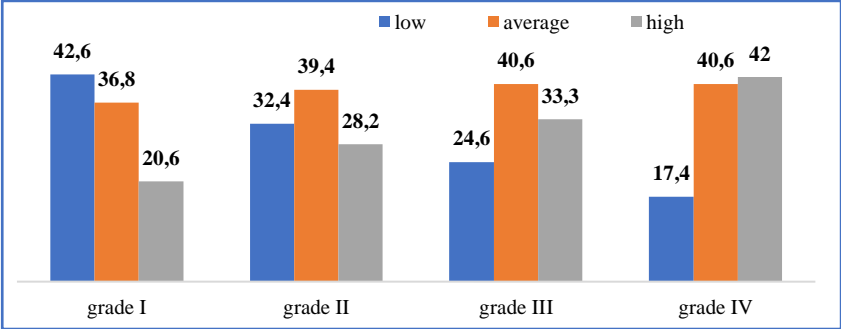
**Figure 7. The process of forming students’ axiological referential through self-education**

*The generation of favorable pedagogical conditions for the formation of the axiological referential of students* was achieved through the development in 2021 of The methodological guide “Axiological education and self-education through learning in the online environment”. The content of the guide reflects conceptual guidelines regarding axiological education that offers teachers theoretical information about the axiology of education, the concept of axiological education and scientific clarifications regarding the essence of the emotional culture of teachers as a model in the approach of axiological education in primary classes, methodological guidelines regarding axiological education in primary education: teachers’ responsibility for the formation of students’ axiological referential and axiological education strategies used in personal development and civic education lessons.

The teaching of the optional course “Axiological Education” through the Personal Development and Civic Education classes took place by orienting the students towards the acquisition of the methodology of self-education based on reflection, employing the following methods of cultivating self-education: self-control (self-observation, self-analysis, introspection), self-stimulation (self-conviction, self-command, self-criticism, self-suggestion, example, self-practice game, etc.), and to stimulate students’ creativity.

The positive dynamics of the axiological referential formation of primary school students is reflected in the obvious increase in experimental results in the 2nd, 3rd and 4th grades. In the 2nd grade (year 2019 – 2020) the evaluation of the training level of the axiological referential was carried out based on the values of the

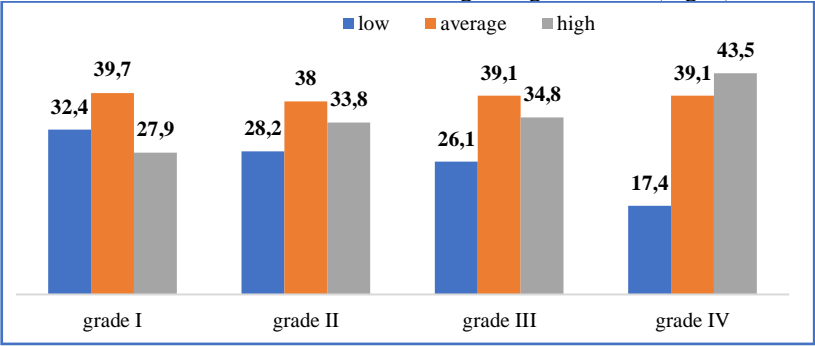
competence of personal, social development and learning to learn on the GE made up of 68 students.



**Figure 8. Levels of empathy development and conflict management in the dynamics of CDPS competence formation (grades I-IV, GE)**

