

**"ION CREANGĂ" STATE PEDAGOGICAL UNIVERSITY OF CHISINAU**

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**PEDAGOGICAL VALUES OF THE DEVELOPMENT OF NON-CONFLICT  
ATTITUDE OF STUDENTS FROM THE PERSPECTIVE OF PROFESSIONAL  
INTEGRATION**

**531.01. General theory of education**

**SUMMARY**

**of the thesis of doctor habilitatus in Education Sciences**

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**The composition of the Commission for the thesis public defense**

(approved by the decision of the Senate of UPSC, minute no. 4 of 26.10.2022):

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The summary was sent on 8 November 2022.

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### LIST OF ABBREVIATIONS

CA – Conflicting attitudes

NA – Non-conflictual attitudes

DNA – Development of non-conflictual attitude

CD – Cognitive dimension

PD – Pragmatic dimension

DE – Discovery experiment

PE – Pilot experiment

VE – Validation experiment

TMNA – Three-dimensional model of the development of students' non-conflictual attitude from the perspective of professional integration

FP – Formative planning for knowledge/recognition/promotion of pedagogical values as sources of non-conflictual development from the perspective of professional integration

ASCR – Questionnaire to identify the appreciative style of conflict resolution

SDNA – Strategies for developing the non-conflictual attitude

## CONCEPTUAL BENCHMARKS OF THE RESEARCH

**The topicality and importance of the research theme.** The nominated topic falls within the general issue of education with reference to the system of training and professional integration of teaching staff, which, according to L. Vlăsceanu, „must be radically reviewed” [75, p. 123], because the confusion of values coexists with political uncertainty of organized chaos, and conflicts between all, the ruin of communities and the degradation of the natural and social environment have become ubiquitous.

Today, we understand better than ever that we live in a world of conflict, diversity and disparity. The research is determined by the prospective approach in the context of positive education, which promotes the anticipation of coercion at the level of personal development in the university environment and, therefore, outlines a perspective to prevent professional non-integration from the point of view of educational intervention possibilities during professional training. Starting from the idea that „values have attitudes as tools, values direct attitudes, are expressed in attitudes, values are norms of attitudinal conduct” [17, p. 180], this reflects the importance and interconnection of the fundamental notions in the field, the orientations towards the postulate that the university environment must constitute for future teachers the fundamental context of knowledge and recognition/promotion of pedagogical values as sources of the development of non-conflictual attitudes from the perspective of professional integration.

The development of the non-conflictual attitude from the perspective of professional integration is learned based on the knowledge and recognition/promotion of pedagogical values, requiring an interdisciplinary and transdisciplinary approach, which avoids reducing concepts only to simplistic structures and norms, and solutions and decisions only focused on coercion to forced submission to authority. In this context, we mention that in terms of teaching staff training, there are too few content units with reference to the *knowledge and recognition/promotion of pedagogical values*, programs and courses aimed at *developing the non-conflictual attitude of pedagogical students from the perspective of professional integration are definitely missing*. In these uncertain conditions, it is expected to think about the importance of knowledge and recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration, being also the legitimizing criteria for the constructive resolution of conflicts.

*The code of ethics of the teaching staff* elaborated on the basis of art. 135, from the *Education Code* (2014) is the first document that establishes certain *unique standards of conduct for teaching staff*, among which we also identify the following objectives with reference to values,

attitudes and conflicts: c) qualitative improvement of relations between educational actors; d) reducing inappropriate and/or immoral practices that may appear in the educational environment; e) increasing the degree of cohesion of the personnel involved in the educational activity; f) facilitating the promotion and manifestation of values and principles applicable in the school environment, insertable in the social space as well; g) raising awareness of public opinion in order to support the values of education [95]. We specify the phrase *of some values* or *values of education* without being nominated or identifying *the pedagogical values necessary for the effective fulfillment of the educator's mission*.

Certainly, *the Code of Ethics of the teaching staff* regulates the professional relations of the teaching staff, from which the *importance of values and attitudes* is only implied, but the changes in the contemporary society and reforms in education impose „new values and attitudes”, which explains the need to research *pedagogical values of the development of students' non-conflictual attitude from the perspective of professional integration*.

In our view, these „new values and attitudes” need to be clearly identified as *pedagogical values and non-conflictual attitudes*. That reasoning constitutes the starting point of our vision of the *development of the non-conflictual attitude*, which cannot be carried out randomly and, in particular, cannot be carried out without *knowledge and in-depth recognition/promotion of pedagogical values*, which at the moment are only stated at a declarative level.

As the 21st century is considered *hypermodern, hypertechnological, hyperconsumerist, hyperindividualist and hyperconflictual*, we would even say loaded with aggression and violence, it is clear that the pace of changing attitudes and the conflict of values represent an impediment to drawing the perspectives of professional integration of teaching staff, or, in particular, *values* are, as C Seligman states, premeditated cognitive standards about what a person considers to be good or bad, worse, better or best [91].

### **Description of the situation in the field and the research problem identification.**

Approached separately, the targeted concepts (*values/pedagogical values; attitudes/attitude development; conflictual/non-conflictual; non-conflictual attitude, integration/professional integration*) have been the subject of a certain number of researches from various fields: *pedagogy* (I. Comenius [25], A Comte [26], J. Dewey [34], P. Bloom [82], H. Siebert [69]); *philosophy* (I. Kant [48], M Weber [76], J. Lyotard [53]); *psychology* (Allport [5], C. Rogers [66], A. Maslow [54], A. Bandura [81]); *ethics* (Z. Bauman [11], P. Singer [71], G. Lipovetsky [52], J. Sevilleia [68]); *sociology* (E. Durkheim [35], S. Moscovici [56]); *conflictology*

(J. Galtung [85], A. Lewis [87]); *anthropology* (R. Linton [51], Hofstede H., Minkov M. [45], Tony Bush [14]) etc. Precious scientific opinions regarding the stated concepts were also reflected in the works of researchers from the Republic of Moldova, creating a solid base of information and advancing innovative research. *The issue of values* has been studied by authors who provide both scientific results and new research directions. T. Callo notes that values are „fundamental principles about modes of behavior or ultimate goals of existence, they are at the individual level of the order of tens, and the attitudes are of the order of hundreds or even thousands” [17, p. 64]. L. Cuznețov studies the role of values in the family, outlining an „axiological perspective that expresses the need to focus the entire educational process on the valorization of values [30, 31, 32]. V. Cojocaru capitalizes on the theory and methodology of innovative transfer in higher education [21]. M. Cojocaru-Boroșan analyzes the values of the emotional culture of teaching staff, establishing that „Educational reforms can become possible if education takes over its function as creator and promoter of cultural values [24, p. 4]. The author D. Antoci establishes and describes the legitimacy of the cyclical nature of value orientations, stating that axiological education „constitutes the process of continuous formation focused on the value system of contemporaneity, designed in terms of specific purposes, contents and methodologies, generating value orientations in the context of exploration pedagogy of the formal-nonformal-informal framework” [9, p. 251].

The importance of values was the object of new explicit formulations in the research of the authors: D. Antoci *the theory and methodology of the formation of value orientations in adolescents and young people* [9]; V. Gh. Cojocaru *values and training standards of managers in education* [21]; V. Paslaru *values and the positive principle in education* [23]; V. Mândăcanu *the theoretical and methodological foundation of tact and pedagogical mastery* [55]; N. Silistraru *values of modern education* [70]; D. Patrașcu *formation of managerial values* [62]; O. Paladi *the involvement of self-awareness in the value system of the adolescent personality* [59], V. Andrițchi *values as a reference system of teaching staff in the activity and professional development* [7]; V. Goraș-Postică *promoting values in educational institutions* [41]; I. Gagim *the essence of values in the philosophy of education* [36]; O. Dandara *the importance of education values for the professional career* [33]; I. Gîncu *value orientations in professional training* [39] etc.

Noting the importance of the mentioned investigations, we must assert that in the field of *university pedagogy*, from 1999 until now, an unsubstantial number of scientific researches have been published regarding *the issue of pedagogical values*.

**Internationally**, the *scientific study of values* has gained ascendancy in interdisciplinary and transdisciplinary approaches: J. Dewey (1926) distinguishes between „intrinsic educational values” and „instrumental educational values” [34, p. 239]; A. Smith (1776) recognizes „economic values as conflicting goods” [apud 12 ]; E. Husserl (2001) believes in „the universality of values as an objective basis independent of thought, emotion and experience” [46, p. 11]; C. Seligman, J. Olson (1996) states „the importance of values for the proper functioning of society” [91]; R. Poli (2009) reports on „sociocultural values as laws of organization and operation” [63, p. 9]; R. Lazarus (2011) refers to „desirable or undesirable values” [50, p.134]; J. Haidt (2016) proclaims „the man as value” [44]; J. Sevilla (2009) notes that „values are transmitted through attitudes reflected in activities” [68, p. 35], etc.

**In Romania**, multiple aspects of values were researched by the authors: G. Văideanu *education for and through values* [74, p. 173 ]; C. Cucuș *historical excursion in the philosophy of values and in the pedagogy of culture* [29, p. 35], *the conflict of educational values* [28, p. 65]; S. Cristea *pedagogical values as axiological structures employed at the level of goals (macrostructural-microstructural) and strategies (principles-methods) of education* [27, p. 453]; G. Albu and V. M. Cojocaru analyzes *the value universe of the teacher* [4].

**In the Republic of Moldova**, the problem of attitudes is a topic of increased interest for the *formation of attitudes in students*. In particular, *the issue of pedagogical attitudes* is a scientific concern for T. Callo, establishing that "the pedagogical attitude is a fundamental dimension, which is formed and cultivated through knowledge of reality and the world, awareness of values and increased awareness of things, events, facts, situations [17, p.173]. We also attest to valuable research on *the problem of attitudes* signed by the authors: V. Panico *the structure of attitudes in pedagogical and psychological terms* [60]; A. Cara (1999) *the formation of fundamental attitudes and values in high school students* [18] etc. In this context, the analysis of the degree of research allows us to ascertain an insufficiency of research in the field of *university pedagogy* with reference to the *pedagogical values of the development of the non-conflictual attitude of students from the perspective of professional integration*, although namely the pedagogical universities represent the environment for the transmission of values and the development of the non-conflictual attitude. The *non-conflictual attitude development* has both the function of adaptation and professional integration, insofar as it allows the student to act constructively and develop an affirmative or differentiated response suited to the conflict situation.

In convergence with the many changes in our society, interest has increased both in *the issue of values and attitudes*, as well as in the *issue of conflicts in the educational environment*,

being a challenge of the tumultuous time, a manifestation that cannot be explained by the singularity of the phenomenon. The Republic of Moldova is only at the beginning regarding the proposal of alternative conflict resolution services in the educational environment, too little is said about *constructive conflicts* or the *transformation of destructive conflicts into constructive conflicts*, insufficient *methods and strategies for resolving conflicts* are taught in pedagogical faculties, little is known about the *development of non-conflictual attitude from the perspective of professional integration*. In agreement with what has been stated, analyzing the research carried out during the years 1998-2019, we mention that the *problem of conflicts in the field of general pedagogy* was initiated by the researcher L. Cuznețov (1998) in the work „Psychological foundations of conflict prevention and resolution” [32].

Carrying out an overall analysis of the research from the stated period (1998-2019), we mention that in the Republic of Moldova *the issue of the professional integration of teaching staff* was not a dedicated subject of scientific research. The professional integration of teaching staff is contextually analyzed by the authors: V. Andrițchi (2012) *theoretical and methodological foundations of human resources management in pre-university education* [7]; N. Bucun (2000) *establishing directions for adapting human resources to the problems of the education system* [13]; O. Dandara (2000) *conceptualization of career guidance in the context of continued education* [33].

In this context of retrospective analysis, we also specify that, although the considered period of time is limited from a historical point of view, nevertheless, in all this chronological presentation it can be noted the absence of research in the *field of university pedagogy* with direct references to *the issue of professional integration*, even all the more so nowadays, due to intense changes, we frequently witness all kinds of destructive conflicts, and the educational environment is no exception to this reality (for example, conflicts between students and teachers, between students and the school administration, between parents and students, between parents and teachers, not to mention conflicts between teachers or students). What has been previously mentioned proves the complexity of the study of *pedagogical values of the non-conflictual attitude development of students from the perspective of professional integration*, giving rise to an analysis of the conceptual interaction on the dimension of *pedagogical values - the development of non-conflictual attitude - perspectives of professional integration*.

The contemporaneity of the topic under discussion requires an overall analysis of study programs aimed at the field of professional training of pedagogues. Analyzing the UPS „Ion Creangă” study programs, we find that, for the most part, they are oriented towards: 1) knowledge and skills *necessary to teach* (specialized knowledge in the corresponding curricular field); 2)



knowledge and skills *about teaching and organizing the instructional process of students* (knowledge from the sphere of psychopedagogy and specialized didactics).

At the same time, we note that „Pedagogical ethics”, which is part of the „general skills and competences training component”, is taught in year IV, semester 7, having 60 hours and 2 credits, which means that pedagogic students *will know and recognize pedagogical values*, they will analyze the *Code of Ethics for teaching staff*, which regulates both the moral responsibility of the pedagogue in the exercise of his functions, as well as the sanctioning of professional malpractices, according to pedagogical practice, towards the end of university studies. Also, the analysis of the study programs allows us to find that students are not offered courses that would have as their purpose the knowledge and recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration.

The insufficiency of research and the lack of a methodology for knowledge and recognition/promotion of pedagogical values as sources of the development of the non-conflictual attitude of students from the perspective of professional integration denotes a pressing necessity and generates a current dispute, the solution to which depends the **reasoning for choosing the research topic**.

Appreciating the contribution of the mentioned authors and reflecting on the situation presented, we find the following **contradiction**:

The contradiction between the increasingly active training of pedagogic students in marking professional integration perspectives in the context of new educational requirements and the lack of a *formative tool for knowledge and recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration*.

