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DOCTORAL DISSERTATION

**THE USE OF MODERN TEACHING STRATEGIES FOR THE DEVELOPMENT OF
MORAL-CIVIC CONDUCT AMONG PRESCHOOL CHILDREN IN THE CONTEXT
OF A DEMOCRATIC SOCIETY**

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CUPRINS

CHAPTER I. MORAL AND CIVIC EDUCATION IN CONTEMPORARY DEMOCRATIC SOCIETY

- I.1. Theoretical aspects regarding social reality
- I.2. Education as a social function
- I.3. Education in democratic and totalitarian societies
 - I.3.1. The role of the school institution in democratic and totalitarian societies
 - I.3.2. Child-rearing practices in democratic and totalitarian societies
 - I.3.3. The impact of cultural values on moral and civic educational approaches
- I.4. Moral education and civic education, dimensions of education
 - I.4.1. Morality and moral education
 - I.4.1.1. Perspectives on the perception of morality in society
 - I.4.1.1.1. Morality from a historical perspective
 - I.4.1.1.2. Morality from a religious perspective
 - I.4.1.1.3. Morality from a philosophical perspective
 - I.4.1.1.4. Morality from a social perspective
 - I.4.1.2. Moral education in the formal space
 - I.4.2. Civic education – education for democratic citizenship
 - I.4.2.1. Terminological delimitations in the field of education for democratic citizenship
 - I.4.2.2. Fundamentals of education for democratic citizenship
 - I.4.2.3. Challenges and opportunities in implementing education for democratic citizenship
 - I.4.2.4. Democratic practices and active participation in early childhood education
- I.5. Conclusions

CHAPTER II. THEORETICAL AND APPLICABLE POINTS REGARDING MORAL EDUCATION AND CIVIC EDUCATION IN PRE-SCHOOLING

- II.1. Modern perspectives on the moral development of preschoolers
 - II.1.1. The pedagogical perspective of the notion of good and evil
 - II.1.2. The main components of morality
 - II.1.3. Prosocial behavior: manifestation of morality
 - II.1.4. Moral emotions: definition, functions and ontogenetic onset

II.1.5. Moral-civic development in preschoolers: theoretical benchmarks and fundamental dimensions

II.1.6. Psychosocial landmarks of the formation of moral personality in preschool children

II.2. Defining moral and civic values in preschool education

II.2.1. Conceptual foundations of moral and civic values: definitions, characteristics and classifications

II.2.2. Formation of moral and civic values in preschoolers

II.2.3. Ways to assess moral values in preschoolers

II.2.4. Hierarchy of moral and civic values and examples

II.3. The role of family and educators in selecting and promoting moral and civic values

II.3.1. Moral and civic values in the family and in kindergarten

II.3.2. Aspects regarding moral evaluation, from the perspective of parents and educators

II.4. Formation of moral and civic conduct of preschoolers in the family and in kindergarten

II.4.1. Conduct: theoretical foundations and classification criteria

II.4.2. The impact of parental discipline methods

II.4.3. Preschooler behavior training in kindergarten

II.4.4. The kindergarten-family partnership in shaping preschooler behavior

II.4.5. Didactic guidelines regarding the formation of appropriate conduct for living together in a democratic society

II.4.5.1. Conscience and conduct seen through the perspective of moral personality

II.4.5.2 Moral dilemmas as support for the formation of moral-civic conduct

II.5. Theoretical-applicative synthesis on the development and formation of moral-civic conduct in preschoolers

II.6. Conclusions

CHAPTER III. NORMATIVE-LEGISLATIVE FRAMEWORK REGARDING THE NECESSITY OF IMPLEMENTING MORAL AND CIVIC EDUCATION IN PRESCHOOL EDUCATION

III.1. Moral education and civic education in kindergarten

III.1.1. The importance of moral and civic education in kindergarten

III.1.2. Principles of moral and civic education

III.2. International normative benchmarks in promoting values and moral-civic education

III.2.1. The Universal Declaration of Human Rights – foundation of moral and civic values

III.2.2. The European Convention on Human Rights - normative and axiological benchmark of moral-civic education

III.2.3. Convention against Discrimination in Education - implications for moral and civic education and social inclusion

III.2.4. European Key Competences – guidelines for integrated child development

III.2.5. European Commission Communication and Council Conclusions on Early Childhood Education and Care: Giving our children the best start for tomorrow's world (2011/C/175/03)

III.2.6. A Quality Framework for Early Childhood Education and Care (ECEC) - Report of the Working Group on Early Childhood Education and Care at the European Commission level (2014)

III.2.7. The Charter of Fundamental Rights of the European Union: legal and axiological framework for the promotion of democratic values

III.3. National regulations and their implications for the formation of values in preschoolers

III.3.1. The Constitution of Romania: legal basis for promoting democratic values and principles

III.3.2. Pre-university Education Law (no. 198/2023) – normative foundation for the formation of values and conduct

III.3.3. Law No. 272/2004 on the protection and promotion of the rights of the child, as amended and supplemented

III.3.4. Romania's National Strategy for Sustainable Development - Horizons 2013 - 2020 - 2030 in promoting the values of responsibility and citizenship

III.4. Orders and provisions of the Ministry of National Education regarding the organization and formative dimension of education

III.4.1. Framework Regulation for the Organization and Operation of Pre-University Education Units (ROFUIP), approved by Order of the Minister of Education No. 5726/2024

III.4.2. Regulation on the organization and functioning of the educational unit (ROF), developed based on the Order of the Minister of Education No. 5726/2024 on the approval of the Framework Regulation on the organization and functioning of pre-university educational units (ROFUIP)

III.4.3. Curriculum for early childhood education, OMEN no. 4649/02.08.2019

III.5. Institutional normative acts

III.5.1. The status of the early childhood education institution in the formation of values and conduct

III.5.2. The institution's internal regulations as a tool for shaping conduct and responsibility

III.5.3. The institution's development plan and its implications for the child's education

III.5.4. The kindergarten action plan as a benchmark for the implementation of educational policies

III.6. Summary of the legislative framework and educational implications for the formation of moral and civic conduct

III.7. Conclusions

CHAPTER IV. HISTORICAL AND THEORETICAL MARKETS REGARDING THE VALORIZATION OF MODERN DIDACTIC STRATEGIES IN PRESCHOOL CHILDREN

IV.1. Historical developments in defining teaching strategies in preschool education

IV.1.1. Teaching strategies in the 19th century: traditional guidelines and premises of behavior formation

IV.1.2. Teaching strategies in the 20th century: methodological diversification and the emergence of the strategic approach

IV.1.3. Teaching strategies in the 21st century: child-centred approaches and implications for the formation of behavior and values

IV.2. Teaching strategy in preschool education

IV.2.1. The relationship between educational goals and teaching strategies

IV.2.2. Characteristics of the teaching strategy

IV.2.3. Types of teaching strategies

IV.2.3.1. Traditional teaching strategies in the context of behavior and skills development

IV.2.3.2. Modern child-centered teaching strategies and behavior development

IV.2.4. Components of the teaching strategy

IV.2.4.1. Teaching methods used in preschool education

IV.2.4.1.1. Definitions, functions, characteristics of teaching methods

IV.2.4.1.2. Purposes of teaching methods in a formative context

IV.2.4.1.3. Classification of teaching methods used in preschool education

IV.2.4.1.4. Classical methods vs. Modern methods

IV.2.4.1.5. Modern teaching methods and strategies as tools for moral-civic training in early education

