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**FORMING THE LIFESTYLE  
OF ADOLESCENTS  
IN THE CONTEXT OF VALUE CRISIS**

**531.01 – General Theory of Education**

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## LIST OF ABBREVIATIONS

### **In Romanian:**

SEC – Stil existențial contemporan

GC – Grup de control

GE – Grup experimental

UPSC – Universitatea Pedagogică de Stat „Ion Creangă” din Chișinău

USARB – Universitatea de Stat „Alec Russo” din Bălți

UST - Universitatea de Stat din Tiraspol (cu sediul în Chișinău)

### **In Russian:**

СЭС - современный экзистенциальный стиль

### **In English:**

CLS – Contemporary lifestyle

UNESCO – United Nations Educational, Scientific and Cultural Organization

## CONCEPTUAL FRAMEWORK OF THE RESEARCH

**The topicality of the research topic** is substantiated by the concerns of the scientific community regarding the axiological education of adolescents. The social processes inherent in the dynamism of the contemporary society generate tendencies to clarify the generic dimensions of life quality (psycho-physical and social well-being) in the form of essential attributes of survival in the context of global education crisis, in general, and value crisis, in particular, adolescence being the period when individuals form their values susceptible to become the foundation of their personal development throughout life. The life of adolescents can be defined as a continuous process of adaptation to multiple social changes. Examining the area of problems at this age, we acknowledge the adolescents' vulnerability, their need for freedom, independence and personal assertion. "Ontogenetic trends, encouraged and properly developed, can turn teenagers into a quality human product. Therefore, adolescents are in the position of adopting value models that allow them to face the intense evolution of the society. For these reasons, life can be interpreted as a sum of conditions that lead man to adopt *a lifestyle*" [17].

**The importance of research** results from the content of the educational normative and regulatory documents which stipulate that the strategic objectives of educational policies at the European level cover the improvement of education quality. From this point of view, the axiomatic idea promoted in Art. 5-7 of the Education Code implies "the formation of a value system and key competencies (social and civic) necessary for lifelong learning that ensures personal well-being" [Apud, 42]. "The major goal of *the National Development Strategy Moldova 2030* is to improve the quality of life, a vision that derives from *the Global Development Agenda 2030* and *The Republic of Moldova - European Union Association Agreement* regarding the "improvement of living standards". "Ensuring psychological comfort is an essential dimension of mental health and quality of life, generating resistance and flexibility for the social affirmation of personality, etc." [Apud, 46].

**Description of the research situation and identification of the research problem.** At the international level, philosophical, sociological, psychological and pedagogical studies interpret the concept of *lifestyle* in different ways.

**Within the German scientific community, the concept of lifestyle is define as:** M. Weber, (1990) "*lifestyle is the determinant of social development*"; A. Adler (1996) "*the style of life is the core repetitive pattern of thinking, feeling, and acting that characterizes the individual's unique attitude towards life*"; A. Schopenhauer

(2012) *“human existence is the internal wealth because the closer the mind is to eminence, the less room remains for the ugliness”*; F. W. Nietzsche (1992) *“lifestyle is the manifestation and the specific feature of people's lives”*; I. C. Mochmann (2002) *“lifestyle is the individual and social structure that is expressed in the social value of the personality”*; T. Adorno (2019) *“the lifestyle manifests itself in a specific way in different spheres of life: family, work place, politics”* etc.

**Within the English scientific community:** R. Benedict (2019) promotes *“the theory of styles based on the specific configuration of needs, on the typology of strategies to satisfy them”*, *“lifestyle is attributed to the human personality with relatively common characteristics (values and attitudes) that take particular / individual forms of manifestation, being an indicator of individual choice for certain characteristics”*; W. Lazer (2001) acknowledges *“lifestyle as a behavioral pattern that is reflected in the totality of consumer purchases and consumption patterns”*; L. Wirth (1938), W. Cockerham (2006) define *“lifestyles as collective patterns of behavior based on choices from options available to people according to their life chances”*; M. Featherstone (1987) views *“lifestyle as the sum of a person's options to create an identity in a world marked by diversity, as a stylization of life”*, as *“an assumed project through which individuals consciously express their way of life”*; R. A. Stebbins (1997) considers *“lifestyle - a set of behaviors, determined by interests or social conditions, justified by a set of interdependent values, attitudes and orientations that, under certain conditions, become the basis of social identity”*; Heinz L. Ansbacher (1967) argues that *“lifestyle denotes the basic character of a person developed in the early years of life which govern their actions and behavior”*; R. D. Holt (2003) believes that *“lifestyles refer to the patterns of consumption”*; D. E. Vinson and J. M. Munson (1990) state that *“style consists of values”*; M. Sonstegard (2016), D. Bell (2006) conclude that *“lifestyle is the distinct pattern of personal or social behavior of an individual or a group of people”*; D. Wynne (2009) sees *“lifestyle as a way of self-definition through the modes of use of the resources”*; D. Chaney (1996) considers that lifestyle refers to *“the use of means resulting from practices that make sense for a group in a social context, but do not represent the entire social experience of individuals”*; L. Wirth (1938) delimits *“urban and rural lifestyles”*; D. Bell and J. Hollows (2005), Glenn D. Walters (2006), C. Uth Thyra (1996) clarify that *“lifestyle is a concept associated with the transition from being alike to being distinct”*, etc.

**Within the French-speaking community,** lifestyle is defined M. Lusher (1999) *“lifestyle identifies with the perception of color that reflects the individual's*

*emotional state*"; J. P. Sartre (2010) "*human existence includes all its determinations as processes*".

**In Russia**, the concept of CLS (contemporary lifestyle) is developed by H. Тельнова, Л. Брага, (2009) "*lifestyle is a way of existence of individuals, families and societies by transposing social models into daily life principles*"; В. Хведченя (2014) "*the lifestyle depends on the education crisis perceived as a crisis of contemporary civilization*", Н. Г. Шестирекова (2020) states that "*style refers to the adolescents' axiological guidelines*".

**In Romania**, representative authors in the field have determined connotations and dimensions of the concept of *lifestyle*: A. Petre (1945) "*style is the axiological universe of human personality*", S. Cristea (2016) "*the paradigm of lifestyle education denotes the realization of education based on a model designed at the level of structure and content*"; "*education and school must cultivate exceptional personalities*"; M. Vasile (2010), "*the lifestyle is expressed in interests, attitudes, opinions, values explored in the work activity and in the leisure activities, reflecting the self-image of the person, the way of perceiving oneself and others, the sum of reasons, needs and desires, influenced by certain factors: culture, family, social group*", "*value, attitudinal and behavioral distinctions*"; I. Rebedeu, C. Zamfir (1982), "*style is an internal organizing principle, the profile of a person's life as a group and option*".

**In the Republic of Moldova**, the dimensions of human existence are described in: V. Capcelea (2020) "*philosophical approaches to human existence*"; M. Cojocar-Borozan (2010-2021) "*teachers' emotional culture as a model of professional style*"; T. Callo (2014) "*practical pedagogy of attitudes*", "*the education crisis that humanity and man go through as a supreme value, changed the perception about life; society being the expression of the deep values crisis*"; I. Gagim (2017) "*axiological approach to education*"; N. Silistraru (2020) "*the system of national values*"; L. Cuznețov (2010) "*education through axiological optimum*"; Ox. Paladi (2014) "*adolescent's self-awareness and value system*"; Al. Paladi (2015) "*interconnections of appreciative style and psychological control in young people*", etc.

**The formation of the adolescents' lifestyle as a pedagogical problem** refers to: (a) *aspects of theoretical nature*: the term *lifestyle* is ambiguous in the field of specialized literature given the fact that currently there isn't a universally accepted definition of the concept; as a polysemantic concept, it circumscribes multiple interpretations due to the multitude of fields that address it (psychology, medical psychology, philosophy, sociology, pedagogy, axiology, business, etc.)

and (b) *methodological aspects*: in the pedagogical literature there is a modest register of methodologies and training programs for the formation of the CLS in adolescents. In the context of the value crisis that contemporary humanity is experiencing, the perception of man and life has changed, so that the state of affairs is the expression of a deep value crisis. "In the tendency of permanent change it is difficult to delimit the virtue of vice, because what seems to have been a value yesterday has become worthlessness today" [9].

The scientific concern in this research is to answer the following key questions: *What is the axiological essence of the contemporary lifestyle of adolescents? What axiological concerns do adolescents have? What are the evaluation criteria, indicators, descriptors and CLS values? What pedagogical approaches would stimulate the formation of values for a contemporary lifestyle?*

**The research problem:** the uncertain orientation of adolescents towards the formation of a lifestyle in the context of value crisis, the theoretical deficit of models of human existence adequate to contemporaneity and the need for CLS training methodologies for adolescents.

**The purpose of the investigation:** to determine the theoretical foundations, to elaborate and experimentally validate the Conceptual Model of the contemporary lifestyle and the Strategic Program for forming the lifestyle values in adolescents in the context of value crisis specific to contemporary society.

