



UNIVERSITATEA
PEDAGOGICĂ DE STAT
ION CREANGĂ
DIN CHIȘINĂU



UNIVERSITAS
GALATIENSIS



Friedrich-Alexander-Universität



“ION CREANGA” STATE PEDAGOGICAL UNIVERSITY OF CHISINAU,
REPUBLIC OF MOLDOVA
LABORATORY OF RESEARCH AND INNOVATION IN AXIOLOGICAL EDUCATION
LABORATORY OF PEDAGOGICAL RESEARCH AND INNOVATION
“DUNĂREA DE JOS” UNIVERSITY OF GALAȚI, ROMANIA
FRIEDRICH-ALEXANDER-UNIVERSITÄT ERLANGEN-NÜRNBERG, GERMANY
MERSIN UNIVERSITY, TURKEY
HRYHORII SKOVORODA UNIVERSITY IN PEREIASLAV, UKRAINE
T.H. SHEVCHENKO NATIONAL UNIVERSITY “CHERNIHIV COLEHIUM”,
CHERNIHIV, UKRAINE
UNIVERSITY OF LIFE SCIENCES “KING MIHAI I” FROM TIMIȘOARA, ROMANIA

INTERNATIONAL SCIENTIFIC CONFERENCE

“HIGHER EDUCATION: TRADITIONS, VALUES, PERSPECTIVES”

PROGRAMME

25–26 September 2026

CHISINAU

Organizing institutions:

- “ION CREANGA” STATE PEDAGOGICAL UNIVERSITY OF CHISINAU, REPUBLIC OF MOLDOVA
 - LABORATORY OF RESEARCH AND INNOVATION IN AXIOLOGICAL EDUCATION
 - LABORATORY OF PEDAGOGICAL RESEARCH AND INNOVATION
- FRIEDRICH-ALEXANDER-UNIVERSITÄT ERLANGEN-NÜRNBERG, GERMANY
- “DUNĂREA DE JOS” UNIVERSITY OF GALAȚI, ROMANIA

Partner Institutions:

- “ALEXANDRU IOAN CUZA” UNIVERSITY OF IAȘI, ROMANIA
- HRYHORII SKOVORODA UNIVERSITY IN PEREIASLAV, UKRAINE
- MERSIN UNIVERSITY, TURKEY
- UNIVERSITY OF LIFE SCIENCES “KING MIHAI I” FROM TIMIȘOARA, ROMANIA
- UNIVERSITY OF NOVI SAD, SERBIA
- T.H. SHEVCHENKO NATIONAL UNIVERSITY “CHERNIHIV COLEHIUM”, CHERNIHIV, UKRAINE
- UNIVERSITY OF LIFE SCIENCES “KING MIHAI I” FROM TIMIȘOARA, ROMANIA
- NATIONAL UNIVERSITY OF LIFE AND ENVIRONMENTAL SCIENCES OF UKRAINE, KYIV, UKRAINE

Participating Institutions

- JULIUS-MAXIMILIANS-UNIVERSITÄT WÜRZBURG, GERMANY
- UNIVERSITY OF NOVI SAD, SERBIA
- ABAI KAZAKH NATIONAL PEDAGOGICAL UNIVERSITY, KAZAKHSTAN
- KYRGYZ NATIONAL UNIVERSITY, KYRGYZSTAN
- FERGANA STATE UNIVERSITY, UZBEKISTAN
- DANUBIUS INTERNATIONAL UNIVERSITY OF GALAȚI, ROMANIA,
- UNIVERSITY OF CRAIOVA, ROMANIA
- BABEȘ-BOLYAI UNIVERSITY, CLUJ-NAPOCA, ROMANIA
- T. H. SHEVCHENKO NATIONAL UNIVERSITY “CHERNIHIV COLEHIUM”, CHERNIHIV, UKRAINE
- MYKHAILO DRAHOMANOV UKRAINIAN STATE UNIVERSITY, KYIV, UKRAINE
- TECHNICAL UNIVERSITY OF MOLDOVA, REPUBLIC OF MOLDOVA,
- MOLDOVA STATE UNIVERSITY, REPUBLIC OF MOLDOVA
- “ALECU RUSSO” STATE UNIVERSITY OF BĂLȚI, REPUBLIC OF MOLDOVA
- FREE INTERNATIONAL UNIVERSITY OF MOLDOVA, REPUBLIC OF MOLDOVA
- YARMOUK UNIVERSITY, JORDAN
- UNIVERSITAT ROVIRA I VIRGILI, TARRAGONA, SPAIN
- UNIVERSITY OF THESSALY, GREECE
- UNIVERSITY OF STUDY “SUOR ORSOLA BENINCASA” OF NAPLES, ITALY
- UNIVERSITA DEGLI STUDI DELL’AQUILA, ITALY
- SS. CYRIL AND METHODIUS UNIVERSITY IN SKOPJE, NORTH MACEDONIA
- MIDWEST UNIVERSITY, MISSOURI, USA
- AJOU UNIVERSITY, KOREA