IV.2.4.2. Educational resources in early childhood education

IV.2.4.2.1. Definitions, functions, characteristics of educational resources

IV.2.4.2.2. Classification of teaching aids used in preschool education

IV.2.4.2.3. Modern teaching aids and teaching strategies

IV.2.4.3. Forms of organizing the educational process for preschoolers

IV.2.4.3.1. Definitions, types of forms of organization of the teaching process for preschoolers

IV.2.4.3.2. Ways of organizing teaching activity in modern teaching strategies

IV.3. Using modern teaching strategies in the online environment

IV.4. Ways to integrate modern strategies in delivering moral and civic education in kindergarten

IV.4.1. Integrating modern strategies into your daily routine

IV.4.2. Thematic projects in the field of moral and civic education

IV.4.3. Moral and civic education electives

IV.5. Valences of modern teaching strategies in the formation of moral-civic conduct: investigative openings

IV.6. Conclusion

CHAPTER V. PSYCHO-PEDAGOGICAL RESEARCH ON THE VALORIZATION OF MODERN DIDACTIC STRATEGIES IN TRAINING PRESCHOOLERS OF ADEQUATE CONDUCT FOR COEXISTENCE IN A DEMOCRATIC SOCIETY

V.1.1. Introduction

V.1.2. Research design

V.1.2.1. Research premises and context

V.1.2.2. Typology of research undertaken

V.1.2.3. Research purpose and objectives

V.1.2.4. Research methodology

V.1.2.4.1. The method of psychopedagogical experiment

V.1.2.4.2. Questionnaire survey method

V.1.2.4.3. Interview method

V.1.2.4.4. Test method

V.1.2.4.5. Observation method

V.1.2.4.6. Case study method

V.1.2.4.7. Document analysis method (curriculum, school)

V.1.2.4.8. Methods of statistical analysis and interpretation of research data

V.1.2.5. Research participants

V.1.2.5.1. Presentation of participants in the questionnaire-based survey

V.1.2.5.2. Introducing the experiment participants

V.1.2.5.3. Introducing the interview participants

V.1.2.6. Research staging

V.2. STUDY I. EDUCATORS' OPINION ON THE ROLE OF MORAL AND CIVIC VALUES IN THE FORMAL EDUCATION OF PRESCHOOL CHILDREN

V.2.1. Introduction

V.2.2. Research design

V.2.2.1. Purpose, objectives and research questions

V.2.2.2. Research methods and tools used

V.2.2.3. Research participants

V.2.3. Result

V.2.3.1. The success of education and the values of democratic society

V.2.3.2. The role of curricular areas in the formation of moral values in preschoolers

V.2.3.3. Defining values for the educator's personal life

V.2.3.4. Moral and civic values formed in teaching activity

V.2.3.5. Moral and civic values priorities/desired for preschool education

V.2.3.6. Roles of moral and civic values in preschool

V.2.3.7. Supporting the family in the formation of moral and civic values

V.2.3.8. The positive impact on the educator of the formation of moral and civic values in preschoolers

V.2.3.9. Successful models in the formation of moral and civic values

V.2.4. Conclusions from Study I

V.3. STUDY II. THE ROLE OF MODERN DIDACTIC STRATEGIES IN THE FORMATION OF MORAL-CIVIC VALUES

V.3.1. Introduction

V.3.2. Research design

V.3.2.1. Purpose, objectives and research questions

V.3.2.2. Research methods and tools used

V.3.2.3. Research participants

V.3.3. Result

V.3.3.1. Modern strategies in teaching activity in kindergarten

V.3.3.1.1. Modern strategies vs. traditional strategies in teaching activity

V.3.3.1.2. The frequency of using modern didactic strategies in the didactic activity

V.3.3.1.3. Advantages of modern strategies in working with preschoolers

V.3.3.2. Using modern strategies in the formation of moral and civic values

V.3.3.2.1. Frequency of using modern strategies in forming values

V.3.3.2.2. Teaching methods used in the formation of moral and civic values in preschoolers

V.3.3.2.3. Modern strategies and the interrelationship between preschoolers

V.3.3.2.4. Advantages of using modern strategies in shaping moral conduct

V.3.3.2.5. Difficulties in applying modern strategies for the formation of moral and civic values

V.3.4. Conclusions from Study II

V.4. STUDY III. PARTICULARITIES OF MORAL-CIVIC DEVELOPMENT IN PRESCHOOL CHILDREN - PRE-EXPERIMENTAL STUDY

V.4.1. Introduction

V.4.2. Research design

V.4.2.1. Purpose, objectives and research questions

V.4.2.2 Research methods and tools used

V.4.3. Result

V.4.3.1. The relationship between moral emotions and prosocial behavior

V.4.3.2. Behavior prediction *Sharing*

V.4.3.3. Behavior prediction *Helping*

V.4.3.4. Behavioral prediction *Comforting*

V.4.4. Conclusions from Study III

V.5. STUDY IV: THE VALORIZATION OF MODERN STRATEGIES IN PROMOTING MORAL AND CIVIC VALUES IN PRESCHOOL CHILDREN. EXPERIMENTAL RESEARCH

V.5.1. Introduction

V.5.2. Research design

V.5.2.1. Research coordinates

V.5.2.2. Purpose and objectives of the study

V.5.2.3. Research hypotheses and variables involved

V.5.2.4. The period and place of the experiment

V.5.2.5. Selecting the sample of subjects and designating equivalent groups

V.5.2.6. Selecting sample content

V.5.2.7. Description of the training intervention

V.5.2.8. Research data collection tools

V.5.3. Data analysis and interpretation

V.5.4. Result

V.5.4.1. Analysis and interpretation of pretest data

V.5.4.2. Posttest data analysis and interpretation

V.5.4.2.1. Analysis of the results of the intervention on moral civic behavior at the pretest and posttest at the global level

V.5.4.3. Analysis and interpretation of retest results

V.5.4.3.1. Analysis of retest results at a global level

V.5.4.3.2. The effect of the intervention for each investigated value between pretest and retest

V.5.4.4. Longitudinal analysis of the evolution of moral-civic behavior based on observational data

V.5.4.5. Analysis of research data obtained through the case study method

V.5.5. Conclusions from Study IV

V.6. STUDY V: POST-INTERVENTION QUALITATIVE ANALYSIS: TEACHERS' PERCEPTIONS ON THE IMPLEMENTATION OF MODERN TEACHING STRATEGIES IN THE FORMATION OF MORAL-CIVIC BEHAVIOR IN PRESCHOOL CHILDREN

V.6.1. Introduction

V.6.2. Objectives

V.6.3. Research methodology

V.6.3.1. Interview method

V.6.3.2. Participants

V.6.3.4. Data analysis

V.6.4. Result

V.6.4.1. Thematic analyses per item

V.6.4.2. Conclusions from Study V

CHAPTER V.7. GENERAL CONCLUSIONS AND DISCUSSIONS

V.7.1. Conclusions derived from the analysis of the theoretical foundation

V.7.2. Conclusions drawn from the experimental approach undertaken

V.7.2.1. Conclusions from Study I

V.7.2.2. Conclusions from Study II

V.7.2.3. Conclusions from Study III

V.7.2.4. Conclusions from Study IV

V.7.2.5. Conclusions from Study V

V.7.3. Research limitations

V.7.4. Future directions of study

V.7.5. Closing remarks

REFERENCE

ANNEXES

Annex 1: QUESTIONNAIRE for preschool teachers

Annex 2: QUESTIONNAIRE regarding the peculiarities of moral-civic development in preschoolers