**Research objectives:**

1. To establish the theoretical framework of human existence and scientific guidelines in the evolution of the concept of lifestyle;
2. To elucidate the axiological concerns of the adolescents in the context of value crisis;
3. To elaborate and scientifically construct the Conceptual Model of the contemporary lifestyle;
4. To elaborate and describe the lifestyle indicators, descriptors and values in the context of axiological education;
5. To evaluate the lifestyle of adolescents from the perspective of teachers and adolescents;
6. To elaborate and experimentally validate the Strategic Program for forming the lifestyle values in adolescents

**Research hypothesis:** The formation of lifestyle behaviors in adolescents in the context of value crisis can be ensured if: the theoretical foundations of human existence and scientific orientations in the evolution of the concept of *lifestyle* will be established; the axiological concerns of adolescents in the context of the global education crisis and value crisis will be elucidated; *the conceptual model of the*

*contemporary lifestyle* will be elaborated and scientifically founded; the lifestyle indicators, descriptors and values in the context of axiological education will be identified and described; the lifestyle of adolescents from the teachers and adolescents' perspective will be assessed; the *Strategic Program for forming the lifestyle values in adolescents* that will contribute to personal development and social integration will be elaborated and experimentally validated.

**Research methodology** is supported by theories, conceptions, theoretical approaches, models and concepts generated in the context of education sciences, promoted in education policy documents: fundamental principles of education (Education Code) [Apud, 42], National Development Strategy in the R. of Moldova 2030 [Apud, 46] which facilitated the determination of theoretical foundations and methodological frameworks: personality theory and lifestyle theory (A. Adler, 2015); the system of ideas regarding style (A. Andronache, 2011) [2]; theoretical precepts of the philosophy of value (A. Petre, 1945); the concept regarding human existence (N. Fântânaru, 2015); the concept of lifestyle (D. Bell, 2005) [34], (V. Marian, 2015) [17]; the characteristics of global education crisis and value crisis (S. Cristea, 2015) [13]; moral model crisis (A. Borza, 2015); modern world crisis (R. Guenon, 1993); theory of emotional culture (M. Cojocaru-Borozan, 2012) [10]; affective peculiarities of personality development in adolescence (D. Goleman, 1994); principles of the pedagogy of tolerance (L. Țurcan-Balțat, 2015) [29]; pedagogy of emotional culture (M. Cojocaru-Borozan, C. Zagaievschi, et al. 2014) [30]; the dimensions of education *through* and *for* values in adolescents (D. Antoci, 2020) [3]; principles of stress management (T. Șova, 2014) [28]; theoretical precepts of education for tolerance (L. Țurcan-Balțat, 2015) [29]; methodology of forming the emotional intelligence in adolescents (C. Zagaievschi, 2013) [30]; value crisis dimensions (M. Hadârcă, 2018) [16], the characteristics of the European values crisis (S. Spânu, 2016) etc., elaborated and validated experimentally.

**The synthesis and justification of the research methodology** involved the use of the following methods: *theoretical* - scientific documentation, *analytical-synthetic*: modeling method; *experimental* - pedagogical experiment, observation, conversation, questionnaire, the interview guide and mathematical processing of research results.

## THESIS CONTENT

**The introduction** presents scientific arguments on the relevance of the research problem, the description of the research situation by revealing the most

significant studies and references elucidating the social conditions that generate the research problem, the purpose and objectives of the research, research methodology implementation and the approval of the research results, the volume and structure of the thesis, the summary of the thesis chapters.

**CHAPTER 1. “Theoretical framework regarding the concept of lifestyle”** develops a system of ideas that presents the evolution of the operational concepts of research: *human existence*, *lifestyle* and *axiological education*. The human condition is a constant theme of philosophical meditation, psychological and pedagogical debates. “The history of philosophy reveals persistent concerns for capturing the specificity of human existence, for understanding the self-edification of human destiny, the meaning of existence and the cultural realities of humanity” [7, p. 294]. Today, the global scientific community argues for the need to conceptualize a “*global strategy for human survival in the 21st century*” that would neutralize the self-destructive impulses of human civilization. Coherent and balanced development of the individuals during adolescence leads to stability. Based on E. Cioran statement that “*man is the expression of a deep crisis of a very complex nature* (moral and spiritual), we deduce that, in the context of the current paradigm shifts of pedagogy in modernity and postmodernity, as stated by S. Cristea (2010), “*the paradigm of existential pedagogy* refers to the realization of education according to a concrete model, conceived at the level of structure and content in relation to social expectations and challenges” [13]. In this context, the Romanian scholar mentions that: (a) “*the affirmation of the existential pedagogy* as a distinct model materializes in the 18th century through the work of J.J. Rousseau “Emile, or on education”. Rousseau's model of education is concerned with the nature of the child's personality (not the perfect, abstract one to which the “true essence of man” refers)” [Apud, 25]; (b) “*the existential pedagogy in the 19th century* promotes the tendency to approach individual life as a profound dimension of man”; (c) “education must cultivate exceptional personalities”; (d) “*the existential pedagogy in the late 19th and early 20th century* develops the idea of education as a means of adapting man to biological and social needs, necessary in his struggle for a better existence”. From a doctrinal point of view, *existentialism* is synonymous with the “philosophy of existential crisis”; (e) the rise of the existential pedagogy in the 20th century generates the tendency to “existentialize the education”. S. Cristea points out that “J. Dewey's model of *existential pedagogy* interprets education as the reconstruction of human experiences starting from personal goals” [13]. In the contemporary philosophy, an

axiological point of view is emerging: “*man is the only being who establishes meaning and value in the world*” [7, p. 299].

Research on *lifestyle* has emerged evolving and accumulating numerous meanings. The dynamic character of the extension of meanings through philosophical, psychological, pedagogical approaches of the term *style* produced the consolidation in the specialized literature of some models of the concept of *lifestyle*. The concept of *lifestyle* has lexical ambiguity because it lacks a universally accepted definition, allows polysemantic interpretations and approaches due to the multitude of fields where the concept is addressed: medicine (psychiatry, neurology, neuropsychiatry), psychology, philosophy, sociology, axiology, marketing, business, etc.” [40].

***The pedagogical approach of the concept of lifestyle*** in the specialized literature leads to the idea that a conceptual clarification at the level of structure and content is necessary. It is worth mentioning that until now, no consensus has been reached on the meaning of the concept of “*lifestyle*”. The definitions are vague and focus on different aspects of man’s life. The definition should unambiguously describe the main elements of the lifestyle. These factors and their limitations must be theoretically grounded and investigated empirically in order to build a concept of *lifestyle*. The concept needs theoretical substantiation followed by empirical investigation. This approach requires a new methodological interpretation instead of applying the purely quantitative oriented methodology of traditional *lifestyle* studies in search of relevant lifestyle indicators [39]. According to Antoci D. (2020), “value orientations during adolescence are important”, which “means monitoring the set of beliefs, attitudes and behaviors that are interdependent”; “the demoralization of value foundations leads to crisis”[3, pp. 15].

***Axiological approach of the lifestyle*** involves the analysis of the dynamic character of the value system, in a historical stage full of mutations, starting from the lifestyle, deciphered on the existential continuum, on the known coordinates of becoming, respectively *traditionality - contemporaneity, conventionality - modernity*. Therefore, the lifestyle represents a sum of values adopted by the family, which integrates into the family's lifestyle, giving it identity and individuality. From this perspective, we deduce that this reconstruction will take place in accordance with the value system peculiar to contemporaneity. The axiomatic foundations promoted by S. Cristea, reconstructed in the spirit of the paradigm of existence, contribute to the development of the axiological framework of pedagogy, in general, and of the philosophy of education, in particular. The transfiguration of the relevant meanings of human existence in the content of CLS

is possible through permanent reconsideration of education and social policies ensuring the internal dynamics of the education system, both nationally and internationally.

**CHAPTER 2. „The conceptual axis of the contemporary lifestyle in the context of value crisis”** includes the description of the global value and education crisis, established in the second half of the 20th century, which questions the validity of traditional models for the axiology of contemporary civilization and thus affecting the quality models of human existence. The metamorphosis of the transformations of contemporaneity demonstrates the need to clarify the values at the level of lifestyle in postmodern society [36, p. 18], because the 20th century obviously affected the historical becoming of man through a series of violent acts and crimes in a multitude of historical situations of a hallucinatory perplexity nature for humanity [1]. Judging from the perspective of global problems and current challenges of contemporaneity that generate the crisis of contemporary civilization: ecological, climate, energy, social development of man as a biosocial being, etc. [33], the current global crisis, appreciated as a crisis of values, emphasizes the need for spiritual reconsideration of the adolescents’ individual value system from the perspective of the values specific to the new era in which humanity has entered [37].

The education system crisis is interpreted by the Russian author E. B. Бодрова, as a “*search for new paradigms of education in the 20th-21st century*”, which involves the orientation towards personality development by promoting individual trajectories of evolution [36]. The authors of relevant studies on the global education crisis point out that the world education system does not meet current requirements and is therefore in a state of crisis [38]. In this context, И. М. Ильинский delimits the characteristics of the current education paradigm which consists in the humanization, self-development and self-realization of personality. The stable development of society can be ensured through innovative education, and education models will be based on the cultural paradigms of human civilizations [37].