The directed premises outlined the **research problem**, which consists in formulating the answer to the following question: *What is the methodology of knowing the pedagogical values on the theoretical dimension; recognition/promoting of pedagogical values on the pragmatic dimension; the development of non-conflictual attitude from the perspective of professional integration on the applicative dimension?*

The **purpose of the research** consists in the theoretical-praxiological substantiation of the three-dimensional functionality in the *knowledge of pedagogical values* (theoretical dimension); *recognition/promoting of pedagogical values* (pragmatic dimension); the *development of the non-*

*conflictual attitude from the perspective of professional integration* (applicative dimension) in the student's formative context.

**Research hypothesis:** the knowledge and recognition/promotion of pedagogical values as sources of the development of students' non-conflictual attitude from the perspective of professional integration can be achieved, if the initial training of teaching staff will be based on the *three-dimensional model* with triple functionality: *knowledge of pedagogical values* (theoretical dimension); *recognition/promotion of pedagogical values* (pragmatic dimension); *the development of the non-conflictual attitude from the perspective of professional integration* (applicative dimension) and on the capitalization of the *formative planning of knowledge/recognition/promotion of pedagogical values as sources of the development of the non-conflictual attitude from the perspective of professional integration*.

**Research objectives:**

1. Epistemological consolidation and determination of theoretical benchmarks regarding *the pedagogical values of the development of non-conflictual attitude*; the analysis of the meaning in the general context of the theories and the definition of the notion of *developing the non-conflictual attitude of students from the perspective of professional integration*.
2. Establishing theoretical-praxiological orientations in the knowledge and recognition/promotion of pedagogical values as sources of the development of students' non-conflictual attitude.
3. The substantiation of the *methodology for the development of students' non-conflictual attitude from the perspective of professional integration*.
4. The constructive conceptualization of the *three-dimensional Model of the development of students' non-conflictual attitude from the perspective of professional integration* (TMNA) and *Formative Planning*.
5. The organization of the pilot experiment and the synthesis of pre-experimental information regarding the need and level of knowledge and recognition of pedagogical values as sources of the development of students' non-conflictual attitude from the perspective of their professional integration.
6. The experimental validation of *the formative planning of knowledge and recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration* and the effectiveness assessment of *the three-dimensional model*.

7. The generalization of the investigative results aimed at the knowledge and recognition/promotion of pedagogical values as sources of the development of the non-conflictual attitude from the perspective of the professional integration of students and the design of research openings.

The **theoretical support of scientific research** is provided by the *normative paradigm: functionalist theory* (E. Durkheim [35], A. Giddens, R. Merton [86]; *organizational theory* (E. Schein [90], S. Asch [79]); *culturalist theory* T. Bush [14]; G. Hofstede [45]); *conflict theory* (J. Galtung [85], M. Sherif [92], B. Mayer [88]); *interpretive paradigm: interactionist theory* (Ch. Cooley [83], S. Asch [79], R. Bales [80]); *cognitivist theory* (L. Festinger [84], R. Bar-On [10]); *constructivist theory* (J. Piaget [89], L. Grunberg [43]); *positivist theories* (Z. Bauman [11]; A. Comte [26], C. Rogers [66], Th. Gordon [42], Jean-Claude Abric [1], F. Lacombe [49], J. Haidt [44], Martin Seligman [67], Zig Ziglar [77]); scientific approaches with references to the interaction of the trinomial *pedagogical values – the development of non-conflictual attitude – professional integration perspectives* (A. Adler [2], R. Lazarus [50], A. Toffler [73], A. Mucchielli [57], P. Andrei [6], A. Chircev [20], S. Chelcea [19], C. Cucos [28, 29 ], T. Callo [15, 16, 17], L. Cuzneţov [30, 31 ], I. Gagim [36, 37 ], A. Gavreliuc [38], M. Boza [12]; S. Moscovici [56]; V. Preda [65]).

**The synthesis and justification of research methods is made up of a set of methods:** at *the theoretical level* – scientific documentation, theoretical analysis and synthesis, generalization and ideational systematization, abstraction; *at the level of conceptualization* – presumptive definition, reasoning, modeling, modeling structuring; the prediction; hermeneutics; heuristic method, transfer method; *at the praxeological level*-questioning, testing, observation, comparison; *the pedagogical experiment* – the pilot experiment, the ascertainment, training and validation experiment; *the mathematical method of statistical data processing* – quantitative and qualitative analysis of experimental data according to the IBM SPSS program. V. 26.00.

**The scientific novelty and originality of the research consists in the following:** the scientific substantiation of the three-dimensional functionality of *the pedagogical values of the development of the non-conflictual attitude of students from the perspective of their professional integration*; the denotative essentialization of the notion of *developing the non-conflictual attitude* of students from the perspective of professional integration; establishing theoretical-praxeological guidelines in the *knowledge and recognition/promotion of pedagogical values as sources of non-conflictual development from the perspective of professional integration*; the conceptualization and valorization of the *three-dimensional Model of the development of students' non-conflictual attitude from the perspective of professional integration* (TMNA); validation of the *formative*

*planning of knowledge and recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration.*

**Scientific results that led to the development of a new research direction:**

- The hermeneutic analysis of *pedagogical values as sources of the development of students' non-conflictual attitude from the perspective of their professional integration.*
- Epistemological consolidation regarding the *interaction of the trinomial of pedagogical values – the development of non-conflictual attitude – perspectives of professional integration.*
- Foundation of the *methodology of knowledge and recognition/promotion of pedagogical values as sources of the development of students' non-conflictual attitude from the perspective of professional integration.*
- Identifying conflictual/non-conflictual attitude indicators and *defining the concept of non-conflictual attitude development.*
- Conceptualization of the *Three-dimensional Model* with triple functionality: 1) *knowledge of pedagogical values* (theoretical dimension); 2) *recognition/promotion of pedagogical values* (pragmatic dimension); 3) *the development of the non-conflictual attitude from the perspective of professional integration* (applicative dimension).
- Validation of the *formative planning of knowledge/recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration.*

**Recording a new direction of research: *Prospective pedagogy of professional integration*,** through which the foundations are laid for the evolutionary research of the facts/phenomena of the future - professional integration through the analysis of current needs - the development of non-conflictual attitude.

**The theoretical significance of the research consists of the following:** the epistemological consolidation of the notions of *pedagogical values, non-conflictual attitudes, the perspective of professional integration*; establishing theoretical guidelines in the knowledge and recognition/promotion of pedagogical values as sources of non-conflictual development from the perspective of professional integration; theoretical identification of conflictual/non-conflictual attitude indicators; the theoretical substantiation of the *methodology of knowledge and recognition/promotion of pedagogical values as sources of the development of students' non-conflictual attitude from the perspective of professional integration*; conceptualization of the *three-dimensional Model of the development of students' non-conflictual attitude from the perspective of professional integration (TMNA).*

**The applied significance of the research consists in:** demonstrating the effectiveness of the *three-dimensional Model of the development of students' non-conflictual attitude from the perspective of professional integration (TMNA)*; demonstrating the applicability of research tools; the experimental validation of the *Formative Planning of knowledge and recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration*.

**Implementation of scientific results.** The scientific results were implemented at the level of pedagogic students, cycle I, year of study 3 and 4 from the faculties of *Education Sciences and Computer Science, Philology and History, History and Geography, Foreign Languages and Literatures*, State Pedagogical University „Ion Creangă” from Chisinau.

**Approval of scientific results.** The scientific value of the research was confirmed in national and international scientific conferences: *Reflecții nonconvenționale despre importanța implicării cadrelor didactice în rezolvarea conflictelor sociale*. National scientific-practical seminar with international participation “*Implicarea studenților, masteranzilor și doctoranzilor în activități de cercetare dezvoltate de mediul asociativ: provocări și soluții*”, Chisinau, UPSC, 2021; *Rolul liderului în prevenirea și rezolvarea conflictelor educaționale*. National Scientific Conference with international participation „*Probleme ale științelor socioumanistice și ale modernizării învățământului*” Chișinău, UPSC, 2021; *Complexitatea dificultăților relaționale și posibilele obstacole în rezolvarea conflictelor educaționale*. International Scientific Conference „*Probleme ale științelor socioumanistice și modernizării învățământului*” Chișinău, UPSC, 2020; *Atitudinea nonconflictuală – valoare fundamentală în formarea și integrarea profesională a cadrelor didactice. Non-conflictual attitude - fundamental value in the training and professional integration of teachers*. International Scientific Conference, 12th edition „*Educația din perspectiva valorilor*”, Alba Iulia, 2020; *Dezvoltarea atitudinii nonconflictuale – oportunitate pentru optimizarea procesului de integrare a studenților în mediul universitar*. International Scientific Conference, 11th edition, „*Creativitatea și dezvoltarea personală. Modalități de integrare socială și educativă*”. Romanian Academy, Iasi Branch - Institute of Economic and Social Research, “Gh. Zane”, 2020; *Promoting non-conflict education in the context of adult professional integration*. International Scientific Conference, „*Дополнительное образование взрослых: международные тенденции и национальные приоритеты*” Belarusian State Pedagogical University, Minsk, 2020; *Dezvoltarea comunicării didactice – o perspectivă în integrarea profesională a studenților*. International scientific conference „*Didactica: tradiție, actualitate, perspectivă*”, 6th edition, USMF „Nicolae Testemițanu”, 2019; *Developing*

*nonconflictual attitudes of students in the context of socio-cultural integration*. II-the World Congress in Real and Virtual Mod „East-West: the intersection of cultures”. University Kyoto, Japan, 2019; *Perspective de cercetare vizând personalitatea studentului și rezolvarea conflictelor interpersonale*. International Scientific Conference, 10th edition, „*Realizarea de sine: interpretări psihologice și educative*” Iași, 2019; *Rolul comunității universitare vizând formarea atitudinii nonconflictuale la studenți din perspectiva integrării profesionale*. Scientific conference with international participation „*Utilizarea tehnologiilor educaționale și informaționale moderne pentru formarea competențelor profesionale ale absolvenților instituțiilor de învățământ superior*” State University „Alec Russo”, Bălți, 2019; *Dimensiuni explicative privind cauzele și sursele conflictelor în mediul educațional*. Annual Scientific Conference of UPSC Teachers and Researchers, „*Probleme ale științelor socioumanistice și modernizării învățământului*”, Chișinău, 2019. *Importanța adaptării în mediul universitar din perspectiva noilor cerințe de integrare socioprofesională*; Scientific conference with international participation „*Utilizarea tehnologiilor educaționale și informaționale moderne pentru formarea competențelor profesionale ale absolvenților instituțiilor superioare de învățământ*” State University „Alec Russo”, Bălți 2018; *Comunicarea persuasivă și comportamentul relațional al profesorului debutant în procesul de integrare socioprofesională*. International Scientific Conference „*Educația din perspectiva valorilor*.” Ediția a X-a, Alba Iulia, București: Editura EIKON, 2018.

**Publications on the thesis topic.** 65 scientific papers were published in the investigated field.

**The volume and structure of the thesis.** The thesis includes annotations (Romanian and English), list of abbreviations, introduction, four chapters, general conclusions and recommendations, bibliography (272 sources), 18 appendices and is presented on 225 pages of basic text, including 26 tables, 36 figures.

**Key concepts:** values, pedagogical values, attitudes, non-conflictual attitudes, development of non-conflictual attitude, knowledge/recognition/promotion of pedagogical values, perspectives of professional integration, three-dimensional model, isometric strategies, Formative Planning, value assurance.

## THESIS CONTENT

In the **Introduction**, the motivation and topicality of the research theme is argued, the purpose, objectives and hypothesis are formulated, the theoretical support of the research is stated, the novelty and scientific originality of the research is presented.

**In Chapter 1**, *Conceptual approaches aiming at pedagogical values in consonance with non-conflictual attitudes - professional integration*, the evolution of the interaction of concepts is analyzed and an analysis of the degree of research in the Republic of Moldova is carried out; the scientific reality regarding the connection and conceptual interaction between *values-attitudes-conflict/non-conflict-adaptation/integration* is theoretically ascertained; the central idea of the research aiming at the *relevance of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration* is substantiated; the particularities of pedagogical values are explained *as sources of the development of non-conflictual attitude from the perspective of professional integration*; conflictual/non-conflictual attitude indicators are theoretically identified and distinctively analyzed; the pedagogical values considered as sources of the development of the non-conflictual attitude from the perspective of professional integration are analyzed: *integrity, responsibility, pedagogical tact, empathy, correctness, objectivity*; evidence is provided regarding the *significance of the development of the non-conflictual attitude*. In this chapter, we considered it important to demonstrate the evolution, meaning and interaction of the concepts: *pedagogical values – development of non-conflictual attitude – professional integration* in the order presented, starting from the interpretive analysis of the definitions synthesized and ranked by fields. The exploration of the notional interaction also required a retrospective analysis of the degree of research in the Republic of Moldova, which allowed us to find that we do not register an increased interest *in the issue of pedagogical values as sources of the development of students' non-conflictual attitude from the perspective of professional integration*. In this context of retrospective analysis, we deduce that especially the number of researches regarding *the prospective direction of teacher training to ensure the knowledge and recognition of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration* turns out to be quite low, which is not in agreement with similar policies in the European Union. Revaluing various approaches presented in Chapter 1, we support the idea that university education must provide students with practical training programs for knowing and recognizing/promoting pedagogical values as sources of non-conflictual attitude development. In this context, through analogical reasoning we advance the following **definitions**:

**The non-conflictual attitude** *is a relatively stable and conscious predisposition to react positively to conflicts, determining the constructive way of relating and resolving conflicts.*

**The development of the non-conflictual attitude** *is achieved by training students in theoretical-practical activities of knowledge/recognition/promotion of pedagogical values,*

*training them in a relatively constant way of positive reporting reflected as functionality from the perspective of professional integration.*

**In chapter 2, Theoretical-praxiological guidelines in the knowledge and recognition of pedagogical values as sources of non-conflictual development from the perspective of professional integration,** pedagogical values are analyzed as sources of non-conflictual attitude development from the perspective of professional integration in the context of interdisciplinary and transdisciplinary approaches. The chapter was structured on the idea of presenting a multi-level and multi-relational explanation required by the study object of the research, bringing synthesized arguments from 1) pedagogy; 2) philosophy; 3) sociology; 4) psychology; 5) conflictology. The theoretical documentation is structured on a subsumed axis: *normative paradigms* (functionalist theory, organizational theory, culturalist theory, conflictualist theory) and *interpretive paradigms* (interactionist theory, cognitivist theory, constructivist theory, positivist theories), exposing the scientific positions that justify **the functional imperatives for knowledge and the recognition/promotion of pedagogical values as sources of the development of non-conflictual attitudes from the perspective of professional integration:**

1. *the function of normative stability of values* – ensures the promotion of pedagogical values, which must be known and recognized by future teachers;
2. *the function of achieving goals* – the pedagogic student must know and recognize pedagogical values as sources of developing non-conflictual attitudes in order to constructively resolve conflicts;
3. *the function of adapting to the goals of the action* – the pedagogic student must not avoid or adapt to conflict situations, but must show non-conflictual attitudes in the effective resolution of conflicts from the perspective of professional integration;
4. *the function of integration* – the university environment must ensure and coordinate special training programs, aiming at the knowledge/recognition/promotion of values as sources of the development of non-conflictual attitude from the perspective of professional integration.