Annex 3: SPECIFICATION MATRIX

Annex 4: THE PRETEST

Annex 5: CORRELATION MATRIX OF MORAL VALUES WITH EDUCATIONAL
POLICY DOCUMENTS

Annex 6: ONE WEEK PLANNING (MODEL)

Annex 7: DIDACTIC PROJECT (MODEL)

Annex 8: PASSPORT OF VALUES

Annex 9: INTERVIEW GUIDE for teachers from the experimental group

Annex 10: OPTIONAL MORAL-CIVIC EDUCATION

Annex 11: BEHAVIOR OBSERVATION SHEET

REZUMAT

Teza de doctorat cu titlul „Valorificarea strategiilor didactice moderne în formarea conduitei moral-civice la preșcolari în contextul societății democratice” investighează impactul utilizării strategiilor didactice moderne asupra dezvoltării conduitei morale și civice a copilului preșcolar. Cercetarea evidențiază faptul că strategiile didactice moderne nu reprezintă doar modalități inovative de organizare a procesului educațional, ci constituie instrumente esențiale în formarea unei conduite autonome, responsabile și adaptate valorilor societății democratice.

Capitolul I analizează fundamentele conceptuale ale educației morale și civice, evidențiind rolul educației ca funcție socială esențială și promovând implicarea activă a copilului în propria formare. Se subliniază faptul că educația morală depășește transmiterea de norme, vizând dezvoltarea unei conștiințe responsabile. Capitolul II explorează dimensiunile psihopedagogice ale dezvoltării morale la preșcolari, accentuând rolul valorilor, al strategiilor didactice și al colaborării familie-grădiniță. Capitolul III fundamentează, din perspectivă normativă, necesitatea educației moral-civice în învățământul preșcolar. Capitolul IV abordează strategiile didactice moderne, evidențiind contribuția acestora la formarea conduitei prin implicare activă și dezvoltarea responsabilității. Capitolul V este consacrat prezentării cercetării aplicative, structurată în cinci studii interdependente. Studiul I a evidențiat existența unui profil axiologic coerent la nivelul cadrelor didactice, caracterizat prin valorizarea responsabilității, empatiei, respectului și prieteniei, precum și prin integrarea acestor valori în practica educațională. Studiul II arată că strategiile didactice moderne sunt preferate și utilizate frecvent de educatoare, fiind percepute ca mai eficiente decât metodele tradiționale în dezvoltarea competențelor socio-emoționale și a comportamentelor prosoziale. Studiul III a evidențiat rolul central al emoțiilor morale în susținerea comportamentelor prosoziale, vinovăția fiind cel mai puternic predictor pozitiv, în timp ce rușinea are efecte inhibitoare, iar mândria un rol limitat. Studiile IV și V au investigat, respectiv confirmat eficiența programului educațional bazat pe strategii didactice moderne, evidențiind o creștere semnificativă a rezultatelor privind conduita moral-civică în grupul experimental și sugerând impactul deosebit asupra valorilor relaționale, precum prietenia, responsabilitatea și toleranța.

Cuvinte cheie: strategii didactice moderne; educație moral-civică; comportamente prosoziale; valori morale; dezvoltare socio-emoțională.

THESIS ABSTRACT

The doctoral thesis entitled „The Use of Modern Didactic Strategies in Developing Moral-Civic Conduct in Preschoolers in the Context of a Democratic Society” investigates the impact of using modern teaching strategies on the development of moral and civic behavior in preschool children. The research highlights that modern teaching strategies are not merely innovative ways of organizing the educational process, but essential tools in fostering autonomous, responsible behavior aligned with the values of a democratic society.

Chapter I analyzes the conceptual foundations of moral and civic education, emphasizing the role of education as a fundamental social function and promoting the active involvement of the child in their own development. It underlines that moral education goes beyond the transmission of norms, aiming at the development of a responsible conscience. Chapter II explores the psycho-pedagogical dimensions of moral development in preschoolers, highlighting the role of values, teaching strategies, and family-kindergarten collaboration. Chapter III provides a normative framework supporting the necessity of moral and civic education in preschool education. Chapter IV addresses modern teaching strategies, emphasizing their contribution to behavior formation through active engagement and the development of responsibility. Chapter V is dedicated to the presentation of the applied research, structured into five interdependent studies. Study I revealed the existence of a coherent axiological profile among teachers, characterized by the promotion of responsibility, empathy, respect, and friendship, as well as the integration of these values into educational practice. Study II demonstrated that modern teaching strategies are preferred and frequently used by educators, being perceived as more effective than traditional methods in developing socio-emotional competencies and prosocial behaviors. Study III highlighted the central role of moral emotions in supporting prosocial behavior, with guilt emerging as the strongest positive predictor, while shame showed inhibitory effects and pride a limited role. Studies IV and V investigated and confirmed the effectiveness of the educational program based on modern teaching strategies, highlighting a significant increase in the results regarding moral-civic conduct in the experimental group and suggesting a particular impact on relational values, such as friendship, responsibility and tolerance.

Keywords: modern teaching strategies; moral and civic education; prosocial behavior; moral values; socio-emotional development.

CHAPTER I. MORAL AND CIVIC EDUCATION IN CONTEMPORARY DEMOCRATIC SOCIETY

The analysis carried out in this first chapter highlights the fact that moral and civic education represent fundamental dimensions of the formation of the individual, being closely correlated with the dynamics of the democratic society and with the socialization processes. Education is not limited to the transmission of knowledge, but contributes decisively to the internalization of values, the development of responsibility and the formation of appropriate social conduct.

At the same time, the complexity of morality and the diversity of theoretical perspectives emphasize the need for an integrated educational approach, in which cognitive, affective and behavioral dimensions are coherently correlated. In particular, early education is emerging as an essential context for forming the foundations of moral-civic conduct, through relevant learning experiences and meaningful social interactions.

At the level of educational practice, certain limits still remain, determined by the predominance of traditional methods and the difficulty of translating values into concrete behaviors. This situation highlights the need to explore the role of modern teaching strategies in the formation of moral-civic behavior in preschoolers, an aspect that underpins the present research approach.

CHAPTER II. THEORETICAL AND APPLICATIVE POINTS OF POINT REGARDING MORAL EDUCATION AND CIVIC EDUCATION IN PRESCHOOL AGE

The theoretical and applied substantiation carried out highlights the fact that the development and formation of moral-civic conduct in preschoolers represents a complex, multidimensional process, the result of the interaction between cognitive, emotional and behavioral components, in various socialization contexts. Early morality is not a simple internalization of norms, but an active process of construction, mediated by social relations, educational experiences and socio-cultural influences.