Value crisis has become a key issue in the last seven decades. The global scientific community is urged to develop a viable strategy for the development of humanity that would ensure survival chances in the 21st century by neutralizing self-destructive impulses and promoting the strategy of sustainable social development [17, p. 22]. Research in the field of pedagogy demonstrates the systemic and continuous nature of the crisis of cultural values of the 21st century [25]. Current research on models of human existence has revealed the main

features of value crisis that are reflected in various social expressions: destruction of the biosphere and the increased threat of a global ecological catastrophe, destruction of general human values, devaluation of moral norms, consumerist way of life, a decreased level of culture and education of the contemporary society, etc. Interpreted from the perspective that the glass is half full, the optimistic view on value crisis is based on man's ability to value the opportunity for meaningful transformations of human existence [12, p.27].

**Reflection on education inevitably has an axiological dimension [35].**

Approaching education in terms of values, Vl. Pâslaru claims that education presupposes a transformative assimilation of values [22, p. 223]. "Axiological education refers to updating the values that guide the attitudes and behavior of adolescents; the values regulate human actions" [3, p. 15]. We emphasize the scientific concern to establish the lifestyle values based on emotional culture, a conception based on the idea that the energy of emotions (empathy, anger, anger, sadness, jealousy, fatigue, apathy, etc.) preserves an energy level necessary for personal and professional development. [Apud, 10].

In order to determine the adolescents' lifestyle profile, an experimental research has been initiated with the following objectives: (a) to identify adolescents' priority values; (b) to assess the hierarchy of lifestyle values from the adolescents' perspective; and (c) the domains / vectors of adolescents' lifestyle. In accordance with the formulated objectives, the research was carried out through the Check - List Technique: *Personality Lifestyle Values* (adapted after A. Dragu), designed to appreciate the fields of lifestyle and the system of values relevant to contemporaneity based on the characteristics of adolescence. The targeted research tool (Check-List Technique) included 40 values, components of the check-list, selected from the pedagogical literature and correlated with the values promoted in the education policy documents. The adolescents were urged to select 20 from the 40 values presented in the list which they consider the most important and thus presenting their value priorities. The experimental research was organized in 2015 in order to determine the lifestyle areas from the adolescents' perspective and involved a group of 224 subjects (adolescents- school students, year 11 and 12, "Nicolae Casso" Theoretical High School from Chișcăreni, Sîngerei; "Ion Creangă" Theoretical High School from Bălți (38 - EG) and (38 - CG), adolescents – university students from the 1<sup>st</sup> and 2<sup>nd</sup> year, USARB (74 - EG) and (74 - CG).

Experimental data at the diagnostic stage generated conclusions regarding: (a) the value system of adolescents; (b) the lifestyle values hierarchy; and (c) the domains/vectors of the adolescents' lifestyle. Axiological indicators of personality

are a problematic aspect, marking the priorities and vulnerabilities specific to adolescence [23, p. 37].

**(a) Adolescents' value system.** The examination of the research results, obtained by mathematical calculation, reveals the adolescents' priority axiological options which highlighted 20 defining lifestyle values specific to contemporaneity. Most of the respondents opted for *freedom* (98.2%), *self-realization* (94.6%), *resistance* (93.5%), *responsibility* (92.4%), *autonomy* (90.9%), *discipline* (85.6%), *originality* (80.6%), *sense of humor* (78.5%), *dignity* (73.1%), and *optimism* (71.4%).

**(b) The lifestyle value hierarchy from the adolescents' perspective** reflects their axiological priorities. Experimental data show that adolescents value freedom (98.2%), self-realization (94.6%), responsibility (92.4%), autonomy (90.0%) and endurance (93.5%) - values much-needed in the current context of education crisis. The second most appreciated values by the students were: altruism (89.2%), discipline (85.6%) and originality (80.6%). Agreeable is the fact that dignity - 73.1% and optimism - 71.4% were ranked 3rd.

The rating of the adolescents' axiological orientations (from 1 to 5) allowed the sad finding that although they have chosen their axiological priorities, health (30.3% of respondents), motivation (52.1%), maturity (40.1%), and efficiency (58.9%) were considered the least important (5<sup>th</sup> on the rank). In the same context, on the 4<sup>th</sup> rank were placed the following values: culture (68.4%), self-criticism (65.7%), spirituality (64.3 %) and integrity (62.5%). This situation proves the insufficient awareness of the importance of these values for personal development and efficiency. However, we find that the prioritization of freedom (98.2%), originality (90.0%) and autonomy (80.6%) demonstrates a sustained motivation of adolescents for self-determination and self-affirmation both personally and professionally.

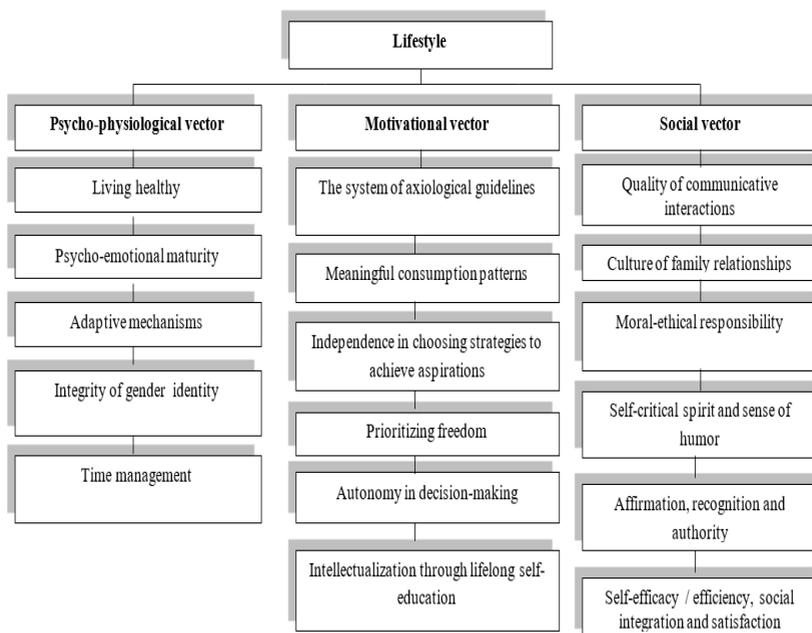
**(c) Adolescents' lifestyle vectors.** The experimental data allowed the distribution of values chosen by the adolescents into 3 main categories, considered by the current research *structural components of the adolescent contemporary lifestyle*: psychophysiological, motivational and social.

Scientific debates on the concept of *lifestyle* have not reached a consensus regarding the meaning of the concept [39], [9]. The epistemological condition referred to in the theory and practice of education determined us to define the **concept of adolescents' lifestyle** from a pedagogical point of view as "a profile of human identity, circumscribed by the configuration of personal needs, strategies and significant competencies needed to satisfy them, exercising status roles and setting priorities, relevant in social behavior, which reflects the individual system

of personal values, life principles, options and specific guidelines in solving problems and shows the individual’s level of education and culture, determining development, integration, authority and the quality of man’s life as a representative of a certain social category”[57, p. 267].

From our point of view, “*the contemporary lifestyle* reflects the system of personal and social qualities that allow the axiological affirmation of the personality, manifested in the assumed life projects, oriented towards the self-realization of the individual potential that ensures the formation of identity and social validation of integrity, authority and personal individuality, generators of happiness and well-being in the perspective of asserting axiological autonomy as a vector of freedom of spirit (A. Betıvu, 2019) [43], [44].

Structured on the three vectors, *the concept of lifestyle* is synthesized from a well-established research path from pedagogical, psychological, philosophical and sociological literature with reference to quality of life, whose convergence stimulated the establishment of indicators, descriptors and contemporary lifestyle values of adolescents (Figure 1).



**Fig. 1 Contemporary lifestyle conceptual model (indicators)**

The contemporary lifestyle indicators launch lifestyle characteristics elaborated in relation to the psychophysiological, motivational and social vectors,

**Table 1. Descriptors and values of the adolescents' lifestyle**

<b>Vectors</b>	<b>CLS descriptors</b>	<b>Values</b>
<b>Psychophysiological</b>	Living a healthy lifestyle Emotional stability Stress resistance Responsibility for axiological orientation Time management competency Social discipline	Healthy Mature Resistant Responsible Disciplined
<b>Motivational</b>	Self-motivation for assimilating cultural values Self-improvement tendency The pursuit to satisfy higher-order needs Interest in cultural consumption Promoting healthy food consumption Originality and integrity in social conduct Preferences for strategic autonomy Existential dynamism Tendency to freedom of thought and expression Continuous learning and self-improvement initiatives Self-assertion Self-employment and focusing on perfection	Cultured Original Upstanding Free Independent Motivated
<b>Social</b>	Assertive communication Empathetic communication Altruistic orientation and focus on others Taking spiritual responsibility Optimistic problems solving The power to earn the respect of others Valuing humor The courage to face difficulties Efficient resource management skills Involvement in social learning activities Self-confidence and personal vigilance Self-realization through personal efficiency	Assertive Altruist Spiritual Optimistic Humorous Self-accomplished Efficient

It is important to plan actions to form a lifestyle based on personal needs [24]. The following chapter describes the methodology of capitalizing the CLS conceptual model, necessary as a theoretical premise for the design and implementation of the Strategic Program oriented towards the formation of the CLS of adolescents.