The chapter contains an analysis on the conception of drawing perspectives of professional integration through the knowledge and recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude; the problem of the professional integration of teaching staff is analyzed; explained the importance of knowledge and recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude for drawing certain perspectives of professional integration.



Revaluing various definitional options, we emphasize that professional integration is of a multidimensional nature, embodied in value-attitudinal, organizational, educational, communicational, relational-behavioral aspects, and professional non-integration (the negative form of the integration process) is due either to deficiencies in professional training or professional adaptation, which favors the appearance of disintegrative, destructive and dysfunctional behaviors for functional stability. In our understanding, the **early training of pedagogic students in activities to trace professional integration perspectives by knowing/recognizing/promoting pedagogical values as sources of the development of non-conflictual attitude can positively influence the formal and not adversarial professional debut**, understanding that the school is not an „organization military type” in which he is the one who „dictates behavioral prescriptions” and the students „strictly follow them”. *Tracing the perspectives of professional integration of pedagogic students through the knowledge/recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude* is a formative process that involves permanently interacting components, meaning the creation of coordinates between what exactly is required of the pedagogic student in order to integrate professional (*functional development*) and what he demonstrates as a professional (*attitudinal development*), for example, the expression of *non-conflictual attitude* in the constructive resolution of educational conflicts. During this period, the „selectivity” of the pedagogical values to which the students must adhere occurs, they will be known and recognized/promoted as sources of the development of the non-conflictual attitude, fully manifesting in the relationship process, demonstrating stability during the period of professional integration. The student who gains some professional independence from some conflicting conditions and events will be considered professionally integrated.

Chapter 2 also includes an analysis of *models oriented on the dimension of pedagogical values – the development of non-conflictual attitude – perspectives of professional integration*. Based on the models oriented on the dimension of pedagogical values – the development of non-conflictual attitude – perspectives of professional integration (*The one-dimensional model of the attitude, The three-dimensional model of the attitude, The model of the expected value, The model of the value of the anticipated result*) the need for a pragmatic methodological change in its complexity is demonstrated, being directed towards: 1) *knowledge of pedagogical values* (theoretical dimension), 2) *recognition/promotion of pedagogical values* (pragmatic dimension) and 3) *development of non-conflictual attitude from the perspective of professional integration* (applicative dimension). From a large collection of studies on the issue of the initial training of pedagogic students, a central idea emerges, in our opinion, namely that we must be aware of the

power that pedagogical values and non-conflictual attitude have on the perspective of professional integration, because it is not the conflict itself that is a barrier to integration, but the way (constructive or destructive) in which it will be resolved. Most of the research on models oriented to the dimension of pedagogical values – non-conflictual attitudes – professional integration is focused on the idea of moving from a passive normative model to an active functional one, so that future teachers exercise more professional authority than power coercive.

**In chapter 3, *Methodology for the development of students' non-conflictual attitude from the perspective of professional integration***, the cognitive dimension of pedagogical values in the development of non-conflictual attitude is analyzed; the pragmatic dimension and the applied dimension of pedagogical values in the development of the non-conflictual attitude from the perspective of professional integration; the conceptualization of the *three-dimensional Model of the development of students' non-conflictual attitude from the perspective of professional integration* (TMNA) is presented; the constitutive elements of TMNA with triple functionality are described: *knowledge of pedagogical values* (theoretical dimension); *recognition/promotion of pedagogical values* (pragmatic dimension); *the development of the non-conflictual attitude from the perspective of professional integration* (applicative dimension) which highlights the constructivist, positivist and prospective nature of university education. Starting from the analysis of the interaction of the trinomial *pedagogical values – the development of non-conflictual attitude – perspectives of professional integration*, the logic of the methodology of knowledge/recognition/promotion of pedagogical values as sources of the development of the non-conflictual attitude of students from the perspective of professional integration requires a description configured on three dimensions: 1) *knowledge of pedagogical values* (theoretical dimension); 2) *recognition/promotion of pedagogical values* (pragmatic dimension); 3) *the development of the non-conflictual attitude from the perspective of professional integration* (applicative dimension). Accepting the premise that the generality and validity of the value can only be established logically, it is not trivial for future teachers to *know the conceptual and contextual significance of pedagogical values as sources of the development of non-conflictual attitude*. This process includes not only knowing pedagogical values on the theoretical dimension, but also going through the procedural steps to move to recognizing/promoting pedagogical values on the pragmatic dimension. In the same context, the recommendations are also important: 1) valorization of values; 2) professional awareness; 3) cultivating the will to conform the conduct to the prescribed values; 4) creating the habit of action in accordance with the chosen values. In particular, the relation of pedagogical values to the *conceptual, contextual and procedural process*

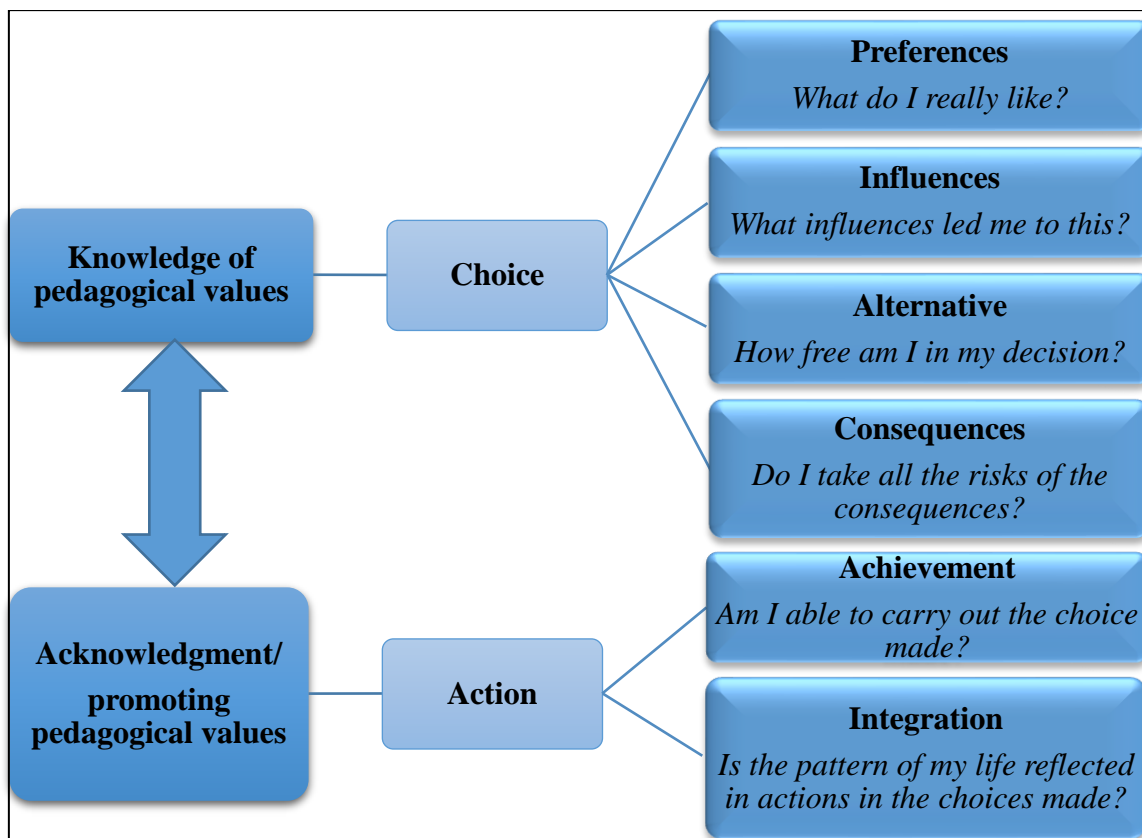
determines the development of non-conflictual attitudes in students, forming a relatively constant way of positive action reflected as functionality from the perspective of professional integration. Starting from the analysis of the exposed theories, we consider *integrity, responsibility, pedagogical tact, correctness and objectivity* as pedagogical values that, through knowledge/recognition/promotion, become sources of the development of non-conflictual attitude, offering students certain behavioral indicators based on which they can draw perspectives for professional integration . In our opinion, the inclusion in the *Pedagogical Ethics* course of a *register of interpretation of the meaning for each pedagogical value* and practicing through the six procedural steps increases the student's possibilities of *knowledge of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration* on the theoretical and practical dimension, demonstrating the congruence between values, attitudes and integration.

**Table 1. The register of interpretation of the meanings of pedagogical values**

<b>Pedagogical values</b>	<b>Conceptual meaning</b>
Moral integrity	Acquiring integrity; honor, probity; incorruptibility, intact, indivisible
Professional responsibility	The obligation to perform a thing, to assume responsibility, to account for something, to accept and bear the consequences
Pedagogical tact	Sense of measure and finesse in behavior, determining the adoption of a correct decision in any situation
Professional fairness	The quality of being fair and honest; acquisition of thinking that respects logical laws
Professional objectivity	Impartiality, impartiality, lack of preconceived ideas in appreciation

By *knowing the pedagogical values*, an adherence to the authentic meaning of the values is produced, and by *recognizing/promoting the pedagogical values*, an affective experience of them is produced, becoming attitudes-values and directing the students' intelligence in a positive sense. In the given meaning, it increases the probability that by knowing/recognizing/promoting pedagogical values, the student develops a new attitude towards conflict, a non-conflictual attitude that directs him towards tracing professional integration perspectives.

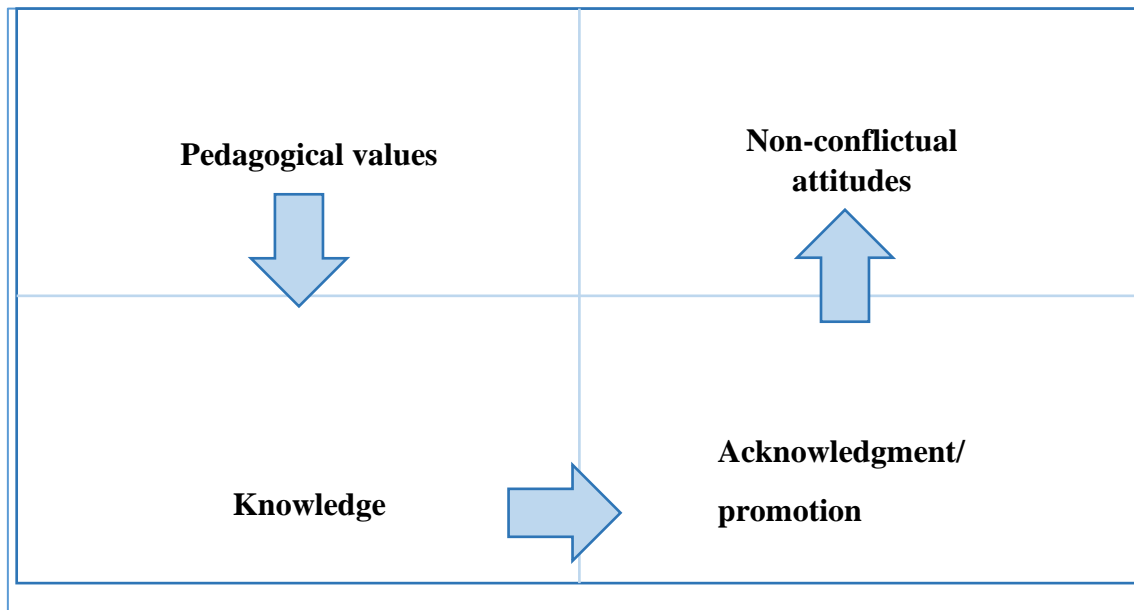
We consider it imperative to identify the theoretical and practical dimensions of learning values, proposing six procedural steps (Figure 1).



**Fig.1. Procedural steps in knowing/recognizing/promoting pedagogical values**

After the presentation of the ideas proposed in relation to the theoretical dimension, an analytical framework was presented regarding the *practical dimension of recognizing pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration*. In this context, we support the idea that the *methodology of recognizing pedagogical values as sources of the development of students' non-conflictual attitude from the perspective of professional integration* must begin with the identification and ranking of pedagogical values. Carrying out a comparative analysis of the various methods of knowledge of pedagogical values as sources of the development of non-conflictual attitude, the importance of interdisciplinarity, transdisciplinarity, constructivism and positivism was highlighted for the student to form a *register of pedagogical values as sources of the development of non-conflictual attitude* and to complete the *guide of ethical actions in conflict situations*, moving from egocentrism to allocentrism. *Knowing the meaning of pedagogical values* is the first step, followed by *knowing the value reality* based on the *Code of Ethics of the teaching staff*. We mention that for the *recognition/promotion of the pedagogical values of the development of students' non-conflictual attitude from the perspective of professional integration*, practical activities are important, a process that allows the student to build a complex image of the functionality of values

as sources of the development of non-conflictual attitude. In this sense, the *Model of Moral Reasoning*, which was developed through a framework to guide students, also has an advantage.