The analysis of moral and civic values, of the formation mechanisms and of the role of the family and the kindergarten underlines the importance of coherent educational contexts, based on modeling, active participation and relevant learning experiences. At the same time, it results that the development of conduct cannot be separated from the emotional dimension

and from the self-regulation processes, which have an essential role in transforming values into concrete behaviors (Alaçam et al., 2025).

The theoretical and methodological approaches analyzed highlight the difficulty of assessing moral values at this age, as well as the need to use integrated tools and strategies, capable of capturing both the latent dimension of values and their behavioral manifestations.

There is a gap between conceptual foundations and educational practices, especially regarding the operationalization of values in authentic didactic contexts and the efficiency of strategies used in the formation of moral-civic behavior. It is necessary to investigate the role of modern didactic strategies in facilitating the development of values and their transformation into autonomous and responsible behavior in preschoolers, which justifies the need for the present research.

CHAPTER III. NORMATIVE-LEGISLATIVE FRAMEWORK REGARDING THE NECESSITY OF IMPLEMENTING MORAL AND CIVIC EDUCATION IN PRESCHOOL EDUCATION

The analysis of the normative-legislative framework highlights the fact that moral and civic education in preschool education is a fundamental dimension, coherently supported at international, European and national levels. The analyzed documents enshrine the child's right to an education oriented towards the development of values, social skills and active participation in society, underlining the essential role of kindergarten in this process.

The legislative framework not only defines the goals of moral-civic education, but also indicates clear methodological directions, emphasizing the need to use modern, interactive and child-centered teaching strategies. At the national and institutional level, these guidelines are translated into concrete regulations, which make teachers responsible and structure educational practices. Research on the use of modern teaching strategies in the formation of moral-civic conduct in preschoolers is fully justified, as it responds to the need to correlate normative requirements with pedagogical reality. The investigative approach is part of a necessary direction to optimize educational practices and support the formation of responsible and active future citizens.

CHAPTER IV. HISTORICAL AND THEORETICAL POINTS REGARDING THE VALORIZATION OF MODERN DIDACTIC STRATEGIES IN PRESCHOOL CHILDREN

The analysis of the evolution of teaching strategies highlights the transition from traditional methods, focused on the transmission of information, to modern, flexible and child-centered strategies, oriented towards active participation, collaboration and learning through experience. The teaching strategy is shaped as an integrative framework that correlates methods, means and forms of organization, depending on the educational goals and age characteristics of preschoolers.

Modern strategies are notable for their ability to stimulate the child's overall development, combining the cognitive, socio-emotional and moral dimensions. The use of interactive methods, play, cooperative and experiential learning, as well as the integration of digital technologies contribute to the creation of authentic learning contexts, favorable to the internalization of values and the formation of moral and civic conduct.

At the same time, the effectiveness of these strategies depends on how they are integrated into the teaching activity, including the daily routine, educational projects and optional activities, as well as on the educator's ability to adapt the teaching approach to the needs and particularities of the children.

Modern teaching strategies represent an essential tool for achieving moral-civic education in preschool education, providing the necessary premises for the development of autonomous, responsible behaviors adapted to the requirements of contemporary society.

CHAPTER V.1. PSYCHO-PEDAGOGICAL RESEARCH ON THE VALORIZATION OF MODERN DIDACTIC STRATEGIES IN TRAINING PRESCHOOLERS OF CONDUCT ADEQUATE FOR COEXISTENCE IN A DEMOCRATIC SOCIETY

V.2. STUDY I. EDUCATORS' OPINION ON THE ROLE OF MORAL AND CIVIC VALUES IN THE FORMAL EDUCATION OF PRESCHOOL CHILDREN

The integrated analysis of the results allows the formulation of nuanced conclusions, supported by both statistical indicators and relevant percentage data. The perception of educational success is strongly oriented towards democratic values, with 77.9% of respondents indicating high levels ("to a large extent" - 42.0% and "to a very large extent" - 35.9%). Statistical correlations reveal positive, but reduced in intensity, perceptions of educational success oriented towards democratic values with age ($p = 0.084$; $p < 0.05$) and seniority ($p = 0.195$; $p < 0.001$). These results indicate that professional experience has a more

consistent impact than age on the consolidation of an axiological perspective on educational success.

There are statistically significant differences between domains ($\chi^2(7) = 584.564$; $p < 0.001$). The Education for Society domain is dominant, with 77% of respondents giving the maximum rating, and an average of 4.62. Mathematical activity has the lowest average (3.37), confirming a differentiated perception of the axiological formative potential. These data indicate a clear orientation towards domains with explicit social content.

The stated personal values are predominantly prosocial: responsibility (18.3%), friendship (13.9%), tolerance (13.0%) and respect (12.3%). These are constantly found in the didactic activity, being confirmed by items Q6, Q8 and Q9. The distribution of values shows a slight predominance of collective ones (54.5%) over individual ones (45.5%), which reflects the relational specificity of preschool education.

All the values analyzed are evaluated positively, but moral values are slightly dominant (mean 4.51) compared to civic values (mean 4.54, but with a more uniform distribution). Values such as discipline (62.2%), friendship (63.1%) and politeness (62.8%) are most frequently appreciated at the maximum level, while gratitude has a more heterogeneous distribution (31.6% mean level). The Friedman test confirms significant differences ($\chi^2(9) = 178.032$; $p < 0.001$), highlighting a clear hierarchy of values.

In the selection of priority values, friendship ranks first (34.83%), followed by tolerance (29.23%) and justice (26.90%). The Cochran test indicates significant differences between frequencies ($Q = 57.392$; $p < 0.001$). Significant associations are highlighted for certain values, for example between friendship and level of education ($p = 0.037$) or background ($p = 0.006$), which suggests contextual influences on value hierarchies.

The roles of values are assessed at very high levels, with averages between 4.26 and 4.63. For example, 63.76% of respondents consider “showing friendship” to be “very important”, and 58.94% indicate the same level for developing self-esteem. The Friedman test ($\chi^2(9) = 269.113$; $p < 0.001$) confirms significant differences between the roles, indicating a functional hierarchy in teachers’ perceptions.

The perception of parental involvement is positive, with 62.5% of respondents indicating high levels (“high” and “very high”). However, approximately 22.5% report low levels, suggesting contextual variability. The differences between urban and rural areas are significant ($p = 0.003$), and the correlations indicate influences of age ($p = 0.366$) and level of education ($p = -0.222$).

The dominant reactions are positive and development-oriented: 37.94% express joy for the efficiency of the methods, and 27.83% motivation for improvement. The Cochran test confirms significant differences ($Q = 77.840$; $p < 0.001$). A stronger tendency towards critical reflection is observed in rural areas (22.7% compared to 14.7% in urban areas; $p = 0.009$).

The qualitative analysis reveals the frequent use of interactive methods: storytelling (33%), role-playing (27%) and personal example (18%). The values formed appear in 65% of the responses, and behavioral transformations in 44%, confirming the effectiveness of the didactic interventions. These results validate the direct relationship between the strategies used and the development of moral-civic conduct.

V.3. STUDY II. THE ROLE OF MODERN DIDACTIC STRATEGIES IN THE FORMATION OF MORAL-CIVIC VALUES

The integrated analysis of quantitative and qualitative data configures a coherent, yet nuanced, picture of how modern teaching strategies are valued, used and operationalized in moral-civic education at the preschool level. The synthesis of the answers to the research questions highlights a series of converging trends, which support the hypothesis of a progressive transformation of pedagogical practice.