**CHAPTER 3. „The experimental design of the adolescent lifestyle formation”.** The results of the theoretical investigation and the complexity of researching the lifestyle of adolescents, determined the design of the experimental research on a sample of 340 subjects.

**Table 2. Sample structure and experimental research methodology**

Group	Subjects number and categories	Research methods
<b>Experimental groups (EG)</b>	1. Adolescents: school and university students, 112 subjects	Lifestyle values questionnaire
	2. School teachers: continuous training courses, USARB, 58 subjects	School teacher interview guide
<b>Control groups (CG)</b>	1. Adolescents: school and university students 112 subjects	Lifestyle values questionnaire
	2. School teachers: continuous training courses, USARB 58 subjects	School teacher interview guide

The experimental research conducted in the period of 2015-2020 was based on the awareness about the values of the adolescents' lifestyle. The research design included the development of the necessary tools needed to determine the level of the adolescents' lifestyle values formation and the level of teachers' methodological training to form the lifestyle value system in adolescents in accordance with the requirements of contemporary society.

The results demonstrated that school and university students have a low level of lifestyle values formation for all the vectors established in the theoretical study. Only 10.7% of adolescents from the experimental group and 11.4% adolescents from the control group have strong self-identity and only 8.1% of the adolescents in the experimental group have a high level of family relationship culture, 21.2% - average level, 33.2% below average level and 37.4% - low level.

Regarding the variable of *efficient resource management*: only 7.4% of the adolescents from the EG and 9.3% from the CG showed high-level resource management skills, 42.6% and 40.6% respectively demonstrated low level for this variable. Adolescents have obvious communication problems (low level - 30.6%, below average level - 33.3%) given that adolescence is specific to tendencies of affiliation and belonging to a certain group and, respectively, problems of social integration (36, 6%) which generate multiple intra- and interpersonal conflicts.

Careful examination of the experimental data leads to the conclusion that at the preliminary stage there are minimal differences between the results of EG and CG, which challenged us to design activities that would guide adolescents in the formation of contemporary lifestyle values.

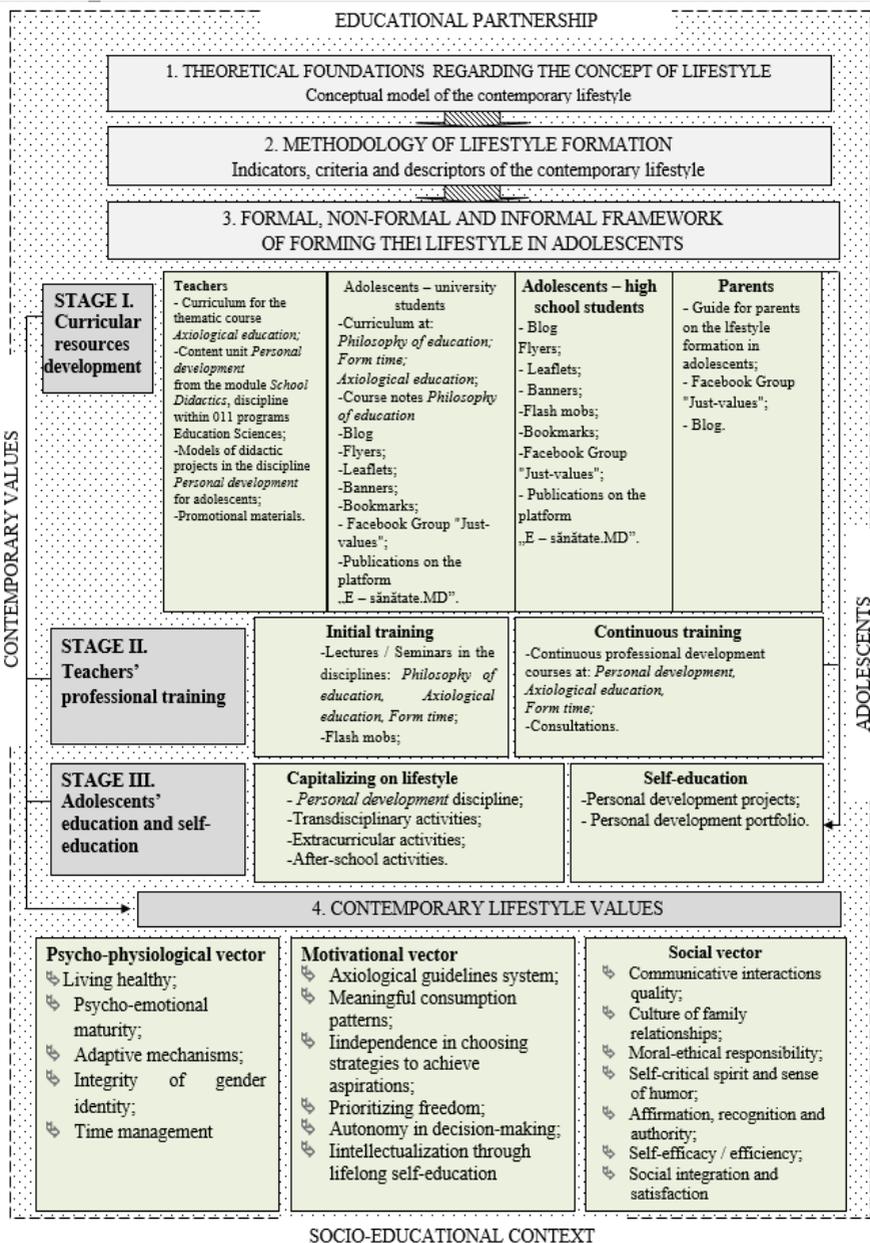
### **Compared average values regarding the effectiveness of the Strategic Program for forming the lifestyle values in adolescents**

The strategic program was designed to form / strengthen the lifestyle of adolescents. At the training stage we started with the methodological orientation of teachers having as epistemological framework the *CLS model*. *The objectives at the research training stage and control stage* involved the comparative assessment of the formation levels of the adolescents' lifestyle values and the degree of teachers' professional training for axiological education, description of the training stages and the adolescents' lifestyle profile.

*The Strategic Program for forming the lifestyle values in adolescents* includes components described below. The theoretical foundations of adolescents' lifestyle formation, correlated with the results of the empirical investigation, constituted the premise for designing actions to form the lifestyle values in adolescents involving school teachers and, implicitly, parents to cultivate CLS values in adolescents in the context of value crisis.

The methodology of forming the adolescents' lifestyle focused on learning through cooperation requiring the active participation of adolescents by presenting their own projects. The methodology is oriented towards the axiological education of adolescents based on the lifestyle indicators that have become variables of experimental research.

*Stage I. The elaboration and valorization of curricular resources* for teachers, parents and adolescents was ensured by the curricular development of continuous teacher training programs in order to introduce the issue of general crisis of education, value crisis, axiological education and the training of adolescents on lifestyle (Figure 2).



**Fig. 2. Strategic Program for forming the lifestyle values in adolescents**

The *Strategic Program for forming the lifestyle values in adolescents* was applied in 2016-2019 on a sample of 112 subjects: 38 adolescents - school students (year 11 and year 12) and 74 adolescents - university students (1<sup>st</sup> and 2<sup>nd</sup> year, USARB). 58 teachers from the USARB enrolled in continuous training courses also participated in the pedagogical experiment.

**Table 3. Formal - non-formal - informal convergence in axiological education for the formation of CLS in adolescents**

	Formal	Non-formal	Informal
University	The Curriculum: <i>Philosophy of education; Form Time; Axiological education;</i> Course notes: <i>Philosophy of education</i>	Blog: <a href="http://just-values.blogspot.com/">http://just-values.blogspot.com/</a> Flyers Leaflets and Banners Flash mobs and Bookmarks Facebook Group: „Just_values” <a href="https://www.facebook.com/groups/2169395489945324/">https://www.facebook.com/groups/2169395489945324/</a> Publications on the platform „E-Health.MD” <a href="http://www.e-sanatate.md/">http://www.e-sanatate.md/</a>	Blog: <a href="http://just-values.blogspot.com/">http://just-values.blogspot.com/</a> Facebook Group: „Just_values” <a href="https://www.facebook.com/groups/2169395489945324/">https://www.facebook.com/groups/2169395489945324/</a>
Adolescent-School	Compulsory discipline  Personal development	Leaflets, Banners, Flash mobs • Bookmarks and Facebook Group: „Just_values” <a href="https://www.facebook.com/groups/2169395489945324/">https://www.facebook.com/groups/2169395489945324/</a> • Publications on the platform „E-Health.MD” <a href="http://www.e-sanatate.md/">http://www.e-sanatate.md/</a>	Blog <a href="http://just-values.blogspot.com/">http://just-values.blogspot.com/</a> • Facebook Group: „Just_values” <a href="https://www.facebook.com/groups/2169395489945324/">https://www.facebook.com/groups/2169395489945324/</a>
Teachers	- Curriculum for the thematic course <i>Axiological education; -Personal Development;</i> -Models of didactic projects for the discipline <i>Personal development for adolescents</i>	• Blog: <a href="http://just-values.blogspot.com/">http://just-values.blogspot.com/</a> • Facebook Group „Just_values” • <a href="https://www.facebook.com/groups/2169395489945324/">https://www.facebook.com/groups/2169395489945324/</a> • Publications on the platform „E-Health.MD” <a href="http://www.e-sanatate.md/">http://www.e-sanatate.md/</a>	Blog: <a href="http://just-values.blogspot.com/">http://just-values.blogspot.com/</a> • Facebook Group „Just_values” <a href="https://www.facebook.com/groups/2169395489945324/">https://www.facebook.com/groups/2169395489945324/</a>
Parents	A guide for the parents on the formation of the adolescents’ lifestyle	• Facebook Group „Just_values” <a href="https://www.facebook.com/groups/2169395489945324/">https://www.facebook.com/groups/2169395489945324/</a>	• Facebook <a href="https://www.facebook.com/groups/2169395489945324/">https://www.facebook.com/groups/2169395489945324/</a>