**Fig. 2. Framework for knowledge/recognition/promotion of pedagogical values – non-conflictual attitudes**

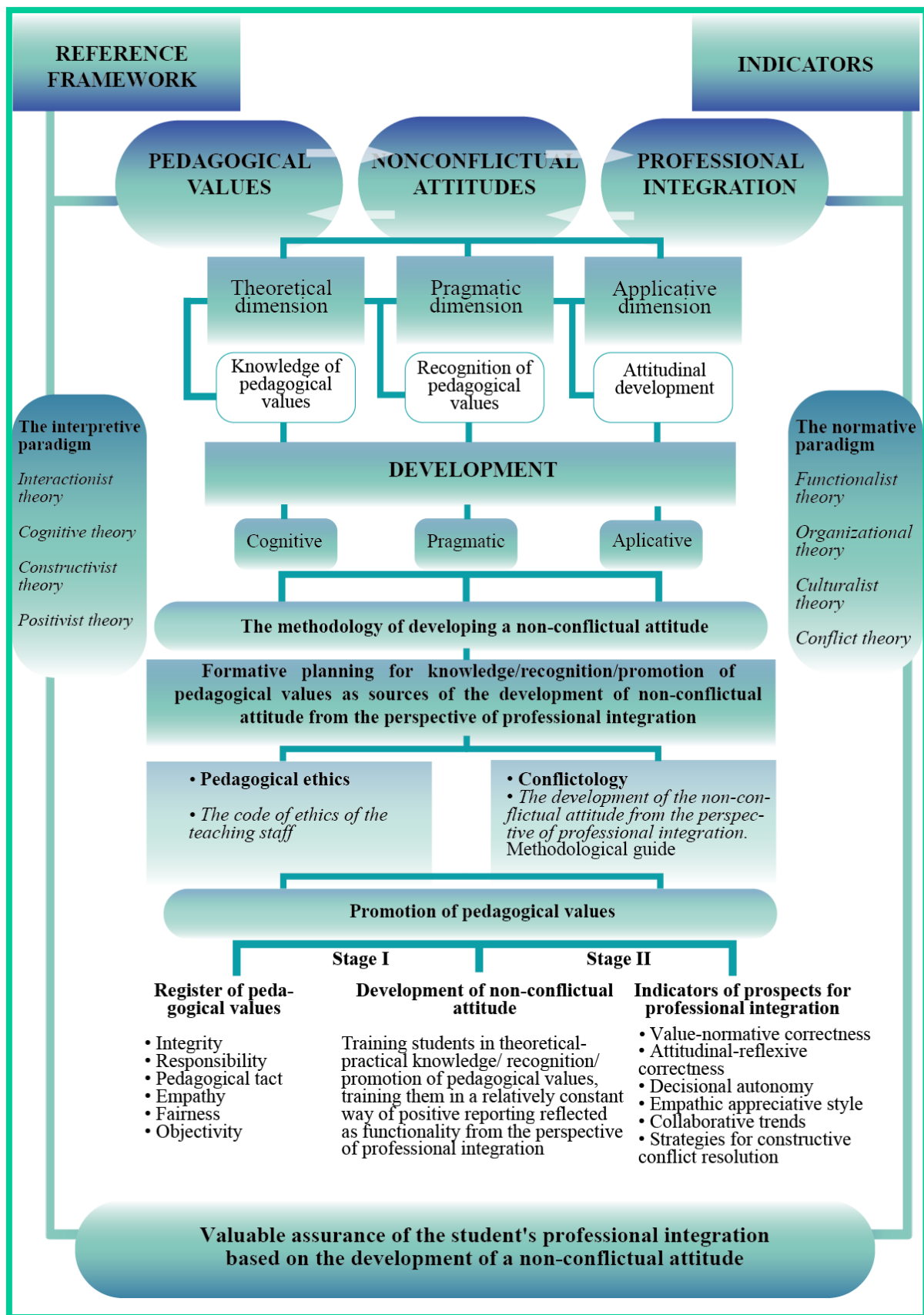
In our view, the view that values and attitudes are learned remains an essential component of the disciplinary curriculum in *Pedagogical Ethics*. In this sense, certain formative openings are foreshadowed for the recognition/promotion of pedagogical values as sources of the development of students' non-conflictual attitude: 1) *training on the construction of competences in action* - it is a generative capacity capable of producing various ethical behaviors in various new situations; 2) *the appropriation and generalization of professional behavior models* - we refer here to the teacher's moral profile in the sense of values and behaviors; 3) *the accumulation of experience and the change in personal behavior* as a result of the interaction of pedagogical values – non-conflictual attitudes – professional integration; 4) *awareness of the fundamental standards on which value judgments are based* - the valorization and application of pedagogical values in ethical activities in various uncertain contexts. Next, the ideas presented with references to *the applied dimension of knowledge of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration* are agreed with *the principle of expected value*, assuming that we end up having certain attitudes towards objects, things, phenomena, etc. The non-conflictual attitude implies reciprocity and responsibility, that is, what I see, I feel, you see, the conflict is important for anyone who wants to be resolved.

We believe that the non-conflictual attitude is based on value judgment, the student expresses his approval or disapproval of the conflict situation, does not attack the personality of

the other, does not place himself in a position of superiority, and the finality is to the extent that the individual's behavior highlights his own attitudes to values, to other people, to what is expected of him in the circumstances in which he finds himself.

For the *recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude*, it is necessary that the content units offered to students present behavioral models in various conflict situations: 1) the presentation (or continuous presence) of the human model, respectively of the values or the combined system, model+ values+attitudes; 2) demonstration or description by the model, by the teaching staff of the desired attitudinal behavior (non-conflictual attitudes) and the expected (pedagogical) values; 3) demonstration by the model of the satisfaction, pleasure, comfort and advantages created by receiving the results of assimilation by the other of the expected behavior (integration). We believe that the pedagogical values recognized by the students must be evaluated in accordance with their functionality as sources of the development of non-conflictual attitude, but also in relation to the *way of relating, the appreciative style and the strategies used by the student in resolving conflicts*. The synthesis of the exposed approaches was the basis of the conceptualization of the ***Three-dimensional Model of the development of students' non-conflictual attitude from the perspective of professional integration*** (TMNA) with triple functionality: 1) *knowledge of pedagogical values* (theoretical dimension); 2) *recognition/promotion of pedagogical values* (pragmatic dimension); 3) *the development of the non-conflictual attitude from the perspective of professional integration* (applicative dimension). The structure of the *Three-dimensional Model* respects the three formative directions: 1) *input – knowledge/recognition/promotion of pedagogical values* (development of the cognitive system); 2) *process – development of non-conflictual attitude* (development of the application system); 3) *outputs – tracing the perspectives of professional integration* (development of the application system).

The constitutive elements of *TMNA* represent cognitive theoretical constructions, which can be transposed into practical and applied actions adapted to the significant context of *Formative Planning (FP)*, exposed in the university courses *Pedagogical Ethics, Conflictology, Development of non-conflictual attitude from the perspective of professional integration. Methodological guide* and in *Strategies for the development of non-conflictual attitude (SDNA)*. The Three-dimensional model of the development of students' non-conflictual attitude from the perspective of professional integration (TMNA) proposes *a register of pedagogical values considered as sources of the development of non-conflictual attitude from the perspective of professional integration* and presents the indicators of professional integration perspectives.



**Fig 3. The Three-dimensional model of the development of students' non-conflictual attitude from the perspective of professional integration (TMNA)**

An essential TMNA construction criterion refers to the set of pedagogical values considered as sources of the development of non-conflictual attitude: *integrity, responsibility, pedagogical tact, empathy, correctness, objectivity*. Pedagogical values were selected based on the stated theories and models. The „expectation x value” formula constituted a fundamental criterion regarding the analysis of the values considered as sources of the development of non-conflictual attitude, being remodeled in accordance with the logic of the research: *knowledge and recognition/promotion of pedagogical values x development of non-conflictual attitude = professional integration*, obtaining a theoretical tool of indicative order, where the *expectation* is the development of the non-conflictual attitude as a formative purpose of knowledge and the recognition/promotion of pedagogical values, and the tracing of professional integration perspectives as a prospective purpose. Other pedagogical values can be included in that formula, only that they must be known and recognized/promoted by the student in accordance with their functionality as sources of the development of non-conflictual attitude from the perspective of professional integration. In the first stage, the student must know the pedagogical values on the theoretical dimension (conceptual and contextual meaning), which highlights the development of the cognitive system, preparing the student for the recognition/promotion of values as sources of the development of students' non-conflictual attitude from the perspective of professional integration on the pragmatic dimension (meaning procedural). TMNA contains as its structure the *Pedagogical Ethics* component, consistent with the requirements stipulated in the *Code of Ethics of the teaching staff*. Accordingly, for this component the disciplinary curriculum *Pedagogical Ethics* was reconceptualized and the *Pedagogical Ethics* course was developed. The student has the opportunity to understand the meaning and significance of the values, starting from the clear distinction between *the theoretical knowledge of pedagogical values as sources of the development of non-conflictual attitude and the pragmatic recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration*. Theoretical knowledge helps the student to understand reality, and pragmatic knowledge to consciously choose the action related to reality, being in a dialectical and bilateral relationship. The stated consideration ensures the construction and development of competences in action, realized as generative capacities capable of forming an infinity of behaviors appropriate to an infinity of new situations. For the first two dimensions (theoretical and pragmatic) the *Pedagogical Ethics* course is applicable, and for the third dimension (applicative) – the *Conflictology* course and the Methodological Guide *Development of non-conflictual attitude from the perspective of professional integration*.



Being oriented on these three dimensions, students form certain schemes of reasoning and actions (theoretical, practical, applied) that they will use as teachers in conflictual, uncertain, unpredictable situations, etc.

**In chapter 4, *Development of students' non-conflictual attitude from the perspective of professional integration - experimental approach***, arguments and evidence are presented to justify the pilot experiment (2016-2018); the pre-experimental results are presented graphically and analyzed, demonstrating that the surveyed students had significant deficiencies regarding the knowledge and recognition of pedagogical values as sources of the development of non-conflictual attitude from the perspective of their professional integration. Our choice to organize a pilot experiment also depends on the need for an introductory, pre-experimental study, creating real possibilities connected to the students' needs, in order to discover a cumulative logic with triple functionality: 1) *knowledge of pedagogical values*-theoretical dimension; 2) *recognition/promotion of pedagogical values* – pragmatic dimension; 3) *the development of the non-conflictual attitude from the perspective of professional integration* - application dimension. We must specify that the pedagogical experiment was a **natural** one, with specific research activities in the university environment; **systematically**, organized at the „Ion Creangă” State Pedagogical University in Chisinau, according to the plan established within the postdoctoral research project; after the time period it was a **longitudinal** experiment consisting of two stages: the first stage - **the pre-experimental stage** (2016-2018), in which the pilot experiment was organized, the second stage - **the experimental stage** (2019-2021), in which it was organized the **discovery, training and validation experiment**. The **pre-experimental stage** started with the **pilot experiment** organized during 2016-2018, the **pilot sample** was made up of 826 pedagogic students, cycle I, years 3 and 4 of studies from the faculties of *Education Sciences and Informatics, Philology and History, History and Geography, Foreign Languages and Literatures*. The experimental investigation, at a conceptual and procedural level, **initially aimed** to organize the pilot experiment to obtain real information regarding the respondents' opinion about the *pedagogical values of the development of the non-conflictual attitude of students from the perspective of professional integration* and the content validation of the questionnaires. The formative valences of the tools applied in the pedagogical experiment are revealed consecutively at each stage of the experimental approach. In accordance with the originally proposed goal, the following **objectives of the pilot experiment** were designed: 1) elaboration of **Questionnaire 1. Evaluation of opinions about pedagogical values and non-conflictual attitudes**; 2) elaboration of **Questionnaire 2. Evaluation of the opinions of pedagogic students about the causes and sources**

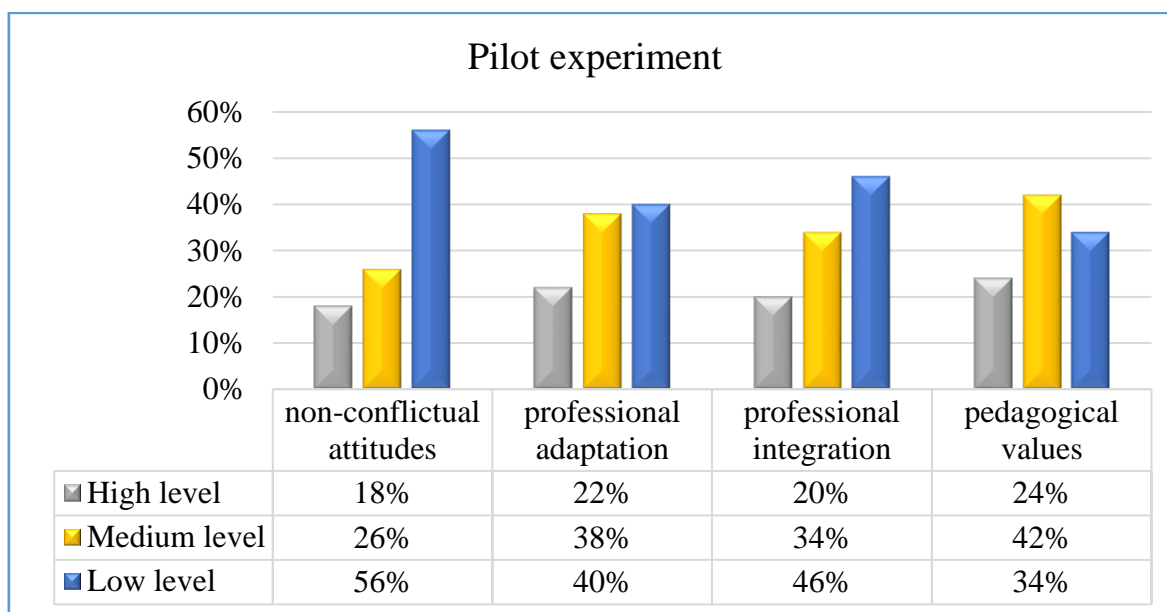
of conflicts in the educational environment; 3) elaboration and validation of **Questionnaire 3. Knowledge and recognition of pedagogical values as sources of the development of students' non-conflictual attitude from the perspective of professional integration**; 4) establishing the level of knowledge of the notions: *pedagogical values, non-conflictual attitudes, integration/professional adaptation*; 5) evaluating the opinions of pedagogic students about the causes and sources of conflicts in the educational environment; 6) identifying the pedagogical values known and recognized by the surveyed students as sources of the development of the non-conflictual attitude from the perspective of their professional integration; 7) Synthesis of a frame of reference for the subsequent organization of the ascertainment, training and validation experiment focused on the real needs of pedagogic students.