SCIENTIFIC COMMITTEE:

Diana ANTOCI, University Professor, Doctor Habilitatus, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0002-7018-6651

Alexandra BARBĂNEAGRA, Associate Professor, PhD, Rector, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0003-4777-1550

Lucia CEPRAGA Associate Professor, Vice-Rector, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0003-4253-2753

Tudor CASTRAVEȚ, Associate Professor, Vice-Rector, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0003-1657-4271

Sergiu MUSTEAȚĂ, University Professor, Doctor Habilitatus, Vice-Rector, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0003-2206-9298

Eduard COROPCEANU, University Professor, PhD, Director, Institute of Research, Innovation and Technologic Transfer, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0003-1073-828X

Angela GLOBALA, Associate Professor, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0002-2653-0320

Vitaly KOTSUR, University Professor, PhD, Rector, Hryhorii Skovoroda University in Pereiaslav, Pereiaslav, Kiev region, Ukraine, ORCID ID: 0000-0001-6647-7678

Anatoli RAKHKOCHKINE, Professor, PhD, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany, ORCID ID: 0000-0001-5786-3323

Silvius STANCIU, University Professor, Doctor Habilitatus, “Dunarea de Jos” University of Galati, Romania, ORCID ID: 0000-0001-7697-0968

Heribert HINZEN, University Professor, Doctor Habilitatus, Julius-Maximilians-Universität Würzburg, Germany, ORCID ID: 0000-0002-9432-6786

Un Shil CHOI, University Professor, Doctor Habilitatus, Midwest University, Missouri, USA, Ajou University, Korea, ORCID ID: 0009-0003-7380-0148

Laurențiu ȘOITU, University Professor, Doctor Habilitatus, “Alexandru Ioan Cuza” University of Iași; Romania, ORCID ID: 0000-0002-4804-0373

Maia BOROZAN, University Professor, Doctor Habilitatus, “Ion Creanga” State Pedagogical University of Chisinau, Republic Moldova, ORCID 0000-0003-2704-0304

Olha SHAPRAN, University Professor, PhD, Hryhorii Skovoroda University in Pereiaslav, Pereiaslav, Kiev region, Ukraine, ORCID ID: 0000-0002-7514-6632

Andrey DAVIDENKO, University Professor, Doctor Habilitatus, T. H. Shevchenko National University “Chernihiv Colehium”, Chernihiv, Ukraine, ORCID ID: 0000-0003-1542-8475

Narcisa MEDERLE, University Professor, Doctor Habilitatus, University of Life Sciences „King Mihai I” from Timisoara, Romania, ORCID ID: 0000-0002-9082-3777

Yurii SHAPRAN, University Professor, Doctor Habilitatus, “Hryhorii Skovoroda” University in Pereiaslav, Ukraine, ORCID ID: 0000-0002-4176-750

Nataliia TERENCEVA, University Professor, Doctor Habilitatus, National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine, ORCID ID: 0000-0002-3238-1608

Antonina LIASHKEVYCH, University Professor, Doctor Habilitatus, Kherson State Maritime Academy, Kherson, Ukraine, ORCID ID: 0000-0002-0802-6489

Svitlana KUSHNIRUK, University Professor, PhD, Dragomanov Ukrainian State University, Kiev, Ukraine, ORCID ID: 0000-0001-7833-8923

Iulia RACU, University Professor, Doctor Habilitatus, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0002-9096-7121

Sergiu SANDULEAC, University Professor, Doctor Habilitatus, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0003-2040-4670

Silvia GOLUBIȚCHI, University Professor, Doctor Habilitatus, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0002-3650-0141

Tamara SKORYK, University Professor, Doctor Habilitatus, T.H. Shevchenko National University “Chernihiv Colehium”, Chernihiv, Ukraine, ORCID ID: 0000-0003-4670-7119

Ümit İZGİ ONBAŞILI, Associate Professor, PhD, Mersin University, Turkey, ORCID ID: 0000-0002-7655-3037

Carmelia Mariana DRAGOMIR BĂLĂNICĂ, Associate Professor, PhD, “Dunarea de Jos” University of Galati, Romania, ORCID ID: 0000-0001-7743-928X

Florentina MOGONEA, Associate Professor, PhD, University of Craiova, Romania, ORCID ID: 0000-0002-9141-588X