*Theoretical resources* (theories about style / values, lifestyle models, including the *lifestyle conceptual model*) were integrated into curricular resources developed and valued in order to ensure the continuity of the lifestyle formation of adolescents – school students (year 11 and year 12) and adolescents – university students of the 1st and 2nd year (USARB) and by training teachers in continuous training programs (Personal Development, Axiological Education), the lifestyle values being included as content units in the *form time*, *philosophy of education*, and *axiological education* curriculum.

**Table 4. Curricular products used for the formation of the adolescents' lifestyle**

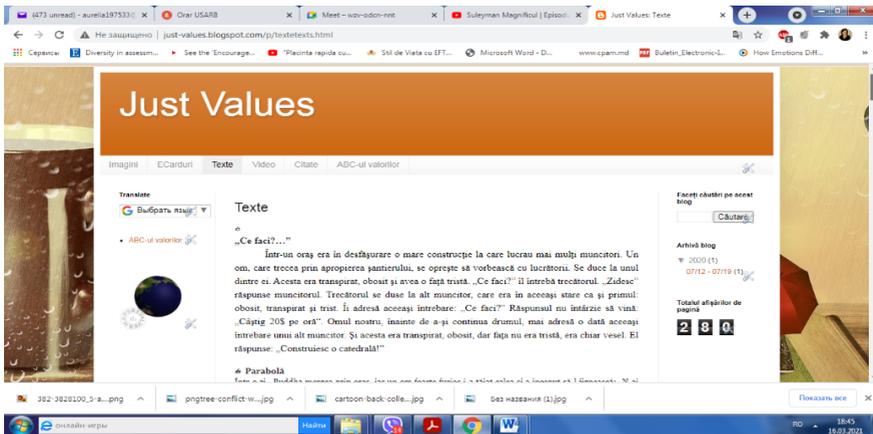
Curricular resources	
Adolescents – school students	Adolescents – university students
<p><b>Personal development discipline</b></p> <ul style="list-style-type: none"> <li>National reference framework</li> <li>Curriculum implementation guide <a href="https://mecc.gov.md/sites/default/files/dp_liceu_2018-08-18_curriculum_ghid_0.pdf">https://mecc.gov.md/sites/default/files/dp_liceu_2018-08-18_curriculum_ghid_0.pdf</a></li> <li>How to encourage active learning - personal development. Teaching guide for teachers.</li> <li>Internet education (literacy) handbook - <a href="https://mecc.gov.md/sites/default/files/internet_handbook-ro.pdf.pdf">https://mecc.gov.md/sites/default/files/internet_handbook-ro.pdf.pdf</a></li> <li>Guide for high school and college students in the context of the epidemiological situation with COVID-19- <a href="https://mecc.gov.md/sites/default/files/ghid_gimnaziu_liceu_final_0.pdf">https://mecc.gov.md/sites/default/files/ghid_gimnaziu_liceu_final_0.pdf</a></li> <li>Multimedia sets (Digital Library, Online Education. Learning differently - <a href="http://educatieonline.md/">http://educatieonline.md/</a> Online safety. A safer internet for children <a href="https://siguronline.md/">https://siguronline.md/</a> PassItOn <a href="https://www.passiton.com/">https://www.passiton.com/</a> Living democracy <a href="https://www.living-democracy.com">https://www.living-democracy.com</a> )</li> <li>Educational softwares (<i>Microsoft Office</i> including <i>Word</i>, and <i>PPT</i>; Canva <a href="https://www.canva.com/">https://www.canva.com/</a> Visme <a href="https://www.visme.co/">https://www.visme.co/</a> Emaze <a href="https://www.emaze.com/">https://www.emaze.com/</a> Storyjumper <a href="https://www.storyjumper.com/">https://www.storyjumper.com/</a> Prezi <a href="https://prezi.com/">https://prezi.com/</a> Kahoot <a href="https://kahoot.com/">https://kahoot.com/</a> Padlet <a href="https://ru.padlet.com/">https://ru.padlet.com/</a> Linoit <a href="http://linoit.com/">http://linoit.com/</a> Jamboard <a href="https://jamboard.google.com/">https://jamboard.google.com/</a></li> </ul>	<p><b>Philosophy of education, Axiological education, Form time</b></p> <ul style="list-style-type: none"> <li>Curriculum</li> <li>Course support</li> <li>Short-term teaching projects</li> <li>Multimedia text sets (PassItOn <a href="https://www.passiton.com/">https://www.passiton.com/</a> Educational softwares (<i>Microsoft Office</i> including <i>Word</i>, and <i>Power Point Presentation</i>; Canva <a href="https://www.canva.com/">https://www.canva.com/</a> Visme <a href="https://www.visme.co/">https://www.visme.co/</a> Emaze <a href="https://www.emaze.com/">https://www.emaze.com/</a> Storyjumper <a href="https://www.storyjumper.com/">https://www.storyjumper.com/</a> Prezi <a href="https://prezi.com/">https://prezi.com/</a> Kahoot <a href="https://kahoot.com/">https://kahoot.com/</a> Padlet <a href="https://ru.padlet.com/">https://ru.padlet.com/</a> Linoit <a href="http://linoit.com/">http://linoit.com/</a> Jamboard <a href="https://jamboard.google.com/">https://jamboard.google.com/</a></li> </ul>

**Stage II. Teachers' professional training for axiological education in the perspective of forming lifestyle values in adolescents** included university teaching activities, designed and conducted with pedagogical students and school teachers from continuous training program (Philosophy of Education, Axiological Education and Form Time) through the specific contents for the formation of contemporary lifestyle. *The didactic strategies involved in the formation of the adolescents' lifestyle* included: expository, illustrative-explanatory, heuristic approaches, learning through cooperation and discovery, case study, strategies focused on research, problematization and self-education.

The continuous professional training course on Axiological Education provided the trainees with knowledge about the adolescents' lifestyle training issue and the consolidation of the psycho-pedagogical competencies relevant for axiological education. The training program helped teachers increase their knowledge regarding the concept of *lifestyle*. If at the preliminary stage the CG values focused on the meaning of "*way of being*" - 56.9%, then at the validation stage, teachers have understood that by *lifestyle* is meant "*a system of personality values*" - 48.3%, significant results compared to 13, 8% (preliminary stage). The completion of the continuous professional training program ensured teachers from the EG an increase in values regarding the knowledge about emotional development particularities in adolescence: for the high level (from 22.4% to 39.7%), and for the medium level (from 24.1% to 34.5%). There was an increase in the degree of professional training of teachers for CLS training in adolescents (high level: from 5.2% in diagnosis stage to 43.1% - validation stage) and for (average level: from 12.1% to 37.9 %).

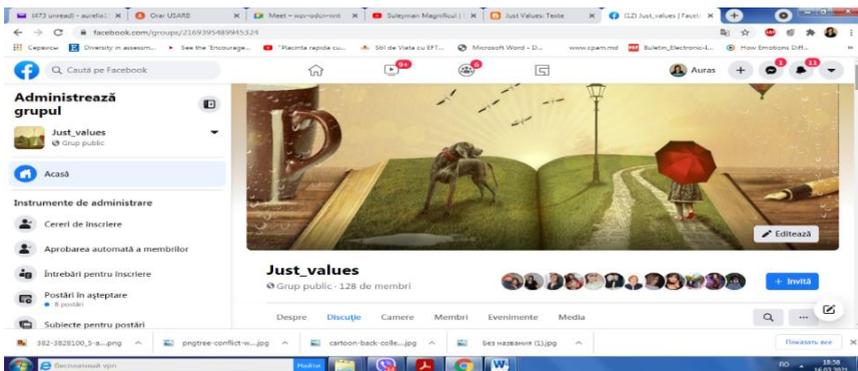
**Stage III. Axiological education for the contemporary lifestyle (CLS) and adolescents' self-education** was achieved by capitalizing on learning situations at the compulsory discipline Personal development (adolescents-school students). The adolescents expressed readiness for online communication, which generated opportunities for individual counseling and the formation of axiological guidelines organized on the psychophysiological, motivational and social vectors.

In order to form the adolescents' lifestyle through non-formal and informal activities, the blog "Just values" was launched, the purpose of which was to present patterns of values objectified in images, text, video, maxims, cards, awareness of young people, and, in particular, stimulating the need to create authentic values in the context of lifestyle. The blog "Just values" was a methodological landmark for the adolescents – school students (Fig. 3).