**Table 2. The benchmark for evaluating students' opinions regarding the pedagogical values of developing a non-conflictual attitude**

<i>Evaluation criterias</i>	<i>Evaluation indicators</i>	<i>Evaluation descriptors</i>
Criterion 1. The cognitive component Items: 1, 6, 7	1. Knowledge of pedagogical values. 2. Exact definition of concepts: <i>pedagogical values, non-conflictual attitudes, professional adaptation, professional integration.</i>	1. Authenticity of the response 2. The correctness of the response 3. Originality of the response
Criterion 2. The practical component Items: 2, 3, 4	1. Recognition of pedagogical values as sources of non-conflictual attitude development in order to optimize the process of professional integration. 2. Recognizing the trade-offs that generate conflicts in the educational environment.	4. Consistency of response
Criterion 3. The application component Items: 5, 8	1. The configuration of pedagogical values as sources of the development of students' non-conflictual attitude from the perspective of professional integration.	

We specify that for **Criterion 1, the Cognitive Component** (items 1, 6, 7), the exact definition of the notions: *pedagogical values, non-conflictual attitudes, professional adaptation, professional integration*, aiming at knowledge as close as possible to the terminological meaning, was established as an evaluation indicator involves resorting to a notional description of that meaning. The synthesized results were estimated according to the following levels: *high level* (90-100 points) – knows and defines the concepts correctly, the answer is scientifically correct, authentic, original and coherent; *medium level* (70-90 points) – the definition contains some inaccuracies, the answers contain some inaccuracies, are incoherent and lack scientific relevance; *low level* (50-70 points) – does not know and cannot define the concepts, the explanation is missing or is copied from the Internet, the answer does not correspond to the proposed question. We specify

that a global analysis of the answers provided by the students involved in the pilot experiment led us to the following deductions: **most of those surveyed have certain knowledge, but also various deficiencies in defining the stated concepts.** We believe that due to the lack of formative concerns for the *knowledge and recognition/promotion of pedagogical values as sources of the development of students' non-conflictual attitude from the perspective of professional integration*, most of the surveyed students had vague and insignificant answers.



**Fig. 4. Level of knowledge of concepts (Cognitive component)**

The results represented in Figure 4 lead to the conclusion that the pedagogic students, being at the end of their studies (years 3 and 4), have certain *summary ideas about pedagogical values*, but these are not based on *the Code of Ethics of the teaching staff* or on the basis of a *Value Reference intended for the field of educational sciences*, these being of major importance in the qualitative training of teaching staff.

Analyzing the previously stated research, as well as the observations from the pilot experiment, we deduce that future teachers do not have a common set of pedagogical values that must constitute the moral profile of the teacher (**item 2, Cognitive component**).

In this regard, we must specify that for the items that require a ranking of the options, the following score was established: 3 points for *rank I*; 2 points for *rank II*; 3 points for *rank III*. The results obtained for each rank highlight the fact that the student teachers *nominated the values they consider worthy of following in their professional career*.

**In the experimental group (2019-2021)** were included 232 pedagogic students - ascertainment group (GC) and 232 - validation group (GV), cycle I, years 3 and 4 of studies from

the faculties of Education Sciences and Informatics, Philology and History, History and Geography, Foreign Languages and Literatures.

**The purpose of the ascertainment experiment** is to identify the level of *knowledge and recognition of pedagogical values as sources of the development of the non-conflictual attitude of students from the perspective of professional integration*.

In order to carry out the ascertainment experiment, the following **objectives** were established:

1. **O.1.** Identifying the level of *knowledge and recognition of pedagogical values as sources of the development of non-conflictual attitude*.
2. **O.2.** Determining the level of development of non-conflictual attitudes in relation to the level of conflictual attitudes.
3. **O.3.** Establishing the conflict resolution strategy on the dimensions: *confrontation, collaboration, compromise, adaptation, avoidance*.
4. **O.4.** Determining the relationship between the frequency of developing the non-conflictual attitude as a professional integration perspective and the frequency of the *appreciative conflict resolution style*

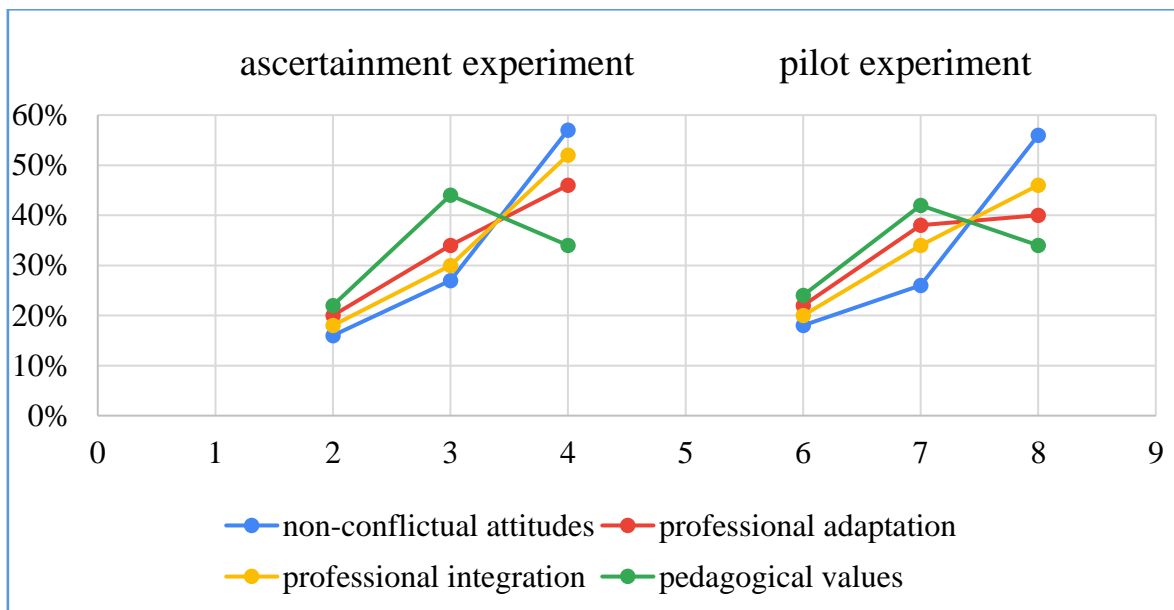
The following **tests and questionnaires** were included in the set of research tools in relation to the proposed objectives:

1. For O.1. Identification of the *pedagogical values known and recognized by the surveyed students as sources of the development of the non-conflictual attitude* - **Questionnaire 3**, *Knowledge and recognition of the pedagogical values as sources of the development of the non-conflictual attitude of the students from the perspective of professional integration*.
2. For O.2. Determining the level of development of non-conflictual attitudes in relation to conflictual attitudes - *The test for identifying the types of attitudes* (F. Lacombe [49, p. 200]).
3. For O.3. Identifying the conflict resolution strategy on the dimensions: *confrontation, collaboration, compromise, adaptation, avoidance* – Thomas-Kilmann Questionnaire.
4. For O.4. Determining the relationship between the frequency of the development of non-conflictual attitude as a perspective of professional integration and the frequency of the appreciative style of conflict resolution - the *Questionnaire for the identification of the appreciative style of conflict resolution* (ASCR).

The comparative analysis of the averages presented in Figure 4 and Figure 5 allows us to find that we do not distinguish significantly different frequencies regarding the results recorded in the first stage - **the pre-experimental stage** (2016-2018), in which the **pilot experiment** was organized, compared to the second stage - **the experimental stage** (2019-2021), in which the **ascertainment experiment** was organized, which argues the complexity of the process of *knowledge and*

*recognition of pedagogical values as sources of development of non-conflictual attitude from the perspective of professional integration, being an additional argument for the promotion of values with triple functionality: 1) knowledge of pedagogical values (theoretical dimension); 2) recognition of pedagogical values (pragmatic dimension); 3) the development of the non-conflictual attitude from the perspective of professional integration (applicative dimension).*

The illustration of the data represented in Figure 5 allows us to observe that there is no significant difference between the averages obtained by the students involved in the pilot experiment and those included in the finding experiment for *Criterion 1, Cognitive Component*.



**Fig. 5. Comparative means for the cognitive component (e.g. ascertainment/e.g. pilot)**

In order to highlight the *ranking of pedagogical values recognized by students as sources of the development of non-conflictual attitude from the perspective of professional integration*, we decided to synthesize the scores obtained according to the principle of percentage distribution, presenting them according to the respective ranks. We specify that in the ascertainment experiment for the items that require a ranking of the options, we kept the same score established in the pilot experiment: for *rank I* - 3 points; for *rank II* - 2 points; for *rank III* - 3 points. Thus, three distinct hierarchies were established according to rank, depending on the frequency identified and the order of concern for the *pedagogical values based on which the non-conflictual attitude is developed from the perspective of professional integration*. That distribution helped to establish the frequency and compare the pedagogical values identified as sources of the development of non-conflictual attitude in the pilot experiment in relation to those identified in the observational experiment. In this context of ascertainment analysis, we

infer that both the students in the pilot experiment and those in the ascertainment experiment do not make a clear distinction between values and attitudes, and the results obtained demonstrate a confusion and incoherence in the knowledge and recognition of pedagogical values as sources of developing students' non-conflictual attitude. Generalizing the results obtained in this stage and analyzing the ranking of the values indicated as sources of the development of the non-conflictual attitude, we understand the reality of the phenomenon described as a difficulty and not as a perspective of professional integration.

**Table 3. Comparative ranking of pedagogical values recognized by students as sources of the development of non-conflictual attitude from the perspective of professional integration**

Pilot experiment					
Rank I		Rank II		Rank III	
Kindness	27%	Honor	23%	Performance	25%
Forgiveness	24%	Love	21%	Courage	22%
Friendship	16%	Education	16%	Sincerity	17%
Order	14%	Understanding	15%	Empathy	14%
Truth	9%	Communication	13%	Courtesy	12%
Nonviolence	6%	Competences	7%	Tolerance	6%
Justice	4%	Professionalism	5%	Requirement	4%
Ascertainment experiment					
Rank I		Rank II		Rank III	
Justice	27%	Politeness	23%	Love	25%
Kindness	24%	Education	21%	Friendship	22%
Principledness	16%	Tolerance	16%	Respect	17%
Devotion	14%	Empathy	15%	Truth	14%
Trust	9%	Sincerity	13%	Humanism	12%
Freedom	6%	Professionalism	7%	Order	6%
Communication	4%	Compassion	5%	Nonviolence	4%

A comparative analysis of the presented results allows us to generalize that pedagogic students do not operate with a common set of pedagogical values considered as sources of the

*development of non-conflictual attitude*. Both the respondents in the pilot experiment and those in the ascertainment experiment tend to relate more to moral values, considering them pedagogical values, for example, *freedom, friendship*, which requires us to infer that they do not distinguish the specificity of values pedagogical. So, we find that *compassion, courage, courtesy* were nominated which are character traits, feelings, as well as concepts denoting a claim, requirement, narrowness and which can be a source of conflicting attitude, for example, *exigency, order*, expressing a tendency towards conformity or aggression. It is important to mention that the students did not identify *integrity, pedagogical tact, responsibility* as pedagogical values of the development of non-conflictual attitude, but they indicated *courtesy* as a value and not as an attitude.

Also, this chapter describes the *Formative Planning of knowledge/recognition/promotion of pedagogical values as sources of non-conflictual development from the perspective of professional integration*; the results obtained in the second experimental stage (2019-2021), in which the detection, training and validation experiment was organized, are graphically represented and comparatively analyzed; the post-training results are comparatively analyzed, demonstrating a progressive change in the entire experimental group; the effectiveness of the *Three-dimensional Model of the development of the non-conflictual attitude of students from the perspective of professional integration* (TMNA) is essentialized and the validity of the *Formative Planning of knowledge/recognition/promotion of pedagogical values as sources of non-conflictual development from the perspective of professional integration* is confirmed.

The **formative experiment** was organized during 2020-2021, including 232 pedagogic students, first cycle, years 3 and 4 of studies from the faculties of Education Sciences and Computer Science, Philology and History, History and Geography, Foreign Languages and Literatures. The purpose of **Formative Planning** is to know/recognize/promote pedagogical values as sources of non-conflictual attitude development from the perspective of the professional integration of pedagogical students.