Valentina MÎSLIȚCHI, Associate Professor, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0001-7868-4439

Florentin-Remus MOGONEA, Associate Professor, PhD, University of Craiova, Romania, ORCID ID: 0009-00082374-2134

Ivana IVANIĆ, Associate Professor, PhD, University of Novi Sad, Serbia, ORCID ID: 0000-0001-6064-5028

Oleksandr SOLDATENKO, Associate Professor, PhD, T.H. Shevchenko National University “Chernihiv Colehium”, Chernihiv, Ukraine, ORCID ID: 0000-0001-7400-2779

ORGANIZING COMMITTEE:

Diana ANTOCI, University Professor, Doctor Habilitatus, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Valentina MÎSLIȚCHI, Associate Professor, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Anatoli RAKHKOCHKINE, Professor, PhD, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany

Iulia RACU, University Professor, Doctor Habilitatus, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Sergiu SANDULEAC, University Professor, Doctor Habilitatus, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Ivana IVANIĆ, Associate Professor, PhD, University of Novi Sad, Serbia

Maria VÎRLAN, University Professor, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Silvia GOLUBIȚCHI, University Professor, Doctor Habilitatus, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Elena LOȘÎI, University Professor, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Marcela DIȚA, Associate Professor, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Angela CALANCEA, Associate Professor, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Oxana GOLUBOVSKI, Associate Professor, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Ludmila BRANIȘTE, Associate Professor, PhD, “Alexandru Ioan Cuza” University of Iași, Romania

Iulia IURCHEVICI, Associate Professor, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Radu BURDUJAN, Associate Professor, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Vitalie PUȚUNTICĂ, Associate Professor, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Aurica BUZENCO, Associate Professor, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Nadejda CHIPERI, University Lecturer, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Angela DIMITRIU, University Asistent, PhD candidate, Universitatea Tehnică a Moldovei, Republic of Moldova

Alina MARDARI, University Asistent, PhD candidate, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Albina SCUTARU, University Asistent, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Victoria BELOUS, Director of the National Center for Digital Innovations in Education “Class of the Future”, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Ecaterina SCHERLET, Director of the Scientific Library, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Olesea BUCUCI, University Asistent, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Roman CECAN, Head of Department of IT, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Natalia BADIA, main specialist, Department of Communication, Image and Institutional Marketing, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Rodica BALAN, PhD candidate, University Assistance, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Cristina CEBAN, PhD student, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Natalia CAZACU, PhD student, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Christiana KLESPER, student in teacher education, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany

Johannes HEYER, student in teacher education, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany

GENERAL INFORMATION

25 September, 2026	09:30 – 10:00	Registration of participants
	10:00 – 10:30	Welcome speech
	10:30 – 12:50	The Plenary Session
	12:50 – 13:30	Coffee break. Networking
	13:30 – 17:15	International Dialogue Forum Dialogue for Internationalisation: Educational Mobility, Intercultural Exchange and Academic Cooperation in a Changing World
26 September, 2026	09:00 – 11:00	Communications in sections
	11:00 – 11:30	Coffee break. Networking
	11:30 – 14:00	Communications in sections
	11:30 – 14:00	Workshop “The eTwinning program – a digital space for collaboration and innovative learning”
	14:00 – 14:30	Approval of conference resolution

Official languages of the Conference: English, Romanian

Presentation of communications:

in plenary – 20 minutes

in sections – 10 minutes

SECTIONS:

Forum	Dialogue for Internationalisation: Educational Mobility, Intercultural Exchange and Academic Cooperation in a Changing World
Section 1	Values, Lifelong Learning and Sustainable Education: Axiological Perspectives for the Future
Section 2	Contemporary Trends in Higher Education: Innovation and Technology
Section 3	Mental Health, Emotional Intelligence and Inclusion in Education
Section 4	Digital Transformation and Equitable Access to Educational Resources: Cross-Border University Libraries and Open Learning Ecosystems (CBOL)
Section 5	eTwinning and Digital Collaboration: Building Innovative Learning Communities
Section 6	Pedagogical Action Research: Methodology and Practice