**Fig. 3. Just Values Blog (screenshot)**

With the intention of extending the educational influence on adolescents aiming at promoting values and support the formation of a lifestyle, a similar group was created on the social network Facebook:



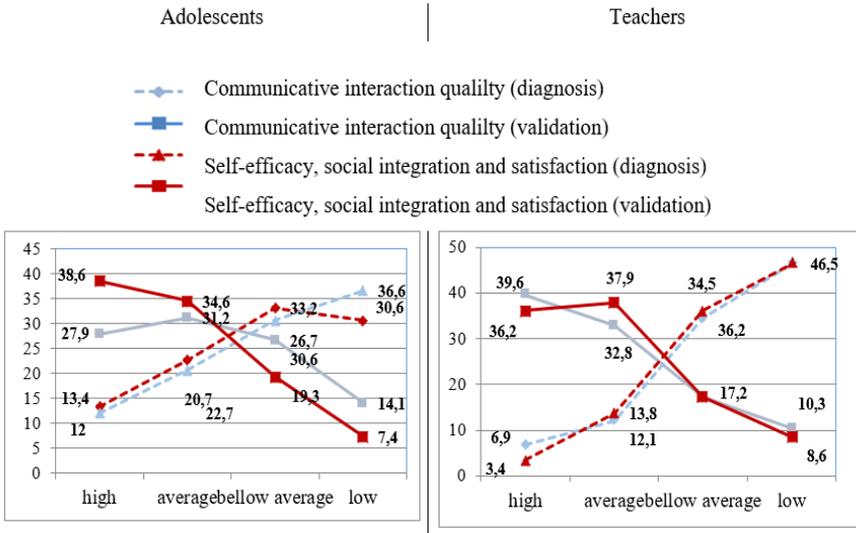
**Fig. 4. Group for adolescents and parents on Facebook - Just\_Values (screenshot)**

The efficiency of the Training Program, also demonstrated by comparing the data from the diagnosis and validation stage of the research of the CG of adolescent-school students shows an increase in values for the high level for *the motivation to adopt a lifestyle* (from 8.7% to 35.2%) and for the medium level (from 16.7% to 31.4%), but also a significant decrease of the data for the low level (from 32% to 12.7%).

Teachers were oriented towards the design / implementation of informative activities for parents, which had a decisive impact on the axiological development

of adolescents. Meetings with parents remain the main way of communication between teacher and parents, stimulating them to become aware of their responsibilities as family educators. The guide for parents was designed for the parent -teacher meetings in order to increase the parents' awareness about the specifics of the lifestyle formation in adolescents.

Comparative analysis of data for the social vector (teachers' opinion and adolescents' self-assessment) shows increased experimental values obtained by EG adolescents for high level (teachers' opinion - from 10.3% to 43.1%), (adolescent self-assessment - from 8.1% to 35.9%) and for the average level (teachers' opinion - from 13.8% to 20.7%), (adolescent self-assessment - from 21.3% to 29.3%) . We find a significant decrease in the low level of the variable *adaptive mechanisms* of EG (from 37.4% to 15.5% from the adolescents' perspective) and (from 46.6% to 20.7% from teachers' perspective). The examination of the values representing the social vector is revealed in Fig. 5.

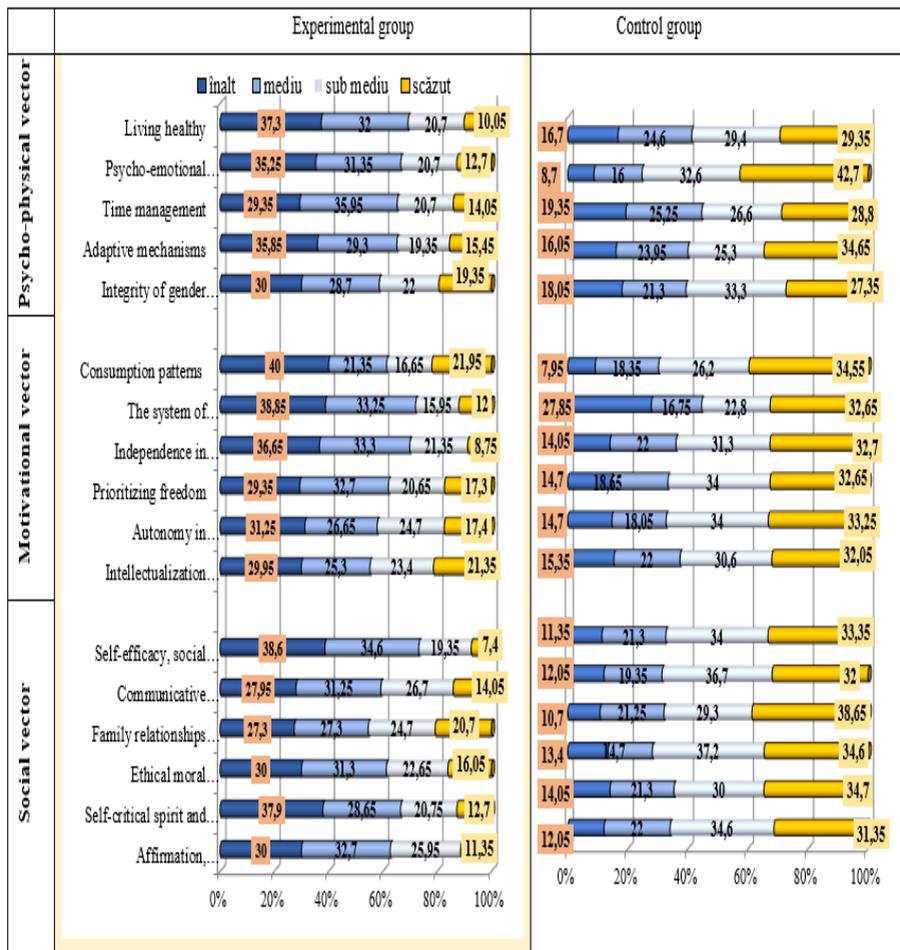


**Fig. 5. Levels of lifestyle values formation in adolescents (EG, social vector)**

The social vector values: *communicative interactions quality and self-efficacy, social integration and satisfaction* are the most relevant for shaping the lifestyle of adolescents. There is an increase in data at the validation stage for the high level (from 13.4% to 38.6% - adolescents' self-assessment) and (from 3.4% to 36.2% - school teachers' opinion), but also a decrease in the low-level (from 46.5%

to 8.6% - teachers' opinion) and (from 30.6% to 7.4% - adolescents' self-assessment).

The comparative analysis of the experimental data of the EG and CG of adolescents-university students, obtained at the validation stage of the training program, demonstrates the increase of the results for the CLS values (Fig. 6.)



**Fig. 6. Comparative levels of lifestyle values formation of adolescents-university students (validation stage)**

Significant increases were recorded for the following descriptors: *healthy lifestyle* (37.3%, high level for the EG, compared to 16.7% for the CG); *the degree*

*of motivation for adopting a system of contemporary values* (38.85% for the high level of EG, compared to 27.85% of the CG); *self-efficacy* (high level 38.6% - EG compared to 11.35% - CG); *responsibility* (high level 30% - EG and 11.35% - CG); *self-criticism* (37.9% - EG and 14.05% - CG, high level); *decision making autonomy* (31.2% - EG compared to 14.7% - CG); *independence in elaborating life projects* (36.6% - EG compared to 14.5% - CG) etc.

**The Strategic Program for forming the lifestyle values in adolescents** ensured the positive dynamics of values for all vectors addressed in the research (psychophysiological, motivational and social). The lifestyle formed in adolescents as behavioral patterns of axiological orientations was evaluated by capitalizing on the following criteria:

(a) **the psychophysiological vector** (demonstrates concern for a healthy lifestyle, shows stability, operates with constructive adaptation mechanisms, expresses time management skills, asserts himself/herself as an integral personality);

(b) **the motivational vector** (demonstrates constructive axiological orientations, values significant consumption patterns, shows independence in choosing aspiration strategies, prioritizes freedom of thought, asserts himself/herself through decision-making, demonstrates self-education tendencies);

(c) **the social vector** (manages to ensure the quality of communicative relationships, evokes values of family culture, demonstrates moral responsibility in interpersonal relationships, is objective and self-critical, humorously addresses difficulties, concerned with positive self-image, high level of self-esteem, prestige and authority, shows efficiency in social integration and a state of satisfaction). The experimental data obtained from the application of the Strategic Program for forming the lifestyle values in adolescents confirmed the research hypothesis.

## **GENERAL CONCLUSIONS AND RECOMMENDATIONS**

1. The study of philosophical, sociological, psychological and pedagogical literature has allowed the establishment of uncertainties in defining the operational concept of research – adolescents' lifestyle. From a pedagogical point of view, **the concept of the adolescent lifestyle has been defined** "as a profile of human identity, circumscribed by the configuration of personal needs, strategies and significant competencies needed to satisfy them, exercising status roles and setting priorities, relevant in social behavior, which reflects the individual system of personal values, life principles, options and specific guidelines in solving problems and shows the level of education and culture of a person, determining

development, integration, authority and the quality of human life as a representative of a certain social category [57, p. 267].