### **Objectives of training planning:**

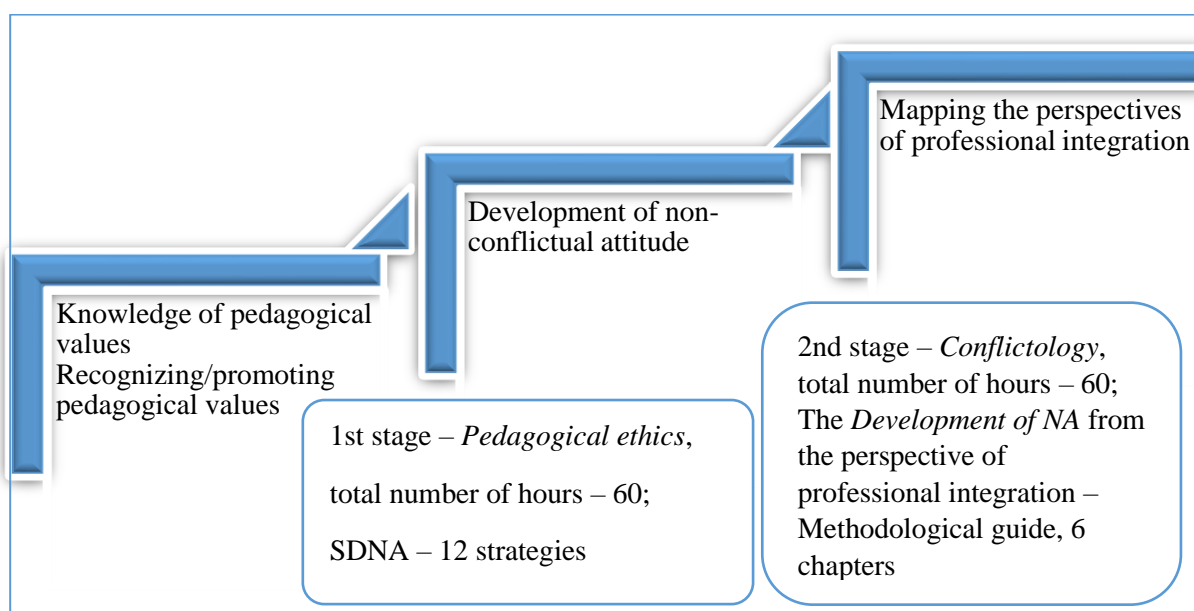
**O.1.** *Knowledge of pedagogical values as sources of development of non-conflictual attitude on the theoretical dimension.*

**O.2.** *Recognition/promotion of pedagogical values as sources of development of non-conflictual attitude on the pragmatic dimension.*

**O.3.** *The development of the non-conflictual attitude from the perspective of professional integration on the applied dimension.*

To achieve **O.1** and **O.2**, *Knowledge/recognition/promotion of pedagogical values as sources of development of non-conflictual attitude* on the theoretical-practical dimension was elaborated: 1) *The disciplinary curriculum* in „Pedagogical Ethics”; 2) University course „Pedagogical ethics”; 3) 12 Strategies for developing a non-conflictual attitude.

In order to achieve the **third objective** aimed at the *development of the non-conflictual attitude from the perspective of professional integration* on the applied dimension, the following was developed: 1) *Disciplinary curriculum* in „Conflictology”; 2) *Course notes*, „Conflictology” Chisinau: UPS „I. Creangă”, 2019, 275 p. ISBN 978-9975-134-76-7; 3) *Methodological guide* „Development of non-conflictual attitude from the perspective of professional integration”.



**Figure 6. Organizational stages of the formative experiment**

**The purpose of the validation experiment** provided for the establishment of the effectiveness of the *Three-dimensional Model of the development of students' non-conflictual attitude from the perspective of professional integration (TMNA)* and the validation of the *Formative Planning*.

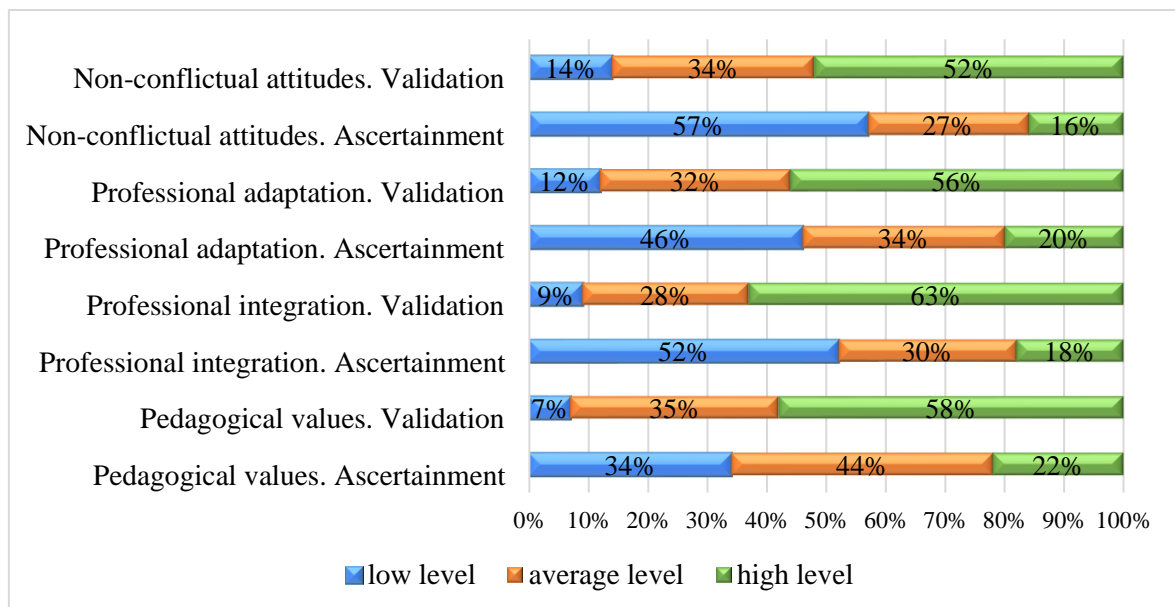
#### **Objectives of the validation experiment**

1. **O.1.** *Post-formative determination of the level of knowledge and recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration of students.*



2. **O.2.** Postformative establishment of the level of development of non-conflictual attitudes in relation to the level of conflictual attitudes.
3. **O.3.** Post-formative identification aiming at the frequency of the conflict resolution strategy on the dimensions: *confrontation, collaboration, compromise, adaptation, avoidance*.
4. **O.4.** Post-formative establishment of the relationship between the frequency of the development of the non-conflictual attitude as a perspective of professional integration and the frequency of the *appreciative style* of conflict resolution.

**In the validation experiment**, 232 pedagogic students, cycle I, years 3 and 4 of studies from the faculties of Education Sciences and Informatics, Philology and History, History and Geography, Foreign Languages and Literatures were included.



**Fig. 7. The level of knowledge of the concepts. Cognitive component (EC – EV)**

Next, the comparative analysis of the data allowed us to demonstrate the significant changes aimed at the level of knowledge of the concepts on all the dimensions investigated and to establish a configuration of the set of pedagogical values known and recognized by students as sources of the development of non-conflictual attitude from the perspective of professional integration. Following the *Formative Planning* completion, on the theoretical-practical dimension included at **Stage 1**, *Knowledge and recognition/promotion of pedagogical values as sources of the development of students' non-conflictual attitude from the perspective of professional integration*, we observe a *significantly positive increase in the definition of notions* (Component 1) on the entire experimental group. The quantitative and qualitative analysis of the answers given by the students regarding the *level of knowledge and definition of the concepts* (Figure 7) allows

us to say that the implementation of FP has contributed to the active involvement of students in the rediscovery of definitions (*pedagogical values, non-conflictual attitudes, professional adaptation, professional integration*), to the knowledge of the conceptual functionality by indicating the proximate genus (the reference term of the definition) as meaning.

**The results for Criterion 2. Argumentative component** (Section 2, *Identification and recognition of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration*) are equally representative.

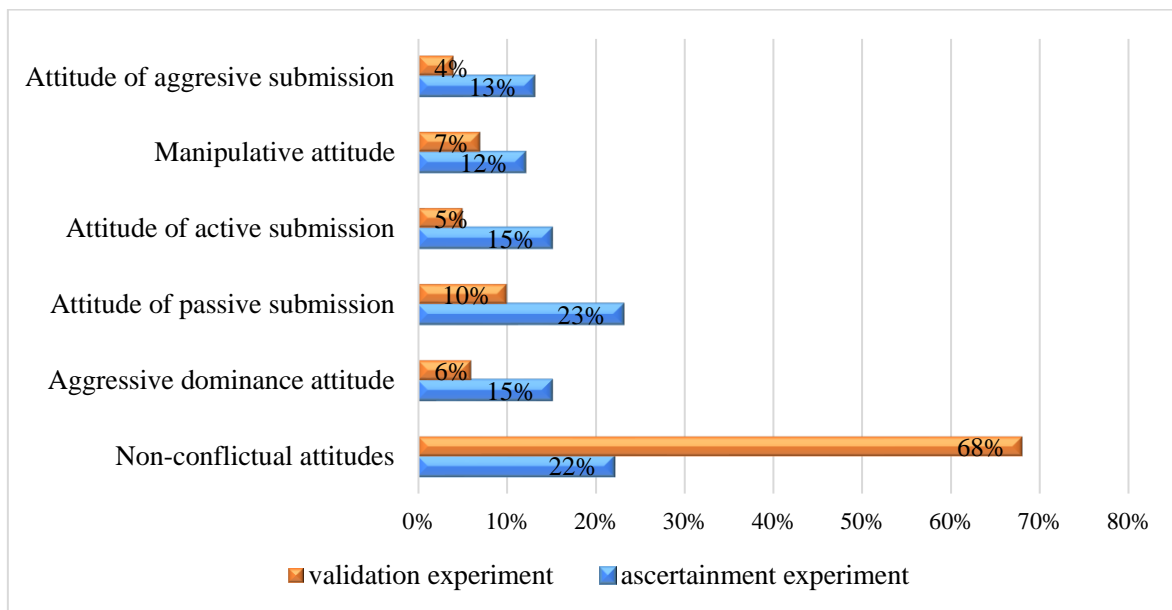
**Table 4. Hierarchy of pedagogical values identified by students as sources of the development of non-conflictual attitude**

Ascertainment experiment					
Rank I		Rank II		Rank III	
Justice	27%	Politeness	23%	Love	25%
Kindness	24%	Education	21%	Friendship	22%
Principledness	16%	Tolerance	16%	Respect	17%
Devotion	14%	Empathy	15%	Truth	14%
Trust	9%	Sincerity	13%	Humanism	12%
Freedom	6%	Professionalism	7%	Order	6%
Communication	4%	Compassion	5%	Nonviolence	4%
Validation experiment					
Rank I		Rank II		Rank III	
Integrity	27%	Communication	23%	Respect	25%
Responsability	24%	Truth	21%	Altruism	22%
Pedagogical tact	16%	Morality	16%	Kindness	17%
Empathy	14%	Equity	15%	Optimism	14%
Rightness	9%	Justice	13%	Awareness	12%
Fairness	6%	Professionalism	7%	Humanism	6%
Professionalism	4%	Honesty	5%	Tolerance	4%

The analysis of the comparative results shows a qualitative change in the value preferences of the respondents registered after the implementation of the *Formative Planning*, which allows us

to establish a *configuration of the set of pedagogical values known and recognized by students as sources of the development of non-conflictual attitude from the perspective of professional integration* selected according to rank 1 (*integrity (27%), responsibility (24%), pedagogical tact (16%), empathy (24%), fairness (9%), objectivity (6%), professionalism (4%)*).

Referring to the **comparative results aimed at achieving Objective 2, the post-formative establishment of the level of development of non-conflictual attitudes in relation to the level of conflictual attitudes**, then we must specify that the same *Test for identifying the types of attitudes* elaborated by F. Lacombe was reapplied.

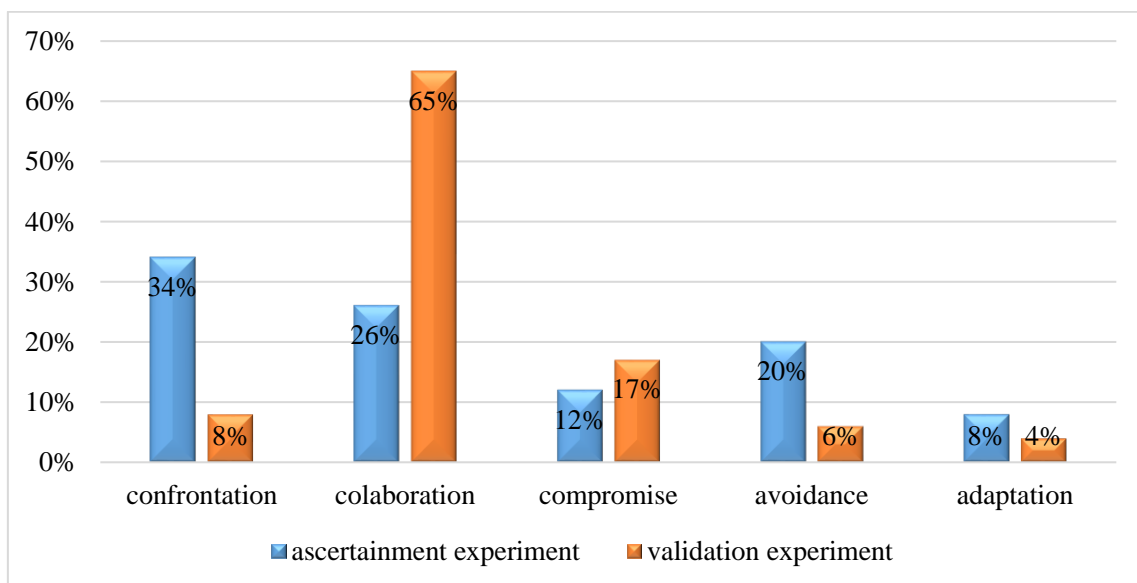


**Fig. 8. Comparative distribution of the frequency of attitudes adopted by students**

The qualitative and quantitative analysis of the experimental results represented in Figure 8 highlight the changes that occurred after the implementation of the Formative Planning of knowledge/recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration. We observe a considerable increase in the number of students who demonstrated a *positive dynamic in the development of non-conflictual attitude*, from 22% - result recorded in the observation experiment, to 68% - result obtained in the validation experiment. The results are significant for the entire experimental group, 68% indicate the *development of non-conflictual attitudes* in the validation stage compared to 22% of cases in which the rank of values was insignificant. The statistical comparison is represented by the value of the index  $z = -16.974$  (z-score),  $p \leq 0.05$  (significance threshold), indicating a significant positive change in the development of the non-conflictual attitude, which proves the effectiveness of the *Formative Planning for knowledge/recognition/promotion of values pedagogical as sources*

of the development of the non-conflictual attitude from the perspective of professional integration. In this context, the obtained results statistically confirm the hypothesis that *the development of non-conflictual attitude from the perspective of professional integration is achieved by involving students in theoretical-practical knowledge activities and recognition/promotion of pedagogical values.*