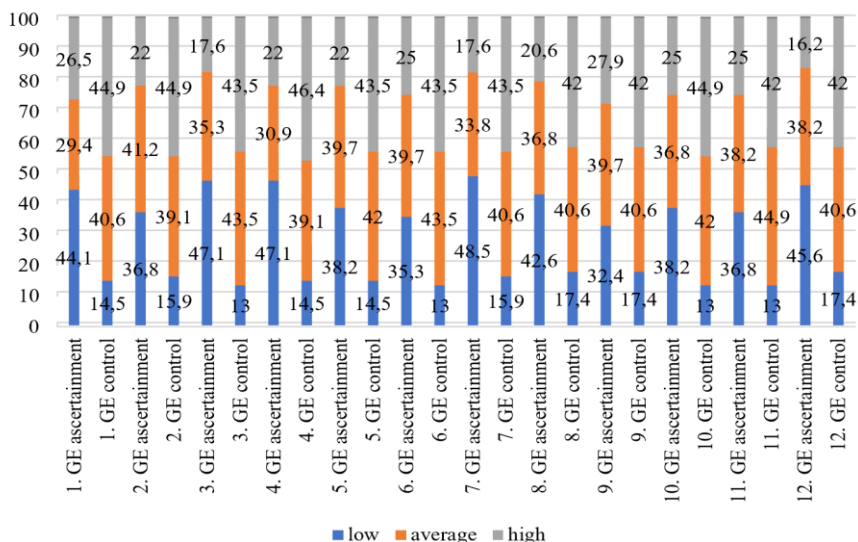
Developing socio-affective skills involves learning empathy to ensure personal effectiveness in managing interpersonal conflicts. The reasons for the lack of development of students in this sense at the level of primary classes is, first of all, their modest social experience.

Responsibility is an absolutely necessary value for students in the range of activities in which students are trained at the beginning of school (Fig. 9).



**Figure 9. Levels of development of honesty and responsibility in the dynamics of the formation of the CDPS competence (grades I-IV), GE**

The data presented in the figure (only 42.0% of students with a high level of responsibility) highlight the problems of the contemporary world and the obligation of teachers to create a friendly, constructive and stimulating environment for the assumption of responsibilities by students during school activities and to offer positive models of conduct and interrelationship. The level of competence of personal, social development and learning to learn, comparative plan (GE, grades I-IV, years 2018-2022).



**Figure 10. The levels of the competence of personal, social development and learning to learn of the students in the experimental group: comparison of the ascertainment stage 68 students – class I) - control stage and (69 students - class IV)**

According to the data obtained at the control stage when assessing the skills of personal development, social development and learning to learn, a significant increase in data is observed in the experimental group compared to GC. At the validation stage of the Program of formation of the axiological referential of primary school students through self-education, the experimental data demonstrate the positive dynamics of the experimental values, confirming the hypothesis put forward for the research in question.

### GENERAL CONCLUSIONS AND RECOMMENDATIONS

The theoretical-experimental research of the formation process of the students' axiological referential allowed establishing the conceptual framework of the investigative approach regarding the scientific content of the students' axiological referential. The synthesis and interpretation of the theoretical benchmarks from the pedagogical literature and the results of the experimental research on the formation of the axiological referential of the students (RAE) confirmed the actuality and importance of the investigated theme, the achievement of the purpose and objectives, demonstrate the scientific novelty and originality, the theoretical and applied value of the research, the arguments being exposed in the following conclusions.

1. The theoretical research of the complex issue of the philosophy and axiology of education regarding the taxonomy of values, axiological education and the description of the evolution of the scientific meaning of the axiological referential of students led to the identification of uncertain definitions of RAE. At the same time, *relevant meanings of the term axiological referential were discovered, not*

*sufficiently valued in the field literature, which stimulated the idea of the need to conceptualize the axiological referential of primary education students.* As a result of the theoretical interpretations of the values specific to primary education, the axiological referential of the students was defined, by which we understand a system of values determined by the curriculum, based on the purposes established historically in the education policy documents. In this context, education policies in the area of axiological education register tendencies to reconsider the system of desirable values in the profile of the primary education graduate (Chapter 1, subchapter 1.1 and 1.2) [55], [63], [64], [66], [67], [68], [72].

2. It has been *scientifically proven that in the circumstances of the global crisis of education*, in general, and the crisis of values, in particular, *in contemporary society, the extremely important mission of forming a system of values is advanced in front of the education system integrated in an axiological referential in accordance with the curricular provisions.* From these considerations, *the curricular framework for the formation of the axiological referential of the students was established, the curricular guidelines and procedural realities aimed at the axiological education in primary education in Romania and the Republic of Moldova were determined.* Conflicts of an axiological nature (intra- and interpersonal) create impediments in the formation of consciousness and axiological attitudes. From this perspective, the pertinent capitalization of the school-family-community partnership is required to orient students towards learning the axiological referential through self-education which ensures the formation of the axiological referential of the students' personality in the spirit of the challenges of the contemporary world (Chapter 2, subchapter 2.1 and 1.2) [55], [57], [60], [61], [62]

3. In the conditions of contemporary society, the axiological vulnerability of young students becomes more and more evident in the planning of axiological education at the level of educational activities oriented towards the exploration of educational strategies with a high potential of beneficial influence on the dynamics of axiological orientations. For this purpose, *the peculiarities and levels of formation of the axiological referential of primary school students were established* (Chapter 2, subchapter 2.1 and 1.2) [52], [56], [69], [71].