2. The dynamics of value perpetuation in the contemporary world is caused by the accumulation of a system of global problems and serious challenges for humanity (*socio-cultural, ecological, climatic, energetic, economic, educational*), and the slow pace of solving them generates axiological crisis. Investigations into the education crisis show that the crisis situation of contemporary civilization has a global character because it affects the entire planet and all spheres of social life; it also has a paradigmatic character, plus the Covid-19 pandemic. **It has been scientifically proven that through the paradigmatic character of the global education crisis, humanity is experiencing a crisis of fundamental values.** In the current conditions of the education system development in the Republic of Moldova as stipulated in the Education Code, “there is an objective need for axiological reconsideration of the contemporary lifestyle in the context of global education crisis, reflected in the crisis of values” [Apud, 42].

3. From the perspective of the problems generated by the values crisis, through theoretical documentation, **the investigation led to determine the epistemological foundations of the adolescents’ lifestyle**, described in Chapter 1 of the thesis through scientific approaches to human existence from various angles (philosophical, psychological, sociological and pedagogical). ); **the guidelines in the evolution of the concept of lifestyle were scientifically interpreted and the priority values of contemporaneity were highlighted from the analysis of quality of life indicators.**

4. The description of the essential characteristics of the values crisis in the area of global education crisis in an era of challenges, generated the need to accurately, correctly and comprehensively specify the lifestyle values, integrating the determinants of adolescent personality development; by studying the peculiarities of adolescence, the axiological concerns of adolescents were identified. It was found experimentally through a preliminary investigation that adolescents give priority to consumer values, which is the echo of the characteristics of contemporary society, and determines the formation of a style based on consumer values.

5. **Scientific reconsideration of the contemporary lifestyle values**, the analytical and synthetic study of the content of ideas of the theory of values, theories on axiological education in adolescence, principles of education through and for values, lifestyle models in the lenses of different researchers in the field, contributed to **the elaboration, scientific foundation and capitalization, at**

**university level, of the Contemporary Lifestyle Conceptual Model**, structured in vectors (psycho-physiological, motivational and social), from which were elaborated and scientifically described: indicators, descriptors and values of the contemporary lifestyle. We summarize below the indicators of the contemporary lifestyle delimited for: (a) the psychophysiological vector: healthy lifestyle, psycho-emotional maturity, adaptive mechanisms, integrity of personal identity, time management; (b) the motivational vector: axiological guidelines system, meaningful consumption patterns, independence in choosing strategies to achieve aspirations, prioritizing freedom, autonomy in decision-making, intellectualization through lifelong self-education; (c) social vector: quality of communicative interaction, family relationships culture, moral-ethical responsibility, self-critical spirit and sense of humor, affirmation, recognition and authority, self-efficacy / efficiency, social integration and satisfaction. Based on the CLS indicators, the descriptors of the contemporary lifestyle were identified for each vector: (a) psychophysiological vector: assertion through healthy lifestyle, emotional stability in stressful situations, stress resistance, responsibility for axiological orientations, time management skills, social discipline; (b) motivational vector: self-motivation to assimilate cultural values, tendency to self-transcend and define the ideal, the pursuit to satisfy higher-order needs, interest in cultural consumption, promotion of healthy food consumption, originality and integrity in social behavior, preferences for strategic autonomy, existential dynamism, tendency towards freedom of thought and expression, continuous learning and self-improvement initiatives, self-assertion, self-commitment and focus on perfection; (c) social vector: assertive communication empathy, altruistic orientation and focus on others, taking spiritual responsibility, optimistic approach to problems, valuing humor, courage to face difficulties, effective control of resources, involvement in social learning, self-trust and personal vigilance, self-realization through personal efficiency.

6. **The pedagogical experiment** designed and carried out on a stratified sample consisting of school teachers, adolescents-school students and adolescents – university students generated scientific conclusions on the issue of adolescents' axiological self-determination in the context of values crisis and highlighted the importance of education *through* and *for* values in order to form a lifestyle. The research methodology was developed based on the research needs and thus allowing the evaluation of the adolescents' lifestyle.

7. For the pedagogical experiment, **the Strategic Program for forming the lifestyle values in adolescents was elaborated and validated experimentally**,

theoretically founded by the Conceptual Model of adolescents' lifestyle. The comparative evaluation of the experimental data at the validation stage allowed the conclusion about the efficiency of the curricular resources (course notes for adolescents- university students and a guide for parents) and the Strategic Program for forming the lifestyle values in adolescents. For the formative evaluation, the criteria for evaluating the lifestyle for the psychophysiological vector were elaborated: (a) healthy orientation of psycho-physiological behavior, (b) emotional balance; for the motivational vector: (a) intrinsic motivation for adopting a healthy lifestyle, (b) the power to make appropriate decisions; (c) interest in lifelong learning and personal development and in the social vector: (a) communicative orientation in the social environment, (b) responsibility to fulfill social roles; (c) social group status achieved through affirmation and efficiency; (d) optimal integration and personal satisfaction. The research highlighted the contemporary lifestyle values which facilitated the description, from an axiological perspective, of the levels of formation of the adolescents' lifestyle for each of the identified vectors. The scientific problem solved in the research consists in clarifying the structure and scientific content of the contemporary lifestyle within the CSL Conceptual Model and the experimental validation of the Strategic Program for forming the lifestyle values in adolescents which ensured the dynamics of experimental values.

### **RECOMMENDATIONS:**

**Researchers:** pedagogical investigation of the adolescents' contemporary lifestyle values and the development of other lifestyle models.

**University teachers:** capitalizing on the CLS conceptual model and Strategic Program for forming the lifestyle values in adolescents within university pedagogical disciplines.

**School teachers:** designing personal development educational activities from the perspective of the values that represent a priority in the contemporary era.

**Parents:** evaluation of the lifestyle promoted by family and society, pertinent supervision of the adolescents' value system evolution for long-term educational implications.

**Adolescents:** self-education for knowing and valuing the contemporary lifestyle in the context of the adolescent community.

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## ADNOTARE

Bețivu Aurelia

### „Formarea stilului existențial al adolescenților în contextul crizei valorilor”, teză de doctor în științe ale educației, Chișinău, 2021

**Structura tezei** include: introducere, trei capitole, concluzii generale și recomandări, bibliografie din 298 de surse, adnotare (română, engleză, rusă), concepte-cheie în limbile română, rusă, engleză, lista abrevierilor, 164 pagini de text de bază, 37 de tabele, 46 figuri, 17 anexe.

**Publicații la tema tezei:** 18 lucrări științifice.

**Concepte-cheie:** adolescenți, stil existențial contemporan (SEC), stil de viață, educație prin și pentru valori, valoare, criză a valorilor, indicatori, descriptori și valori ale stilului existențial.

**Domeniul de studiu:** Teoria generală a educației. Pedagogia culturii emoționale

**Scopul investigației:** determinarea fundamentelor teoretice, elaborarea și validarea experimentală a Modelului conceptual al SEC și a Programului strategic de formare a valorilor stilului existențial al adolescenților în condițiile crizei valorilor specifică societății contemporane.

**Obiectivele cercetării:** stabilirea reperelor teoretice ale existenței umane și a orientărilor științifice în evoluția conceptuală de stil existențial; elucidarea preocupărilor axiologice ale adolescenților în contextul crizei valorilor; elaborarea și întemeierea științifică a Modelului conceptual al stilului existențial contemporan; elaborarea și descrierea indicatorilor, descriptorilor și a valorilor stilului existențial în contextul educației axiologice; evaluarea SEC din perspectiva cadrelor didactice și a adolescenților; elaborarea și validarea experimentală a Programului strategic de formare a stilului existențial al adolescenților.

**Noutatea și originalitatea științifică a cercetării** constă în: determinarea reperelor teoretice privind stilul existențial; elaborarea indicatorilor și a descriptorilor valorilor stilului existențial contemporan din perspectiva calității vieții; elaborarea și întemeierea științifică a Modelului conceptual al SEC; elaborarea noilor cunoștințe științifice privind stilul existențial al adolescenților (definirea conceptului stil existențial contemporan); descrierea valorilor SEC al adolescenților și formularea concluziilor științifice privind formarea stilului existențial al adolescenților.

**Rezultate obținute ce contribuie la soluționarea unei probleme științifice importante în cercetare** vizează: reperele teoretice privind stilul existențial, caracteristicile crizei valorilor, Modelul conceptual al stilului existențial contemporan, noi cunoștințe științifice privind stilul existențial al adolescenților (definirea conceptului SEC), indicatorii și descriptorii stilului existențial din perspectiva calității vieții, valorile stilului existențial al adolescenților, criteriile de evaluare a SEC, instrumentele de evaluare a stilului existențial al adolescenților, Programul strategic de formare a stilului existențial al adolescenților în contextul crizei mondiale a educației asigurând creșterea calității vieții adolescenților, ce au contribuit la dezvoltarea teoriei generale a educației.