Following, we present the post-formative results, comparing the changes produced in the choice of the way of relating and the conflict resolution strategy on the following dimensions: *confrontation, collaboration, compromise, adaptation, avoidance.* Thus, to achieve **Objective 3**, the Thomas-Kilmann Questionnaire was re-administered

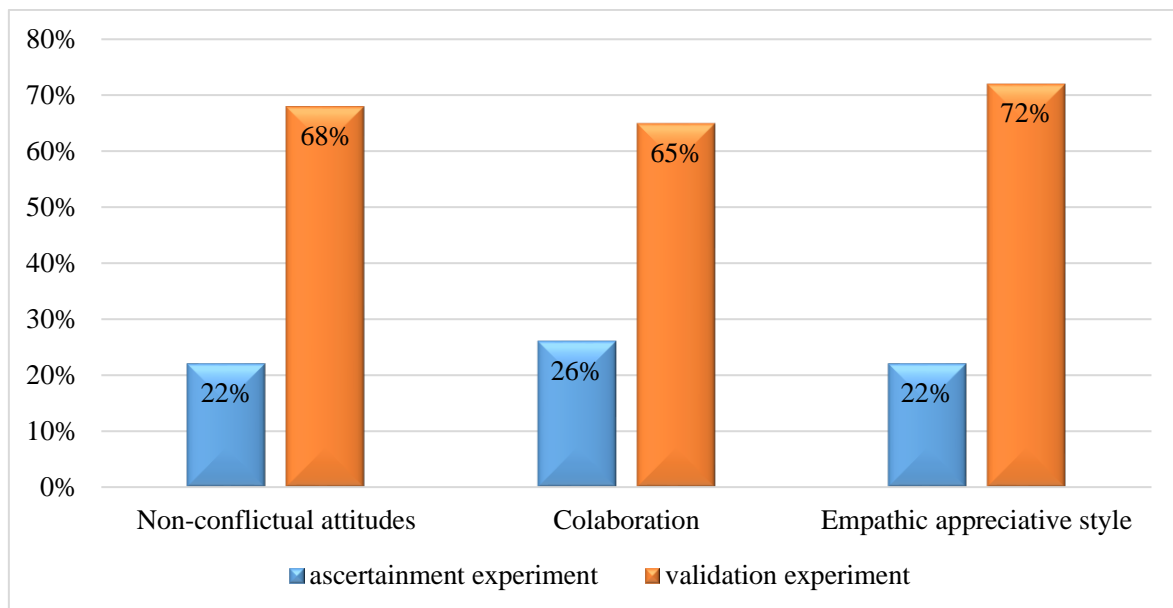


**Fig. 9. Comparative distribution of frequencies regarding the way of relating and the strategies used in conflict resolution**

In the light of what has been reported, the usefulness of the *Conflictology* course as a formative necessity is *confirmed both for the knowledge and recognition/promotion of pedagogical values as sources of the development of non-conflictual attitudes from the perspective of professional integration, as well as for the assumption of professional responsibility in resolving conflicts until they end up turning into conflicts destructive, educational crisis situations, moobyng or bullying.*

The analysis of the post-formative dynamics demonstrates a significantly positive correlation between the non-conflictual attitude (68%) and collaboration (65%), which indicates the students' tendencies towards *active relationship as prospects for professional integration.* The data we obtained allow us to deduce that *the development of the non-conflictual attitude from the*

*perspective of professional integration can be achieved by involving students in theoretical-practical activities of knowledge and recognition/promotion of pedagogical values.*



**Fig. 10. Comparative means regarding the correlation between non-conflictual attitudes, empathic appreciative style and collaboration.**

The research results confirm the *hypothesis*: the knowledge and recognition/promotion of pedagogical values as sources of the development of students' non-conflictual attitude from the perspective of professional integration can be achieved, if the initial training of teaching staff will be based on the three-dimensional model with triple functionality: *knowledge of pedagogical values* (theoretical dimension ); *recognition/promotion of pedagogical values* (pragmatic dimension); *the development of the non-conflictual attitude from the perspective of professional integration* (applicative dimension) and on the valorization of the *Formative Planning of knowledge/recognition/promotion of pedagogical values as sources of the development of the non-conflictual attitude from the perspective of professional integration.*

### GENERAL CONCLUSIONS AND RECOMMENDATIONS

Systematizing the ideas presented on the basis of a deductive reasoning that reveals the *significance of the pedagogical values of the non-conflictual attitude in a development process*, the following **general conclusions** are synthesized:

1. In an adductive analytical framework, scientific arguments were made for the *epistemological consolidation aimed at the pedagogical values of the development of students' non-conflictual attitude from the perspective of professional integration.* The evolution and

significance of the *notions of values/pedagogical values* were analyzed; *knowledge and recognition/promotion of pedagogical values; attitude/attitude development; conflictual/non-conflictual; non-conflictual attitude, integration/professional integration and demonstrated trinomial interaction: pedagogical values–development of non-conflictual attitude–professional integration*. The retrospective analysis allowed us to find a lack of research on the prospective direction of teacher training to ensure the knowledge and recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration, which is not in agreement with similar policies in the European Union. The comprehensive analysis of the conceptual interaction allowed us to justify the central idea of the research aiming at *the relevance of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration*. The operational phrases of *knowledge and recognition/promotion of pedagogical values* were defined: the *knowledge of pedagogical values* was analyzed as an explanatory theoretical process at the level of conceptual and contextual significance, and the *recognition/promotion of pedagogical values* as a practical process put into action, resulting in the development of non-conflictual attitude.

2. **The concept of the development of non-conflictual attitude was defined** as a process that is carried out by training students in activities of *knowledge and recognition/promotion of pedagogical values*, training them in a relatively constant way of positive reporting reflected as functionality from the perspective of professional integration. Scientific evidence was provided in the **selection of pedagogical values considered as sources of the development of non-conflictual attitude from the perspective of professional integration: integrity, responsibility, pedagogical tact, empathy, correctness, objectivity**.
3. In the context of interdisciplinary and transdisciplinary approaches, **the theoretical-praxeological guidelines** aimed at *the knowledge and recognition/promotion of pedagogical values as sources of non-conflictual development from the perspective of professional integration* were established. A multilevel and plurirational referential framework was presented, bringing synthesized arguments from the following fields: pedagogy; philosophy; sociology; psychology; conflictology. Relevant arguments were brought regarding the scientific concerns anchored in the postmodernist and positivist approaches about the *reality of the trinomial interaction: pedagogical values – the development of non-conflictual attitude – the professional integration perspective*. The theoretical documentation was structured on a subsumed axis: *normative paradigms* (functionalist theory, organizational theory, culturalist theory, conflictualist theory) and *interpretive paradigms* (interactionist theory, cognitivist

theory, constructivist theory, positivist theories), which allowed us to expand the research in depending on the degree of formative generality for the *knowledge of pedagogical values* (theoretical dimension), the *recognition/promotion of pedagogical values* (pragmatic dimension) and the *development of non-conflictual attitude from the perspective of professional integration* (applicative dimension). The functional imperatives for the knowledge and recognition/promotion of pedagogical values were selected as sources of the development of non-conflictual attitudes from the perspective of professional integration. Scientific arguments have been presented that justify the use of the concept of *outlining professional integration perspectives*, specifying the significance of indicating the three-dimensional formative orientation through the positivist and constructivist directives. The constructivist and functional models were analyzed, which contribute directly to the theoretical-practical substantiation of the process of knowledge and recognition/promotion of pedagogical values as sources of the development of the non-conflictual attitude of students from the perspective of professional integration: *the one-dimensional model of attitude, the three-dimensional model of attitude, the value model expected, Model of the value of the anticipated result.*

4. Through deductive synthesis, the three-dimensional Model with triple functionality was **conceptualized**: 1) *knowledge of pedagogical values*; 2) *recognition/promotion of pedagogical values*; 3) *the development of the non-conflictual attitude from the perspective of professional integration*, containing three structural elements: *pedagogical values – non-conflictual attitudes – professional integration* represented as orientational dimensions of theoretical, pragmatic and applied interaction, being designed based on the theoretical positions subsumed by the *normative paradigm and the interpretive paradigm*, both illustrating functional and procedural level concerns. ***three-dimensional Model of the development of students' non-conflictual attitude from the perspective of professional integration (TMNA)*** reflects the three formative directions: 1) *input* (input) – knowledge and recognition/promotion of pedagogical values (development of the cognitive system); 2) *process* – development of the non-conflictual attitude (development of the application system); 3) *outputs* (output) – outlining the perspectives of professional integration (development of the application system). The constituent elements of TMNA were transposed into formative activities.
5. Through analytical-interpretive valorization, the importance of interdisciplinarity, transdisciplinarity, constructivism and positivism for the prospective education of future teachers was argued, and the **methodology of knowledge and recognition/promotion of pedagogical values as sources of the development of students' non-conflictual attitude**

**from the perspective of professional integration** was developed, which underpins the configuration of the three dimensions: 1) *knowledge of pedagogical values* (theoretical dimension); 2) *recognition/promotion of pedagogical values* (pragmatic dimension); 3) *the development of the non-conflictual attitude from the perspective of professional integration* (applicative dimension).

6. **Scientific reconsideration** regarding pedagogical values as sources of the development of students' non-conflictual attitude from the perspective of professional integration determined the selection of the proposed methods and strategies for each dimension. For the first two dimensions (theory and practice) the **disciplinary curriculum Pedagogical Ethics was updated, the university course Pedagogical Ethics was developed, and 12 Strategies for the development of non-conflictual attitude were developed and implemented.** For the third (applicative) dimension, the *Conflictology* **disciplinary curriculum was developed**, the *Conflictology* course notes and the **methodological guide** *Developing the non-conflictual attitude from the perspective of professional integration* were developed, all constituting the *Formative Planning*.
7. The theoretical significance of pedagogical values as a source in the development of students' non-conflictual attitude justified the necessity of organizing the pilot experiment (**pre-experimental stage**). The results of the **pilot experiment** confirmed the actuality and the need to expand the study on *pedagogical values as sources of the development of students' non-conflictual attitude from the perspective of professional integration*. An interpretative-progressive analysis of the real situation was synthesized, the content of the applied tools was validated and the strategies for the subsequent organization of the pedagogical experiment focused on the real needs of the students were confirmed, with regards to: *knowledge of pedagogical values* (theoretical dimension); *recognition/promotion of pedagogical values* (pragmatic dimension); *the development of the non-conflictual attitude from the perspective of professional integration* (applicative dimension). The obtained results demonstrated that students have significant deficiencies in the knowledge and conceptual recognition of notions.
8. Evidence was provided for the fact that **students do not operate with a common set of pedagogical values considered as sources of the development of non-conflictual attitude;** students did not identify *integrity, pedagogical tact, responsibility* as pedagogical values; 78% of the surveyed students had *conflicting attitudes*; 34% chose confrontation as a strategy in resolving conflicts; 22% of the students surveyed opted for the *detached appreciative style* in conflict resolution. The **tendency of students towards active professional integration was established (22%) in relation to the tendency of students towards passive integration**



(78%). The results of the discovery experiment outlined the importance of *pedagogical values in the development of the non-conflictual attitude of students from the perspective of professional integration*, confirmed the need for formative support the *three-dimensional Model of the development of students' non-conflictual attitude from the perspective of professional integration (TMNA)* and the need to implement the *Formative Planning*.

9. The formative experiment was carried out in two organizational stages and corresponds to the three designed dimensions. In the first stage, the *Pedagogical Ethics and 12 Strategies for the Development of Non-Conflictual Attitudes (SDNA)* course was included, and in the second stage, the *Conflictology* course and the *Methodological Guide for the Development of Non-Conflictual Attitudes from the perspective of professional integration*. **The innovation of Formative Planning consists in the fact that it represents a theoretical-practical combination, using the principles of constructivist alternation to substantiate the pedagogical values of the development of students' non-conflictual attitude from the perspective of professional integration.**
10. The results obtained following the formative experiment demonstrated progressive changes at the level of the entire experimental group. **The significant changes for the high level indicate:** *the definition of pedagogical values* from 22% recorded in the discovery experiment to 58% recorded in the validation experiment; *defining the non-conflictual attitude* from 16% recorded in the discovery experiment to 52% recorded in the validation experiment; *the definition of professional integration* from 18% recorded in the discovery experiment to 63% recorded in the validation experiment; *the development of the non-conflictual attitude* from 22% recorded in the discovery experiment to 68% recorded in the validation experiment; *collaboration* from 26% recorded in the discovery experiment to 65% recorded in the validation experiment; *the empathetic appreciative style* from 22% recorded in the discovery experiment to 72% recorded in the validation experiment. The following *pedagogical values* were identified and included in rank I, considered as *sources of the development of non-conflictual attitude from the perspective of professional integration*: *integrity (27%), responsibility (24%), pedagogical tact (16%), correctness (9%) and objectivity (6%)*, although they were not nominated in the discovery experiment.
11. The obtained results demonstrated the effectiveness of TMNA with triple functionality: *knowledge of pedagogical values* (theoretical dimension); *recognition/promotion of pedagogical values* (pragmatic dimension); *the development of the non-conflictual attitude from the perspective of professional integration* (applicative dimension) and confirmed the validity of the *Formative Planning of knowledge and recognition/promotion of pedagogical*

*values as sources of the development of the non-conflictual attitude from the perspective of professional integration.*

The carried out study opens a new direction of research on the prospective dimension in the context of positivist education, conflictology and deontology: ***Prospective pedagogy of professional integration***. Premises were created for the extension of applied research on the dimension of the interaction of *pedagogical values – the development of non-conflictual attitude – perspectives of professional integration*.