4. *The axiological education of students in primary education* involves *the valorization of the principles related to education*, in general: the principle of axiology of education which refers to the consistent cultivation of a system of values within the axiological referential of the students' personality; the principle of orientation of education towards cultural purposes; principle of example; the utility principle; the principle of permanent changes, etc. Starting in research with the idea of the continuous character of learning the value system of the human personality, the basis of the scientific configuration of the Conceptual Model of the RAE were the theoretical foundations of the RAE that created premises for the pertinent valorization of some concepts (value, value orientations, axiological referential ), pedagogical theories (of values, trust, the integration of value orientations, etc.), models (of education based on emotional intelligence), paradigms (humanist,

constructivist, etc.), the principles of the formation of value orientations and mechanisms of the formation of value orientations, methodologically promoted by the theory of primary education. Theoretically based on some epistemological foundations, including, the concept of values, models of the axiological referential, the Theory of the integrity of the axiological orientations, the concept of axiological education) ***a new Conceptual Model of the axiological referential of the students constituted on the basis of a system of curricular stipulated values was developed***, in accordance with education policy documents: respect, kindness, self-education, reflection, resource management, learning management, resilience, creativity, excellence, assertiveness, empathy, innovative spirit, autonomy, integrity and responsibility (Chapter 2, subchapter 2.2) [51], [57], [63], [72].

5. The axiological education of students in the direction of social learning of values engages ***the mechanism of the staged constitution of the axiological referential in primary education, elaborated in research with the aim of delimiting a set of interdependent actions (awareness, understanding and explanation of values, development of the meaning of values, expression of axiological attitudes, the filter of personality traits, axiological reflection and self-education) which ensures the axiological affirmation of the personality and the social validation of the axiological behavior of the students***. The course of establishing the axiological referential facilitates the consolidation of the characteristic features of the students' personality, generated by the age-specific value orientations from the perspective of education policies, in a social axiological context (Chapter 2, subchapter 2.2).

6. ***The pedagogical experiment*** carried out on a sample of students and teachers from primary education ***allowed the formulation of some scientific conclusions regarding the difficulties of teachers in designing and carrying out axiological education in the perspective of forming the axiological referential of students. The research methodology was developed and applied*** (questionnaire - teachers and RAE evaluation sheet) which allowed the identification of teachers' opinions regarding the value of self-education in the formation of the axiological referential of students in primary education (Chapter 2, subchapter 2.1.1 and 2.1.2).

7. Starting from the idea that the formation of the axiological referential of students is characteristic of any age and manifests itself specifically, ***it was found the need to initiate the process of forming the axiological referential*** within the disciplines of Personal Development, Civic Education and through the approach of infusing the optional subject into the school curriculum Axiological education for primary school students. In order to stimulate students' motivation for self-education, the ***Program of formation of the axiological referential of primary school students through self-education*** was developed and experimentally exploited, self-education representing a process oriented towards the self-formation of axiological consciousness that generates desirable axiological behaviors, strengthening the value system, positive change and perfecting the personality human. Curricular resources were developed for the methodological support of teachers in the process of RAE training (disciplinary curriculum and methodical guide for the Axiological Education discipline). ***The scientific problem solved in***

**the research** consists in the clarification of the RAE values described within the Conceptual Model of the RAE and the experimental validation of the Training Program of the axiological referential of primary school students which ensured the dynamics of the experimental values, a fact that constitutes the proof of the effectiveness of the program (Chap. 3, subchapter 3.1 and 3.2) [53].

#### RECOMMENDATIONS:

##### To researchers in the field:

- the study of RAE values at other age stages;
- research on the relationship between education and self-education in RAE training;
- development of indicators and evaluation criteria of RAE;
- researching the success of programs to cultivate general human values (for example: self-knowledge, decision-making, problem solving, creative conflict resolution, communication);
- critical analysis of the positive effects of the implementation of RAE training programs.