**Semnificația teoretică a cercetării** este susținută de: delimitarea abordărilor teoretice și elucidarea unor modele de existență umană; identificarea orientărilor științifice în evoluția conceptuală de stil existențial; descrierea caracteristicilor crizei mondiale a educației; elaborarea noilor cunoștințe științifice privind stilul existențial al adolescenților (Modelul conceptual al SEC, definirea conceptului SEC, formularea indicatorii, descriptorii și valorile stilului existențial contemporan), criteriile de evaluare a stilului existențial al adolescenților.

**Valoarea aplicativă a cercetării** rezultă din: determinarea metodologiei educației prin și pentru valori din perspectiva problematicii lumii contemporane; elaborarea instrumentelor de evaluare a SEC; evaluarea stilului existențial al adolescenților din perspectiva cadrelor didactice și a adolescenților; elaborarea și validarea Programului strategic de formare a SEC al adolescenților și formularea concluziilor științifice privind praxiologia formării stilului existențial la adolescenți.

**Implementarea rezultatelor științifice** a fost realizată prin validarea experimentală a Modelului conceptual al stilului existențial contemporan și a Programului strategic de formare a stilului existențial al adolescenților în Liceul Teoretic „Nicolae Casso”, com. Chișcăreni, r-nul Singerei, Liceul Teoretic Republican „Ion Creangă” din Bălți și la Universitatea de stat “Alecu Russo” din Bălți.

## АННОТАЦИЯ Бециву Аурелия

„Формирование экзистенциального стиля жизни подростков в контексте кризиса ценностей”,  
Диссертация на соискание ученой степени кандидата педагогических наук,  
Кишинёв, 2021

**Структура диссертации:** введение, три главы, общие выводы и рекомендации, библиография из 298 источников, аннотация на румынском, русском и английском языках, список аббревиатур, 164 страниц, 37 таблиц, 46 фигуры, 17 приложений.

**Публикации по теме диссертации:** 18 научных работ.

**Ключевые понятия:** подростки, современный экзистенциальный стиль (СЭС), аксиологическое воспитание, ценность, глобальный кризис воспитания, кризис ценностей, показатели, дескрипторы и ценности современного экзистенциального стиля.

**Область исследования:** Общая теория воспитания, Педагогика эмоциональной культуры.

**Целью исследования является:** определение теоретических основ, разработка и экспериментальная проверка Концептуальной модели современного экзистенциального стиля подростков и Стратегической программы формирования экзистенциального стиля подростков в условиях кризиса ценностей свойственного современному обществу.

**Задачи исследования:** определение теоретических основ человеческого существования и научных тенденций в эволюции термина экзистенциальный стиль; описание аксиологических проблем подростков в условиях кризиса ценностей; разработка и научное обоснование Концептуальной модели СЭС подростков; разработка показателей, дескрипторов и ценностей СЭС в контексте аксиологического воспитания; оценивание уровней сформированности ценностей экзистенциального стиля подростков с точки зрения учителей; разработка и экспериментальная проверка Стратегической программы формирования экзистенциального стиля подростков в условиях современного кризиса ценностей.

**Научная новизна и оригинальность исследования** заключается в: определении теоретических основ человеческого существования и научных тенденций в эволюции термина экзистенциальный стиль; разработке показателей, дескрипторов и ценностей современного экзистенциального стиля в контексте аксиологического воспитания и качества жизни; разработке и научном обосновании Концептуальной модели СЭС подростков; разработке новых научных знаний касающихся экзистенциального стиля подростков (определение понятия СЭС); описании ценностей экзистенциального стиля подростков и разработке научных выводов касающихся формирования экзистенциального стиля подростков.

**Результаты способствующие разрешению научной проблемы исследования:** определение теоретических основ СЭС, характеристики кризиса ценностей; в разработке и научном обосновании Концептуальной модели СЭС подростков; разработка новых научных знаний, касающихся СЭС подростков; описание показателей, дескрипторов и ценностей современного экзистенциального стиля в плане качества жизни; определение ценностей экзистенциального стиля подростков, критериев оценивания СЭС, методов оценки экзистенциального стиля подростков, в разработке Стратегической программы формирования СЭС подростков в условиях кризиса ценностей свойственного современному обществу, обеспечивающей повышение качества жизни подростков и развитие общей теории воспитания.

**Теоретическая значимость исследования** аргументирована: выявлением теоретических основ и описанием моделей и научных тенденций в эволюции термина экзистенциальный стиль; описанием характеристик глобального кризиса воспитания; новыми научными знаниями (Концептуальная модель современного экзистенциального стиля подростков), разработкой показателей, дескрипторов и ценностей современного экзистенциального стиля в контексте аксиологического воспитания; критериями оценивания СЭС подростков.

**Прикладное значение исследования:** определение методологии аксиологического воспитания в контексте проблем современного мира; разработка методологии оценивания экзистенциального стиля подростков; оценивание экзистенциального стиля подростков с точки зрения учителей; разработка и экспериментальная проверка Стратегической программы формирования СЭС подростков в условиях кризиса ценностей и в разработке практических выводов и рекомендаций относительно формирования экзистенциального стиля подростков.

**Внедрение научных результатов исследования** производилось посредством медиатизации научных разработок и экспериментирования Концептуальной модели СЭС и Стратегической программы формирования экзистенциального стиля подростков в Теоретическом лицее „Н. Кассо”, с. Кишкэрень, р-н Сынжерей, Республиканском Теоретическом лицее „И. Крянгэ” муниципия Бэлць и в Бельцком Государственном Университете „Алеку Руссо”.

## ANNOTATION

Bețivu Aurelia

### „Forming the lifestyle of adolescents in the context of value crisis”, Doctoral thesis in education sciences, Chișinău, 2021

**Thesis structure:** introduction, three chapters, general conclusions and recommendations, bibliography from 298 sources, annotation (Romanian, English, Russian), key concepts in Romanian, Russian, English, list of abbreviations, 142 pages of basic text, 37 tables, 45 figures, 17 annexes.

**Publications on the research topic:** 18 scientific articles.

**Key concepts:** adolescents, contemporary lifestyle (CLS), lifestyle, education through and for values, value, value crisis, lifestyle indicators, descriptors and values.

**Field of study:** General Theory of Education, Pedagogy of Emotional Culture.

**The purpose of the investigation:** to determine the theoretical foundations, to elaborate and experimentally validate the Conceptual Model of the contemporary lifestyle and the Strategic Program for forming the lifestyle values in adolescents in the context of the value crisis specific to contemporary society.

**Research objectives:** to establish the theoretical framework of human existence and scientific guidelines in the evolution of the concept of lifestyle; to elucidate the axiological concerns of the adolescents in the context of value crisis; to elaborate and scientifically construct the Conceptual Model of the contemporary lifestyle; to elaborate and describe the lifestyle indicators, descriptors and values in the context of axiological education; to evaluate the CLS of adolescents from the perspective of teachers and adolescents; to elaborate and experimentally validate the Strategic Program for forming the lifestyle values in adolescents

**Scientific originality and novelty of the research consists in:** determining the theoretical framework regarding the lifestyle; elaboration of indicators and descriptors of the contemporary lifestyle values from the perspective of quality of life; elaboration and scientific foundation of the CSL Conceptual Model; developing new scientific knowledge on the adolescents' lifestyle (defining the concept of contemporary lifestyle); describing the adolescents' lifestyle values and formulating scientific conclusions regarding the adolescents' lifestyle formation.

**The obtained results that contribute to solving and important scientific issue in the research aim at:** theoretical framework on lifestyle, characteristics of the values crisis, CLS Conceptual model, new scientific knowledge on the adolescents' lifestyle (definition of CLS concept), lifestyle indicators from the perspective of quality of life, adolescents' lifestyle values, CLS evaluation criteria, tools for evaluating the adolescents' lifestyle, Strategic Program for forming the lifestyle values in adolescents in the context of global education crisis ensuring the increase of the adolescents quality of life, that contributed to the development of the general theory of education.

**Theoretical significance of the research is supported by:** delimitation of theoretical approaches and elucidation of some models of human existence; identifying scientific guidelines in the evolution of the concept of lifestyle; description of the global education crisis characteristics; elaborating new scientific knowledge on the adolescents' lifestyle (CLS Conceptual model, defining the CLS concept, formulating the CLS indicators, descriptors and values), presenting criteria for evaluating the adolescents' lifestyle.

**Value of the research:** determining the methodology of education through and for values from the perspective of contemporary world issues; developing tools to assess the adolescents' life style; evaluating the adolescents' lifestyle from the teachers and adolescents' perspective; elaborating and validating the Strategic Program for forming the lifestyle values in adolescents in the context of value crisis; formulating scientific conclusions on the praxiology of the adolescents' lifestyle formation.

**Implementation of the scientific results** was achieved through the experimental validation of the CLS Conceptual Model and the Strategic Program for forming the lifestyle values in adolescents in “Nicolae Casso” high school in Chișcăreni, Singerei district, “Ion Creangă” republican high school from Bălți, and at “Alecu Russo” State University of Balti.

**BEȚIVU Aurelia**

**FORMING THE LIFESTYLE  
OF ADOLESCENTS  
IN THE CONTEXT OF VALUE CRISIS**

**531.01 - General Theory of Education**

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

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