The statistical results confirm the existence of significant differences between the attention given to traditional and modern strategies ($Z = -2.841$; $p = 0.004$), indicating a systematic orientation of teaching staff towards contemporary approaches. However, this orientation does not imply a complete substitution of traditional methods, but rather a transitional dynamic, in which they continue to be contextually valued, depending on the specifics of the didactic situations.

In the same interpretative register, the positive, but weak, correlation ($\rho = 0.109$; $p = 0.006$) between attitudes and practices suggests a partial correspondence between the declarative valorization of modern strategies and their effective use. This gap indicates that the conceptual assumption of the modern paradigm is not always accompanied by a constant implementation, being mediated by external factors such as available resources, time constraints or the institutional context.

Qualitative data reinforce this interpretation, revealing a robust consensus among teachers on the benefits of modern strategies. These are associated with active involvement of children, increased motivation, stimulation of creativity, learning through discovery, development of cooperation and critical thinking. Such a perspective reflects the

internalization of a child-centered pedagogical paradigm, in which the learning process becomes participatory, experiential and contextualized.

From the perspective of value formation, the results of the Friedman test ($\chi^2(9) = 709.597$; $p < 0.001$) indicate significant differences between the frequency of cultivating various moral values in correlation with the use of modern strategies. A constant valorization of relational dimensions, such as friendship, responsibility and generosity, is observed, while tolerance appears as a less addressed area. This discrepancy suggests difficulties in the operationalization of complex values, which involve the management of differences and conflict situations.

At the same time, the analysis of the differences between the teaching methods used ($\chi^2(11) = 31.04$; $p < 0.001$) highlights the persistence of a high share of traditional methods with narrative and modeling valences, such as storytelling and moral example. Modern investigative or reflective methods are used less frequently, which outlines a hybrid pedagogical model, in which traditional and modern elements coexist and complement each other.

Another relevant result concerns the association between the frequency of use of modern strategies and the typology of effects observed in children. Teachers who consistently integrate these strategies report positive effects on communication, motivation and cognitive operating capacity, while the absence of use is correlated with the lack of these benefits. This relationship suggests that direct experience of use is an essential factor in strengthening the perception of effectiveness.

The educators' discourse also outlines a coherent model of moral development supported by modern strategies, centered on dimensions such as empathy, responsibility, cooperation, autonomy, and communication. These dimensions align with both the domains of the Early Childhood Education Curriculum and the theoretical frameworks of moral development, indicating a solid convergence between practice, curricular framework, and conceptual foundation.

Despite these positive aspects, the thematic analysis highlights the existence of significant structural obstacles, such as lack of resources, time constraints, group size, insufficient professional training and limited family involvement. These difficulties largely explain the gap between the valorization of modern strategies and their systematic application, suggesting that the effectiveness of implementation depends not only on the individual competence of the teacher, but also on the systemic conditions in which it is carried out.

V.4. STUDY III. PARTICULARITIES OF MORAL-CIVIC DEVELOPMENT IN PRESCHOOL CHILDREN - PRE-EXPERIMENTAL STUDY

The results obtained allow us to outline a coherent picture of the level of development of prosocial behaviors and moral emotions in children aged 5-6, as well as the relationships between these dimensions.

Descriptive analysis indicates that both prosocial behaviors and moral emotions are generally at a moderate level of development. In behavioral terms, willingness to provide and helping behavior are more frequently manifested than consoling behaviors, the latter registering lower values, which suggests a slower maturation of complex empathic responses. From the perspective of moral emotions, pride presents the highest levels, followed by guilt, while shame appears less intensely expressed. This profile highlights the fact that positive reinforcement and moral self-regulation mechanisms are better outlined than those with inhibitory valence.

The relationships identified through correlation analyses confirm the existence of significant associations between moral emotions and prosocial behaviors. Guilt stands out through consistent positive correlations with all forms of prosocial behavior, suggesting a central role in orienting the child towards reparative and supportive actions. In contrast, shame is negatively associated with these behaviors, indicating a possible inhibitory effect, especially on those involving initiative. Pride presents positive relationships of reduced intensity, suggesting a complementary role in supporting prosocial behavior.

The results of the regression analyses reinforce these findings, highlighting the fact that moral emotions are relevant predictors of prosocial behaviors, exceeding the explanatory weight of demographic variables. Guilt stands out as the strongest positive predictor for all the analyzed dimensions (offering, helping and consoling), constituting a central element of moral functioning. Shame contributes negatively to the explanation of action-type behaviors, without significantly influencing consoling behaviors, while pride does not register a significant predictive contribution, suggesting rather an indirect role, of strengthening already internalized behaviors.

Regarding demographic variables, the results indicate significant differences according to background and gender. Children from rural areas show higher levels of prosocial behaviors compared to those from urban areas, a difference that is maintained, in some cases, even after controlling for the influence of moral emotions. Girls also tend to show prosocial

behaviors more frequently than boys, but this effect becomes less consistent in models that include moral emotions, remaining significant only for helping behavior.

V.5. STUDY IV: THE VALORIZATION OF MODERN STRATEGIES IN PROMOTING MORAL AND CIVIC VALUES IN PRESCHOOL CHILDREN. EXPERIMENTAL RESEARCH

Study IV aimed to present, analyze and interpret the results of an educational intervention program based on modern teaching strategies in promoting moral and civic values in preschool children. The results obtained confirm the hypotheses formulated, being in agreement with the specialized literature that highlights the role of interactive, participatory and reflective approaches in optimizing early moral-civic development. Data analysis reveals a significant increase in the global score of moral-civic conduct indices in the experimental group between pretest and posttest-retest.

The results support moral development as an integrative process involving the interaction between cognitive, emotional and behavioral dimensions, facilitated by social experiences and reflective processes. They argue for the need to systematically integrate modern teaching strategies into early childhood education, not as isolated interventions, but as coherent pedagogical approaches, adapted to the specifics of preschool development. The role of the teacher is thus reconfigured from transmitting norms to facilitating moral reflection and the active involvement of children in relevant learning situations.

The research hypothesis that the use of modern teaching strategies contributes to the development of moral-civic conduct is partially confirmed, not all values being significantly influenced by the intervention. The differentiated analysis of moral values highlights a more pronounced impact of the intervention on dimensions such as friendship, justice, tolerance, responsibility, gratitude and equality, values closely correlated with prosocial behaviors and the development of empathy. Values such as generosity, freedom, politeness and discipline did not register significant differences, an aspect explainable by the fact that they are already integrated into current educational practices, being reinforced through daily routines and rules of behavior, which justifies similar levels in the experimental and control groups despite the intervention.

The analysis of the data obtained using the observation sheets completed by the educators indicates that the intervention had a strong impact on the development of moral conduct. The story stands out for the accessible, emotionally charged framework offered,

favoring the understanding of values, while the interactive methods facilitated their transposition into concrete behaviors. Moreover, the educators consistently highlighted the emotional involvement of children in narrative-type activities, the role of role-playing in practicing behaviors and the capacity of dramatization to generate spontaneous manifestations in free play. Traditional methods, used in isolation, had a reduced impact on behavior, proving more effective when integrated in combination with interactive strategies.