## RECOMMENDATIONS

### Suggestions for further research

- In today's competitive society, the desire to *focus on excellence* is one of resonance. In this context, a line of investigative subject matter is **relational excellence**, which can constitute the substance of a **Methodological Guide**, aimed at student-pedagogues and school and university teaching staff in order to solve difficulties in the field of interpersonal relations in education and those who wish to learn how attitudes can underpin professional relationships in the field of education.
- The problem addressed in relation to pedagogical values from the perspective of professional integration generates reporting on various functional aspects, among which is integration as a socio-educational desired at the *confluence of studies and profession*. The concern for **the socio-pedagogical dimension of professional integration** becomes a topical investigative coordinate, which aims at processivity and opens possibilities for success. The analytical exploitation of the socio-pedagogical potentials of the dimension of professional integration constitutes a multi-aspect landmark in the affirmation of the student-pedagogue in the profession, possibly by elaborating a **monograph with the title “Socio-pedagogical dimensions of professional integration in education”**.
- Ensuring a pedagogical and anthropological status and outlining an appropriate framework for the **positive attitude** can constitute an axis of scientific research in the **reflection-identity-attitude relationship** in order to facilitate the professional integration of the graduates of the pedagogical faculties, a fact that would solve one of the social problems - the insufficiency of teaching staff in schools nationwide. For this purpose, it is reasonable to develop the **theoretical-practical study “Reflections around the positive attitude in learning”**.
- University education, being a complex component of education that ensures the preparation and training of students for professional activity from the perspective of integration, increasingly actively calls for an **anticipatory modeling of the learning subject**. The profitability of cognitive investments in both the short and medium term is dependent on how

well research projects are constructed in the context of integration. From this perspective, the elaboration of a work with the title „**Pedagogical philosophy of professional integrity**” is a far-reaching desideratum.

**For decision makers:**

- Updating the *Code of Ethics of teaching staff and other university education policy documents* in order to supplement them with the pedagogical values necessary for the effective fulfillment of the professional status.
- The transfer of the *Pedagogical Ethics* course, which is taught in the IV year, semester 7, having 60 hours and 2 credits, to the I year, semester II, increasing the number of hours and credits so that students know and recognize pedagogical values as sources of development non-conflictual attitude from the perspective of professional integration, to comply with the unique standards of conduct provided for in the *Code of Ethics for teaching staff* until and not after the professional internship.
- Valorization of the *three-dimensional model with triple functionality*: knowledge of pedagogical values (theoretical dimension); recognition/promotion of pedagogical values (pragmatic dimension); the development of the non-conflictual attitude from the perspective of professional integration (applicative dimension) in the process of initial training of teaching staff.
- The introduction of the university courses *Conflictology and Development of non-conflictual attitude from the perspective of professional integration* into the *Study Plan, the field of initial professional training Education Sciences*.

**For the Career Guidance and Counseling Center:**

- The periodic assessment of students regarding the *level of knowledge and recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude* and the valorization of the *Formative Planning of knowledge and recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration*.

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  10. ȚĂRNĂ, E. *Comunicarea eficientă – precondiție de adaptare a studentului în mediul universitar*. În: Republica Moldova între Est și Vest. Opțiunile tineretului la etapa actuală. Materialele Conferinței Șt. Internaționale. Chișinău: UST. 2013. p. 266- 274. ISBN 978-9975-76-099-7.
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2. ȚĂRNĂ, E. *Conflictologia. Note de curs*. Chișinău: UPS „I. Creangă”. 2019. 275 p. ISBN 978-9975-134-76-7
3. ȚĂRNĂ, E. *Bazele comunicării. Curs universitar*. Ediția a II-a, Chișinău: Prut Internațional, 2017, 408 p. ISBN 978-9975-54-335-2
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## ADNOTARE

**ȚĂRNĂ Ecaterina „Valorile pedagogice ale dezvoltării atitudinii nonconflictuale a studenților din perspectiva integrării profesionale”. Teză de doctor habilitat în Științe ale Educației, Chișinău, 2022**

**Structura tezei:** introducere, patru capitole, concluzii generale și recomandări, adnotările (română, engleză), lista abrevierilor, bibliografie (272 surse), 18 anexe, 225 de pagini text de bază, inclusiv 26 tabele, 36 figuri.

**Publicații la tema tezei:** 67 de lucrări științifice.

**Cuvinte-cheie:** valori, valori pedagogice, atitudini, atitudinii nonconflictuale, dezvoltarea atitudinii nonconflictuale, cunoașterea/recunoașterea/promovarea valorilor pedagogice, perspective de integrare profesională, pedagogie prospectivă, model tridimensional, strategii izometrice, planning formativ, asigurare valorică.

**Scopul cercetării:** constă în fundamentarea teoretico-praxiologică a funcționalității tridimensionale în *cunoașterea valorilor pedagogice* (dimensiune teoretică); *recunoașterea/promovarea valorilor pedagogice* (dimensiune pragmatică) în *dezvoltarea atitudinii nonconflictuale a studentului din perspectiva integrării lui profesionale* (dimensiune aplicativă).

**Obiective ale cercetării:** determinarea și consolidarea epistemologică a reperelor teoretice vizând valorile pedagogice ale dezvoltării atitudinii nonconflictuale; analiza semnificației în contextul general al teoriilor și definirea noțiunii *dezvoltarea atitudinii nonconflictuale* a studenților din perspectiva integrării profesionale; stabilirea orientărilor teoretico-praxiologice în cunoașterea și recunoașterea/promovarea valorilor pedagogice ca surse ale dezvoltării atitudinii nonconflictuale a studenților; fundamentarea metodologiei dezvoltării atitudinii nonconflictuale a studenților din perspectiva integrării profesionale; conceptualizarea constructivă a *Modelul tridimensional al dezvoltării atitudinii nonconflictuale a studenților din perspectiva integrării profesionale* (MTAN) și a *Planningului formativ*; organizarea experimentului pilot și sinteza informațiilor preexperimentale privind necesitatea și nivelul de cunoaștere și recunoaștere/promovare a valorilor pedagogice ca surse ale dezvoltării atitudinii nonconflictuale a studenților din perspectiva integrării lor profesionale; validarea experimentală a *Planningului formativ* și stabilirea eficienței *Modelului tridimensional*; generalizarea rezultatelor investigaționale vizând cunoașterea și recunoașterea/promovarea valorilor pedagogice ca surse ale dezvoltării atitudinii nonconflictuale din perspectiva integrării profesionale a studenților și proiectarea deschiderilor de cercetare.

**Noutatea și originalitatea științifică:** fundamentarea științifică a funcționalității tridimensionale a *valorilor pedagogice ale dezvoltării atitudinii nonconflictuale* a studenților din perspectiva integrării lor profesionale; esențializarea denotativă a noțiunii de *dezvoltare a atitudinii nonconflictuale* a studenților din perspectiva integrării profesionale; stabilirea orientărilor teoretico-praxiologice în cunoașterea și recunoașterea/promovarea valorilor pedagogice ca surse ale dezvoltării nonconflictuale din perspectiva integrării profesionale; conceptualizarea și valorificarea *Modelului tridimensional*; validarea *Planningului formativ de cunoaștere/recunoaștere/promovare a valorilor pedagogice ca surse ale dezvoltării atitudinii nonconflictuale din perspectiva integrării profesionale*. **Rezultatele științifice principial noi:** analiza hermeneutică a *valorilor pedagogice ca surse ale dezvoltării atitudinii nonconflictuale a studenților din perspectiva integrării lor profesionale*; consolidarea epistemologică vizând *interacțiunea trinomială valori pedagogice–dezvoltarea atitudinii nonconflictuale–perspective de integrare profesională*; fundamentarea *metodologiei cunoașterii și recunoașterii/promovării valorilor pedagogice ca surse ale dezvoltării atitudinii nonconflictuale a studenților din perspectiva integrării profesionale*; identificarea indicatorilor conflictuali/nonconflictuali ai atitudinii și *definirea conceptului dezvoltarea atitudinii nonconflictuale*; conceptualizarea MTAN cu triplă funcționalitate: 1) *cunoașterea valorilor pedagogice* (dimensiune teoretică); 2) *recunoașterea/promovarea valorilor pedagogice* (dimensiune pragmatică); 3) *dezvoltarea atitudinii nonconflictuale din perspectiva integrării profesionale* (dimensiune aplicativă); validarea *Planningului formativ*. Prin aceste rezultate se prefigurează **noua direcție de cercetare: Pedagogia prospectivă a integrării profesionale, prin care se pun bazele cercetării evolutive a faptelor/fenomenelor de viitor – integrarea profesională prin analiza necesităților actuale – dezvoltarea atitudinii nonconflictuale**.

**Semnificația teoretică a cercetării:** consolidarea epistemologică a noțiunilor de *valori pedagogice, atitudini nonconflictuale, perspectiva integrării profesionale*; stabilirea orientărilor teoretice în cunoașterea și recunoașterea/promovarea valorilor pedagogice ca surse ale dezvoltării nonconflictuale din perspectiva integrării profesionale; identificarea teoretică a indicatorilor conflictuali/nonconflictuali ai atitudinii; fundamentarea teoretică a *metodologiei cunoașterii și recunoașterii/promovării valorilor pedagogice ca surse ale dezvoltării atitudinii nonconflictuale a studenților din perspectiva integrării profesionale*; conceptualizarea MTAN. **Valoarea aplicativă a cercetării constă în:** demonstrarea eficienței *Modelul tridimensional al dezvoltării atitudinii nonconflictuale a studenților din perspectiva integrării profesionale* (MTAN); demonstrarea aplicabilității instrumentelor de cercetare; validarea experimentală a *Planningului formativ*.

**Implementarea rezultatelor științifice** au fost realizate în cadrul procesului de formare inițială a studenților pedagogi, ciclul I, anii de studii 3 și 4 de la facultățile *Științe ale Educației și Informatică, Filologie și Istorie, Istorie și Geografie, Limbi și Literaturi Străine*, Universitatea Pedagogică de Stat „Ion Creangă” din Chișinău.

## ANNOTATION

ȚĂRNĂ Ecaterina „The pedagogical values of developing in students a non-conflictual attitude from the perspective of professional integration”. Thesis of doctor habilitate in sciences of education, Chisinau, 2022

**Thesis structure:** introduction, four chapters, conclusions to each chapter, general conclusions and recommendations, glossary of terms, bibliography (268 sources), 18 annexes, 223 pages core text, including 27 tables, 36 figures.

**Publications on the topic of the thesis:** 57 scientific works.

**Key-concepts:** pedagogical values, non-conflictual attitudes, knowledge and recognition/promotion of pedagogical values, professional integration perspectives, three-dimensional model, isometric strategies, formative planning, value assurance.

**Investigation purpose:** the theoretical-praxiological foundation of the three-dimensional functionality in the knowledge of pedagogical values (theoretical dimension); recognition/promotion of pedagogical values (pragmatic dimension); the development of the non-conflictual attitude from the perspective of professional integration (applicative dimension) on the formative dimension of the student.

**Research objectives:** epistemological consolidation and determination of theoretical benchmarks aiming at the pedagogical values of the development of non-conflictual attitude; a comprehensive analysis in the general context of existing theories and the definition of the notion of developing the non-conflictual attitude of students from the perspective of professional integration; establishing theoretical-praxiological benchmarks in the knowledge and recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude in students; establishing a baseline methodology of developing the non-conflictual attitude of students from the perspective of professional integration; the constructive conceptualization of three-dimensional *Model of the development of students' non-conflictual attitude from the perspective of professional integration* (TMNA) and *Formative Planning*; the organization of the pilot experiment and the synthesis of pre-experimental information that establishes the need; experimental validation of *Formative planning* and establishing the effectiveness of the *three-dimensional model*.

**The scientific novelty of the research** lies in: the scientific substantiation of the three-dimensional functionality of the *pedagogical values of developing a non-conflictual attitude in students from the perspective of their professional integration*; the denotative essentialization of the notion of developing the non-conflictual attitude of students from the perspective of professional integration; establishing theoretical-praxiological guidelines in the knowledge and recognition of pedagogical values as sources of non-conflictual development from the perspective of professional integration; conceptualization and appraisal of the Three-dimensional Model; validation of the *formative planning of knowledge and recognition/promotion of pedagogical values as sources of the development of non-conflictual attitude from the perspective of professional integration*. **The main new scientific results:** the hermeneutic analysis of *pedagogical values as sources of the development of a non-conflictual attitude in students from the perspective of their professional integration*; epistemological consolidation targeting the *interaction of the trinomial of pedagogical values – the development of non-conflictual attitude – perspectives of professional integration*; substantiating the *methodology of knowledge and recognition/promotion of pedagogical values as sources of the development of a non-conflictual attitude in students from the perspective of professional integration*; identifying conflictual/non-conflictual attitude indicators and defining the concept of non-conflictual attitude development; conceptualizing TMNA with triple functionality: 1) *knowledge of pedagogical values* (theoretical dimension); 2) *recognition/promotion of pedagogical values* (pragmatic dimension); 3) *the development of the non-conflictual attitude from the perspective of professional integration* (applicative dimension); validation of the *Formative Planning*.

**New research direction:** *Prospective pedagogy of professional integration*.

**The theoretical significance of the research:** the epistemological consolidation of the notions of *pedagogical values, non-conflictual attitudes, the perspective of professional integration*; establishing theoretical guidelines in the knowledge and recognition of pedagogical values as sources of non-conflictual development from the perspective of professional integration; theoretical identification of conflictual/non-conflictual attitude indicators; the theoretical substantiation of the *methodology of knowledge and recognition/promotion of pedagogical values as sources of the development of a non-conflictual attitude in students from the perspective of professional integration*; Three-dimensional Model (TMNA) conceptualization.

**The applicative value of the research** consists in: proving the effectiveness of the *three-dimensional Model of the development of students' non-conflictual attitude from the perspective of professional integration* (TMNA) demonstrating the applicability of research tools; experimental validation of *Formative Planning*.

**The implementation of scientific results** were carried out within the initial training process of pedagogic students, cycle I, years 3 and 4 of the faculties of *Education Sciences and Computer Science, Philology and History, History and Geography, Foreign Languages and Literatures*, State Pedagogical University "Ion Creangă" from Chisinau.

**ȚĂRNĂ ECATERINA**

**VALORILE PEDAGOGICE ALE DEZVOLTĂRII ATITUDINII NONCONFLICTUALE  
A STUDENȚILOR DIN PERSPECTIVA INTEGRĂRII PROFESIONALE**

**Rezumatul tezei de doctor habilitat în științe ale educației**

**531.01. Teoria generală a educației**

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