##### To teachers for primary education:

- permanent documentation regarding the new methodologies of axiological education;
- the design of axiological education for RAE training through self-education;
- offering support to students through specific methods in the self-formation of the axiological referential through self-education;
- teachers' awareness of the status of axiological behavior model for students;
- encouraging students' self-education when recording any progress in RAE development.

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## ADNOTARE

Biculescu Florina Teodora

### **„Formarea referențialului axiologic al elevilor prin autoeducație”, teză de doctor în științe ale educației, Chișinău, 2023**

**Structura tezei** include: introducerea, 3 capitole, concluzii generale și recomandări, bibliografie din 213 de surse, adnotare (română, engleză), concepte-cheie, lista abrevierilor, 140 pagini de text de bază, 6 tabele, 35 figuri, 12 anexe.

**Publicații la tema tezei:** 25 lucrări științifice.

**Cuvinte-cheie:** valori, referențial axiologic al elevilor, educație axiologică, formare, autoeducație, elevi, profesori, învățământ primar.

**Domeniul de studiu:** Teoria generală a educației.

**Scopul cercetării** constă în determinarea reperelor teoretice și conceptuale privind referențialul axiologic, educația axiologică și elaborarea Programului de formare a referențialului axiologic prin autoeducație la elevii din clasele primare.

**Obiectivele investigației:** identificarea fundamentelor teoretice privind valorile, referențialul axiologic și educația axiologică, autoeducație; descrierea evoluției semnificației științifice a referențialului axiologic al elevilor; elucidarea orientărilor curriculare, a procesualității educației axiologice și a valenței autoeducației în formarea referențialului axiologic al elevilor din învățământul primar; stabilirea particularităților și nivelurilor de formare a referențialului axiologic al elevilor din clasele primare; conceptualizarea teoretică a unui Model conceptual al referențialului axiologic al elevilor; elaborarea și validarea experimentală a Programului de formare prin autoeducație a referențialului axiologic al elevilor din clasele primare; elaborarea concluziilor și recomandărilor.

**Noutatea și originalitatea științifică a cercetării** constă în: determinarea reperelor teoretice privind valorile, referențialul axiologic și educația axiologică; descrierea evoluției semnificației științifice a referențialului axiologic al elevilor; elaborarea și întemeierea științifică a Modelului conceptual al referențialului axiologic al elevilor; elaborarea noilor cunoștințe științifice (definirea conceptului referențial axiologic); descrierea valorilor referențialului axiologic al elevilor și formularea concluziilor științifice privind formarea referențialului axiologic al elevilor din învățământul primar.

**Rezultate obținute ce contribuie la soluționarea unei probleme științifice importante în cercetare** vizează: reperele teoretice privind referențialul axiologic, evoluția semnificației științifice a referențialului axiologic, Modelul conceptual al referențialului axiologic al elevilor, definirea conceptului referențial axiologic, argumente științifice privind valența autoeducației în formarea referențialului axiologic al elevilor, instrumentele de cercetare a referențialului axiologic, Programul de formare prin autoeducație a referențialului axiologic al elevilor din clasele primare ce au contribuit la dezvoltarea teoriei generale a educației.

**Semnificația teoretică a cercetării** este argumentată prin: identificarea unor idei relevante privind formarea referențialului axiologic al elevilor în documentele de politici ale educației, elucidarea prevederilor curriculare și a unor realități procesuale privind educația axiologică în învățământul primar din România și R. Moldova; descrierea abordărilor teoretice și a unor modele teoretice ale referențialului axiologic; identificarea orientărilor științifice în evoluția conceptului de referențial axiologic; definirea conceptului de referențial axiologic, conceptualizarea teoretică a unui Model conceptual al referențialului axiologic al elevilor și formularea unor concluzii științifice privind educația axiologică în învățământul primar.

**Valoarea aplicativă a cercetării** rezultă din: stabilirea particularităților și a nivelurilor de formare a referențialului axiologic al elevilor din clasele primare; elaborarea instrumentelor de cercetare a referențialului axiologic al elevilor și a reprezentărilor profesorilor, descrierea opiniilor profesorilor privind valența autoeducației în formarea referențialului axiologic al elevilor; evaluarea referențialului axiologic al elevilor; elaborarea și validarea experimentală a Programului de formare prin autoeducație a referențialului axiologic al elevilor din clasele primare; elaborarea concluziilor și recomandărilor metodologice privind educația axiologică în învățământul primar.