The integrated analysis of the data from the five case studies highlights, at the trend level, the fact that the educational intervention based on interactive teaching strategies produces consistent and convergent changes in the development of moral-civic behavior in preschoolers, for all the aspects targeted. Although the children started from different levels of impulsivity, rigidity or inhibition, all of them registered notable and stable progress in the direction of cooperation, tolerance, generosity, friendship and self-regulation, highlighting the transition from behaviors dependent on external control to internalized, flexible and adaptive behaviors. The results confirm the determining role of interactive educational experiences in restructuring the socio-moral repertoire, as well as the importance of correlating the cognitive and emotional domains in the development of morality for the consolidation and generalization of acquisitions in various contexts.

V. 6. STUDY V: POST-INTERVENTION QUALITATIVE ANALYSIS: TEACHERS' PERCEPTIONS ON THE IMPLEMENTATION OF MODERN TEACHING STRATEGIES IN THE FORMATION OF MORAL-CIVIC BEHAVIOR IN PRESCHOOL CHILDREN

The post-intervention qualitative analysis highlights that the educational program based on the use of modern teaching strategies was perceived by teachers as a coherent, relevant and effective approach in shaping moral-civic conduct in preschoolers. The results indicate a high convergence of the perceptions of the educators regarding the usefulness of the methodological structure, the efficiency of the experiential strategies and the positive impact on children's prosocial behaviors.

The intervention generated visible and consistent changes in the moral and civic values investigated, facilitating the transition from induced behaviors to autonomous, internalized behaviors. Strategies based on action learning, such as role-playing, dramatization, and practical activities, were identified as the most effective, due to their ability to anchor values in real experiences and to stimulate children's active involvement.

The study reveals the existence of challenges specific to the educational context, especially related to time constraints, group heterogeneity and the need to adapt the level of abstraction of the activities. These difficulties did not diminish the effectiveness of the intervention, but rather led teachers to develop strategies for adaptation and flexibility, thus strengthening the reflexive dimension of pedagogical practice.

A significant result of the study is the impact on teachers, highlighted by the reconfiguration of teaching style, increased ability to observe behaviors and the development of a process-centered and reflective approach. The intervention contributed to improving the teacher-child relationship, generating an educational climate based on trust, authentic communication and active participation.

In terms of sustainability, the results confirm that the intervention is perceived as integrable into the daily routine of the kindergarten, providing a stable and adaptable framework for the formation of moral-civic values. The need for additional resources and parental involvement is highlighted as a direction for development, in order to consolidate and expand the educational impact.

The study confirms that modern teaching strategies, used in a structured and reflective framework, represent an effective tool for developing moral-civic conduct in preschoolers, simultaneously contributing to the transformation of teaching practice and the consolidation of values-centered early education. The suggestions made by teachers regarding the introduction of an optional moral-civic education, corroborated with the research results, led to the development of a draft for such a curricular approach, aimed at ensuring continuity and systematic structuring of the formation of moral-civic values in early education.

CHAPTER V.7. GENERAL CONCLUSIONS AND DISCUSSIONS

The integrated analysis of the theoretical foundation highlights the fact that moral and civic education in the preschool period represents a complex, multidimensional and deeply contextual process, located at the intersection of the requirements of democratic society, the particularities of child development and the normative framework that regulates the educational act. The formation of moral-civic conduct is not reduced to the transmission of norms and values, but involves an active process of construction and internalization, mediated by significant learning experiences, social interactions and socio-cultural influences, being the result of the interaction between the child and the educational, family and community environment. (Ongley & Malti, 2014; Malti et al., 2012; Kaßecker et al., 2025).

These results confirm the contemporary guidelines in the specialized literature, which emphasize the social and constructive character of moral development, but also highlight the need to overcome traditional models, focused exclusively on compliance. Early education takes shape as a privileged space of moral socialization, where values are not only transmitted, but transformed into observable behaviors, through the active participation of the child (Durlak et al., 2011; Jones et al., 2017). The complementarity between the moral and civic dimensions supports the idea that individual values become relevant only to the extent that they are expressed in social contexts, which gives moral-civic education an integrated and functional character (Thornberg & Oğuz, 2016).

The analysis highlights a series of tensions and limits between the theoretical and practical levels. Although the conceptual and normative framework emphasizes the importance of forming autonomous, responsible and socially involved individuals, in practice there are difficulties in operationalizing values into concrete behaviors and in achieving effective educational partnerships. This gap, also reported in the specialized literature (Jeynes, 2012), indicates that the simple declarative assumption of values is not enough, and teaching contexts are needed that facilitate their internalization and application in real situations.

Modern teaching strategies play a decisive role in optimizing the process of moral-civic formation, through the way they support the active involvement and development of the child's behavior. The transition from traditional models, focused on the transmission of information, to child-centered approaches and active learning reflects a paradigm shift, supported by recent research (Hattie, 2008). The interactive, flexible and experiential nature of these strategies creates authentic learning contexts, in which children can experience, reflect and internalize moral values, facilitating the transition from declarative to effective behavior (Hmelo-Silver et al., 2007; Carter, 2009).

The discussion on the effectiveness of these strategies highlights the central role of active-participatory methods, such as role-playing, dramatization, storytelling or collaborative learning, in the development of socio-emotional skills and in the formation of prosocial behaviors (Eisenberg et al., 2015; Gillies, 2016). These results support the idea that moral-civic education cannot be reduced to a theoretical approach, but must be organized as an experiential process, in which the child is actively involved in relevant learning situations (Gillies, 2014).

At the same time, the analysis suggests that the efficiency of the educational approach is conditioned by a balanced approach, which complements traditional and modern strategies (Cucoş, 2014), as well as by the adequate integration of digital technologies (OECD, 2021).

The systematic inclusion of modern strategies in the daily routine and in thematic or optional activities appears as a determining factor for facilitating the transfer of values in children's daily behavior (Yalçın, 2021).

These results highlight the fact that the theoretical foundation not only supports, but also imposes the need for empirical investigation of the way in which modern teaching strategies contribute to the formation of moral-civic conduct in preschoolers. The research approach of this paper is justified by the need to reduce the gap between theory and practice and to identify effective ways of forming autonomous, responsible behaviors adapted to the values of contemporary democratic society, within a child-centered education oriented towards the global development of the personality (Durlak et al., 2011; Taylor et al., 2017).

V.7.2. Conclusions drawn from the experimental approach undertaken

V.7.2.1. Conclusions drawn from Study I

The research results indicate that educators consider moral and civic education a fundamental component of the instructional-formative process carried out in the preschool period, attributing to it an important role in the development of the child's behavior and in preparing him for social integration in a democratic framework. The perspectives expressed by the teachers reflect an educational orientation concerned with the relational and value dimension of early education, in which the emphasis is placed on building appropriate social behaviors and a balanced relationship with others. The importance given to values such as friendship, justice, tolerance or responsibility highlights the concern for the formation of behavior based on mutual respect and harmonious coexistence.

The correlation of the quantitative results with the data obtained through the qualitative analysis highlights the concordance between the teachers' beliefs and the pedagogical methods used in the activity carried out in the group. Interactive activities, narrative strategies and role-playing games are associated with the development of prosocial behaviors and with the improvement of relationships between children, being perceived as formative experiences with an impact on the internalization of moral and civic values. The data obtained support the importance of authentic educational contexts and the relational climate in kindergarten, within which the child builds his or her conduct through direct participation, interaction and permanent contact with significant behavioral models.

The analysis of the results reveals the influence of professional experience and the particularities of the educational context on the way in which teachers promote moral-civic education in preschool. The differences identified in relation to the educational environment

and the perception of family support highlight the existence of contextual conditionings that influence the efficiency of formative interventions and the way of valorizing the axiological dimension of education.

The novelty brought by Study I consists in configuring an integrated empirical perspective on how educators perceive the role of moral and civic values in the formal education of preschoolers, by correlating personal values, didactically promoted values, curricular domains, family support, socio-professional variables and concrete models of pedagogical success. Unlike studies that approach moral education mainly at a theoretical, curricular level or through isolated applicative examples, this study highlights the internal structure of educators' axiological representations and how they are reflected in educational practice.

V.7.2.2. Conclusions drawn from Study II

The integrated analysis of the data highlights a clear orientation of pedagogical practice towards modern teaching strategies, confirmed by the statistically significant differences identified between them and traditional methods. The results indicate not a substitution, but a transitional stage, characterized by the coexistence and complementarity of the two types of approaches. The low correlation between attitudes and practices suggests the existence of a gap between declarative valorization and effective application, which reflects the influence of contextual factors on implementation.

Modern strategies are associated, both quantitatively and qualitatively, with significant benefits in terms of children's involvement, motivation, creativity and the development of social and cognitive skills. They support the formation of essential moral values, especially those of a relational nature, but highlight difficulties in addressing complex values, such as tolerance. Current teaching practice is thus configured as a hybrid model, in which traditional methods with formative valences coexist with modern strategies, used selectively.

The results highlight that the effectiveness of modern strategies is closely linked to the direct experience of use and the context in which they are applied. The identified structural obstacles, limited resources, time constraints, group size, insufficient professional training and low family involvement, explain the gap between the recognized potential of these strategies and their systematic implementation. Their integration into preschool moral-civic education appears as a process under consolidation, dependent on coherent interventions at institutional and formative levels.

The novelty of the results of Study II consists in outlining an integrated empirical picture of the use of modern teaching strategies in the formation of moral-civic values in preschoolers, illustrating the specifics of teachers' perceptions. The study highlights not only the significant orientation of educators towards modern strategies, but also the differences between the moral-civic values promoted, the gap between the declared valorization and the actual use, as well as the structural difficulties that limit the consistent application of these strategies.

V.7.2.3. Conclusions drawn from Study III

The study highlights that the development of moral-civic behavior in preschoolers is strongly supported by the emotional dimension, confirming the need for an integrative educational approach. The results indicate the existence of significant relationships between moral emotions and prosocial behaviors, but with differentiated influences: guilt emerges as the main positive predictor of sharing, helping and consoling behaviors, while shame manifests inhibitory effects on action-oriented behaviors, and pride has a limited and context-dependent role. At the same time, the differences identified according to gender and background suggest the influence of socialization processes and educational context on the manifestation of prosocial behavior. The higher scores obtained at the level of prosocial behavior in rural areas deserve to be investigated in the context of simultaneous preschool education to identify potential opportunities due to its specifics, which positions the child in a heterogeneous environment in terms of age and probably offers him varied contexts for practicing behaviors of mutual help, sharing resources and consoling younger children.

The comparative analysis shows that moral emotions contribute more significantly than demographic variables to explaining prosocial behaviors, supporting theoretical perspectives that consider emotions as mediators between knowledge of norms and moral action. These findings emphasize the fact that moral reasoning is not sufficient in the absence of the affective component, which provides motivational support for behavior. In educational terms, the results argue for the need to design interventions aimed at developing adaptive moral emotions, especially constructive guilt, and substantiate the transition to an experimental approach oriented towards capitalizing on modern teaching strategies in the formation of moral-civic behavior in preschoolers.

The novelty of Study III consists in the integrated analysis of the relationship between moral emotions and prosocial behaviors in 5-6 year old preschoolers, highlighting the role of emotional maturity in the development of moral civic behavior and suggesting levers for

educational intervention. Results showed that guilt represents the strongest predictor of prosocial behavior, while shame can have an inhibitory effect on behaviors that involve social initiative. By reporting these relationships to variables such as gender and background, the study provides an empirical foundation for the design of an effective educational intervention, oriented towards reflection, empowerment and the development of prosocial behaviors, not towards external sanction or conformity.

V.7.2.4. Conclusions drawn from Study IV

The results of the study confirm the effectiveness of the educational program based on modern teaching strategies in developing moral-civic behavior in preschoolers, highlighting a significant increase in the global score in the experimental group, superior to that in the control group. This result supports the hypothesis that interactive, participatory and reflective strategies produce a relevant impact on the formation of moral-civic values, above the effects of natural maturation.

The differentiated analysis of values highlights a significant impact on relational and prosocial values, friendship, justice, tolerance, responsibility, gratitude and equality, associated with empathy and social interaction, while values such as generosity, freedom, politeness and discipline did not register significant differences, being already consolidated through current educational practices.

The study validates the integrative perspective on moral development, which correlates cognitive, emotional and behavioral dimensions, and argues for the need to systematically integrate modern teaching strategies in early education. In this context, the educator is redefined as a facilitator of moral reflection and active involvement, contributing to the formation of autonomous and responsible behaviors.

The novelty of Study IV consists in the development and validation of an integrated model of educational intervention for the formation of moral-civic behavior in preschoolers, based on the systematic use of modern teaching strategies, on the longitudinal assessment of progress and on the monitoring of behaviors in authentic learning contexts. The research goes beyond traditional approaches focused exclusively on the transmission of moral rules, proposing a complex perspective on moral-civic development, which integrates moral values, prosocial behaviors, emotional development, self-regulation and relational experiences. The innovative character is also supported by the operationalization of moral-civic values through behavioral indicators adapted to preschool age, as well as by the use of the "Values Passport", an evaluative-formative tool of its own design, oriented towards reflection, self-regulation and

progressive reinforcement of behavior. The study also makes original contributions through the longitudinal and individualized analysis of children's development, highlighting how socio-emotional particularities and family context influence the response to educational intervention and the stability of moral-civic acquisitions over time.

V.7.2.5. Conclusions drawn from Study V

The post-intervention qualitative analysis highlights the fact that the educational program based on modern teaching strategies is perceived as coherent, relevant and effective in shaping moral-civic behavior in preschoolers.

The intervention generated visible changes, facilitating the transition from induced behaviors to autonomous ones, through the use of experiential strategies (role play, dramatization, practical activities), which anchor values in concrete learning contexts.

Although contextual difficulties were identified, they stimulated the adaptation and flexibility of the teaching approach, contributing to the development of a reflective practice. At the same time, a positive impact on the teaching style and on the teacher-child relationship was highlighted. The study confirms that modern teaching strategies, integrated into a structured framework, represent an efficient and sustainable tool for the formation of moral-civic conduct in early education.

The novelty of Study V derives from the results of the post-intervention qualitative analysis of the moral-civic behavior training process in preschoolers from the perspective of the experiences and reflections of teaching staff, a dimension relatively little investigated in the literature dedicated to early education. While most national and international research focuses predominantly on evaluating the effects of interventions on children or on socio-emotional development, the present study explores the concrete way in which female educators perceive, adapt and capitalize on modern didactic strategies in authentic educational contexts.