**Implementarea rezultatelor științifice** a fost realizată prin validarea experimentală a referențialului axiologic al elevilor și a Programului de formare prin autoeducație a referențialului axiologic al elevilor din clasele primare în Liceul Tehnologic Topoloveni, Școala Primară „Echilibria Montessori Education”, Voluntari și Școala Gimnazială „C. Rădulescu-Codin”, Priboieni din România.

## ANNOTATION

Biculescu Florina Teodora

### **“Formation of the axiological referential of students through self-education”, PhD thesis in educational sciences, Chisinau, 2023**

**The structure of the thesis** includes: introduction, 3 chapters, general conclusions and recommendations, bibliography from 213 sources, annotation (Romanian, English), key concepts, list of abbreviations, 140 pages of basic text, 6 tables, 35 figures, 12 appendices.

**Publications on the topic of the thesis:** 25 scientific papers.

**Keywords:** values, axiological reference of students, axiological education, formation, self-education, students, teachers, primary education.

**Field of study:** General theory of education

**The purpose of the research** is to determine the theoretical and conceptual benchmarks regarding the axiological referential, the axiological education and the development of the axiological referential training program through self-education for primary school students.

**Objectives of the investigation:** identification of the theoretical foundations regarding values, axiological referential and axiological education; description of the evolution of the scientific meaning of the students' axiological referential; the elucidation of the curricular orientations, the processuality of axiological education and the value of self-education in the formation of the axiological referential of primary education students; establishing the particularities and levels of formation of the axiological referential of primary school students; elaboration of the Conceptual Model of the students' axiological referential; the development and experimental validation of the Program of formation of the axiological referential of primary school students through self-education; formulating conclusions and recommendations.

**The scientific novelty and originality of the research** consists in: determining theoretical benchmarks regarding values, axiological referential and axiological education; describing the evolution of the scientific meaning of the students' axiological referential; the elaboration and scientific foundation of the Conceptual Model of the students' axiological referential; the development of new scientific knowledge (definition of the axiological referential concept); the description of the RAE values and the formulation of scientific conclusions regarding the formation of the primary school students' axiological referential.

**Results obtained that contribute to the solution of an important scientific problem in the research** aim at: theoretical benchmarks regarding the axiological referential, the evolution of the scientific meaning of the axiological referential, the Conceptual Model of the axiological referential of the students, the definition of the axiological referential concept, scientific arguments regarding the value of self-education in the formation of the axiological referential of students, the research tools of the axiological referential, the Program of formation of the axiological referential of primary school students through self-education which contributed to the development of the general theory of education.

**The theoretical significance of the research** is argued through: the identification of relevant ideas regarding the formation of the axiological referential of the students in the education policy documents, the elucidation of the curricular provisions and some procedural realities regarding the axiological education in primary education in Romania and the Republic of Moldova; description of theoretical approaches and some theoretical models of the axiological referential; the identification of scientific guidelines in the evolution of the axiological referential concept; defining the concept of axiological referential, the theoretical conceptualization of a Conceptual Model of the students' axiological referential and formulating some scientific conclusions regarding axiological education in primary education.

**The applied value of the research** results from: establishing the particularities and levels of formation of the axiological referential of primary school students; the development of research tools for the students' axiological referential and the teachers' representations, the description of the teachers' opinions regarding the value of self-education in the formation of the students' axiological referential; evaluation of the students' axiological referential; the elaboration and experimental validation of the self-education training program of the axiological referential of primary school students; elaboration of methodological conclusions and recommendations regarding axiological education in primary education.

**The implementation of the scientific results** was achieved through the experimental validation of the axiological referential of the students and of the self-educational training program of the axiological referential of the primary school students in the Topoloveni Technological High School, the “Ebilibria Montessori Education” Primary School, Voluntari and the “C. Rădulescu-Codin”, Priboieni, Romania.

**BICULESCU Florina Teodora**

**„Formation of the axiological referential of students through self-education”,**

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**SUMMARY**

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