The original character of the research thus results from the simultaneous integration of several dimensions: the analysis of modern teaching strategies used to form moral-civic values, the investigation of the changes observed in the group's relational climate, the capture of real implementation difficulties and the highlighting of the impact of the intervention on the pedagogical practice and professional reflection of the educators. The study contributes to expanding the perspective on moral-civic education in preschool, by shifting the emphasis from the simple evaluation of children's results to the analysis of pedagogical processes and

individual peculiarities that support the internalization of values in the everyday educational environment.

V.7.3. Research Limitations

Although the results of this research provide a relevant perspective on the formation of moral-civic behavior in early education, it is necessary to recognize some methodological and contextual limits that may influence their generalization and interpretation.

First, the research is limited by the specificity of the investigated sample, consisting of teachers and children from a certain educational context, which may restrict the degree of generalization of the results at a national or international level. The size of the samples and their distribution may influence the robustness of the statistical analyses and the interpretation of the differences identified.

Secondly, it concerns the predominantly self-reported nature of data collected from teachers, especially in studies of educational perceptions and practices. Responses may be influenced by factors such as the desire for social conformity or the tendency to provide answers considered professionally appropriate, which may introduce a certain degree of subjectivity.

Regarding the experimental component, it should be noted that the duration of the intervention and the context of application may influence the amplitude of the observed effects. Although the results indicate a significant impact of modern teaching strategies, the influence of other factors, such as the natural maturation of children or parallel educational experiences, cannot be ruled out.

The research did not explicitly follow the long-term effects of the intervention, the retest being carried out one month apart, which limits the possibility to evaluate the stability and transferability of the formed moral-civic behaviors. In this sense, longitudinal studies investigating the persistence of these acquisitions in later stages of development would be needed.

Another limitation is the complexity of the variables involved in moral development, especially regarding the interaction between moral emotions, contextual factors, and teaching strategies. Although the study highlights significant relationships between these dimensions, it cannot fully capture their dynamics in varied contexts.

Although the research presents certain methodological limitations, it maintains its relevance through the coherence of the results obtained and the consistency of the interpretations supported by the statistical analysis performed. The conclusions formulated contribute to a

deeper understanding of the mechanisms involved in the formation of moral-civic conduct in early education and provide a useful framework for further investigations in this direction.

V.7.4. Future directions of study

This research opens up multiple directions for further study, which can contribute to the development of a more complex theoretical and applied framework regarding the formation of moral-civic conduct in early education.

A first direction aims to conduct longitudinal studies, which would investigate the stability and transferability of moral-civic behaviors formed during the preschool period. Analysis of the evolution of these behaviors during subsequent educational cycles could highlight the extent to which early interventions produce lasting effects and influence the child's social and school adaptation.

Another important direction is to explore in depth the role of emotions in the development of prosocial behavior, through studies that integrate mixed methods and more refined assessment tools. Investigating the mechanisms by which emotions such as guilt, shame or pride influence behavior could contribute to the development of educational interventions focused not only on norms, but also on emotional regulation, indispensable in the adoption of moral-civic behavior. It is also recommended to extend study III to the different regions of Romania, in order to analyze possible variations determined by the cultural, social and educational particularities specific to each regional context. Such an approach could provide a broader comparative perspective on the relationship between moral emotions and prosocial behaviors in preschool.

Through the data provided on the superiority of the rural environment in the manifestation of prosocial behaviors, the study builds the premises of an interesting direction of investigation of the specifics of simultaneous education in the moral-civic development of preschoolers, simultaneous groups probably having a higher ecological value than homogeneous age groups in practicing moral-civic behavior. The small sample in the present research does not allow pertinent conclusions in this regard but suggests such trends. Moreover, many educational systems use mixed age groups in early education due to the natural development opportunities they offer (Pool et al., 2000).

There is also a need to expand research on the diversity of educational contexts, by including more geographically, socio-economically and culturally diverse samples. Such studies would allow for the analysis of how contextual factors influence value formation and would support the development of interventions adapted to different educational realities.

A relevant direction is the in-depth investigation of teachers' teaching practices, with an emphasis on the use of stories in an interactive manner, the reflective dimension, and how they integrate values in the planning and implementation of educational activities. Future studies can analyze the relationship between the teacher's personal professional mark, axiological beliefs, and strategies used in the formation of moral-civic conduct.

At the same time, it is recommended to develop and validate formative tools for assessing axiological progress, which capture not only the declarative level of values, but also their manifestation in concrete behaviors. Such tools could support teachers in monitoring and adapting educational interventions.

Another research direction aims to analyze the comparative effectiveness of different modern teaching strategies, depending on the type of values promoted and the age characteristics of children. This approach could contribute to optimizing the design of educational interventions and identifying the most appropriate methodological combinations.

There is a need for further investigation of the family-kindergarten educational partnership, especially from the perspective of value congruence and its impact on child development. Future studies could analyze concrete ways of involving parents in value formation and the effects of this collaboration on the stability of prosocial behaviors.

Last but not least, future research can explore the integration of moral values into educational policies and curricula, including starting from the draft optional proposed in the annexes, analyzing how they are reflected in official documents and institutional practices in Romania. Such an approach could contribute to the foundation of more coherent educational policies, oriented towards the overall development of the child.

The proposed directions support the need for an interdisciplinary and continuous approach to research in the field of early moral education, in order to consolidate a pedagogy centered on moral-civic values and integral development.

V.7.5. Closing remarks

This research was both a scientifically grounded investigative approach and an opportunity for an in-depth analysis of the significance of moral education in the early stages of child development. The accelerated transformations of contemporary society and the instability of axiological benchmarks amplify the role of preschool education in supporting the formation of social behavior based on responsibility and conscious reporting to relationships with others.

The results obtained confirm that the formation of moral-civic conduct is not a spontaneous process or exclusively dependent on maturation, but one that requires intentional, coherent and age-appropriate educational interventions. Modern didactic strategies, through their interactive and experiential nature, create authentic learning contexts in which values are not only enunciated, but lived and internalized. The educator becomes an essential reference point, a model of conduct and a facilitator of moral development.

The course of this research also highlighted the importance of the affective dimension in moral formation, emphasizing the fact that moral emotions constitute an essential support for prosocial behaviors. Understanding and capitalizing on them in educational practice open new perspectives on how the child learns to relate, to assume responsibility and to act in accordance with social values.

Beyond the results obtained, this research aims to contribute to the consolidation of a values-centered pedagogy, in which the educational act goes beyond the instructive dimension and becomes a process of character formation. Early moral education is not just a component of the curriculum, but an essential direction for the development of society, by shaping future generations.

On a personal and professional level, the completion of this work has been a learning and transformational experience, reinforcing the belief that authentic education is built through relationship, reflection and responsibility. Every child represents an opportunity to invest in the future, and every educational act becomes an intervention with long-term impact.

Finally, we believe that the development of solid moral-civic conduct at an early age is an essential foundation for a balanced and responsible society. Therefore, value-oriented educational approaches must be supported, developed and systematically integrated into pedagogical practice, for the benefit of the child, the community and society as a whole.

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