CONFERENCE PROGRAMME

25 September, 2026

09:30-10:00	PARTICIPANTS REGISTRATION Venue: Chişinău, 5 Ghenadie Iablokikin St., Building 7, Aula Academica Access link: https://meet.google.com/mcb-uouh-wbx Moderators: Diana ANTOCI, University Professor, Doctor Habilitatus, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova Alina MARDARI, University Assistance, PhD candidate, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova
10:00-10:30	WELCOME SPEECH Tudor CASTRAVET, Associate Professor, PhD, Vice-Rector, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova Silvius STANCIU, University Professor, Doctor Habilitatus, “Dunarea de Jos” University of Galati, Romania Anatoli RAKHKOCHKINE, University Professor, PhD, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany Ümit İZGİ ONBAŞILI, Associate Professor, PhD, Mersin University, Turkey Nataliia TERENCEVA, University Professor, Doctor Habilitatus, National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine
10:30-10:50	COMMUNICATIONS IN PLENARY <i>Anatoli RAKHKOCHKINE, University Professor, PhD, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany</i> Internationalizing Teacher Education within Higher Education: Balancing Regional, National, and Global Dimensions

10:50-11:10	Laurențiu ȘOITU, <i>University Professor, PhD, Dr. h.c., “Alexandru Ioan Cuza” University of Iași; Romania</i> Mara-Sînziana PASCU, <i>Associate Professor, PhD, “Constantin Păunescu” Special Secondary School, Iași, Romania</i> The Teacher–Student–Environment Relationship as an Expression of the Teacher–Environment Relationship
11:10-11:30	Ümit İZGİ ONBAŞILI, <i>Associate Professor, PhD, Mersin University, Turkey</i> eTwinning ITE in Teacher Education: the Mersin University Experience and Institutional Integration
11:30-11:50	Silvius STANCIU, <i>University Professor, Doctor Habilitatus, “Dunarea de Jos” University of Galati, Romania,</i> Integration of New Technologies in the Teaching Process: Insights from the ROMD 00388 Project
11:50-12:10	Ivana IVANIĆ, <i>Associate Professor, PhD, University of Novi Sad, Serbia</i> Quo Vadis, Romanian? Identity, Education, and the Future of the Romanian Language Beyond Romania
12:10-12:30	Heribert HINZEN, <i>University Professor, PhD, Dr. h.c. mult., Julius-Maximilians-Universität Würzburg, Germany</i> An Exploratory Perspective Through the Lens of a Lifelong Learning Systems Approach
12:30-12:50	Maia BOROZAN, <i>University Professor, Doctor Habilitatus,</i> Diana ANTOCI, <i>University Professor, Doctor Habilitatus,</i> <i>“Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova</i> Pedagogical Action Research: Premises for Shaping the Theory of Knowledge and Innovative Transformation in Higher Education
12:50-13:30	Coffee Break. Networking

**INTERNATIONAL DIALOGUE FORUM
DIALOGUE FOR INTERNATIONALISATION:
EDUCATIONAL MOBILITY, INTERCULTURAL EXCHANGE AND ACADEMIC
COOPERATION IN A CHANGING WORLD**

25 September, 2026

Venue: Chișinău, 5 Ghenadie Iablokikin St., Building 7, Aula Academica

Access link: <https://meet.google.com/mcb-uouh-wbx>

13:30–17:15	INTERNATIONAL DIALOGUE FORUM
13:00-13:30	Welcoming coffee. Participants registration
DIALOGUE FOR INTERNATIONALISATION: EDUCATIONAL MOBILITY, INTERCULTURAL EXCHANGE AND ACADEMIC COOPERATION IN A CHANGING WORLD Organised within the framework of the DAAD-funded project “The Tensions of Internationalisation – International and Transnational Educational Exchanges in Moldova” <i>The translation (English/Romanian) will be provided.</i>	
	Moderator
	Alina MARDARI , University Assistance, PhD candidate, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova
13:30-13:45	Welcoming speech
	Diana ANTOCI, University Professor, Doctor Habilitatus, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova Embassy of the Federal Republic of Germany Chisinau Anatoli RAKHKOCHKINE, University Professor, PhD, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany. Natalia KROPIVKA, Protection Officer, UNHCR Moldova



Auswärtiges Amt



Deutscher Akademischer Austauschdienst
German Academic Exchange Service

13:45-14:15	Panel I: Podium Discussions
	International Educational Exchanges and Academic Mobility • Benefits and challenges of international mobility - Svetlana JIOARA, Program Coordinator, Law Center of Advocates, Republic of Moldova - Madina MOLDAGALI, Ulzharkyn ABDIGAPBAROVA, Abai Kazakh National Pedagogical University, Kazakhstan • Academic adaptation and intercultural learning - Carolina SCLIFOS, Senior Child Protection Associate, UNHCR Moldova. - Alina-Maria ȚURCANU, university assistance, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova. • International experiences of students and academics - Kristina CERNEI, vice-director, “Onisifor Ghibu” Theoretical High School Public Institution in Chișinău, Republic of Moldova Team members: Vera GURGHIS, Mariana ROTARU, Eleonora TRETIAC, Inga GOLOZINSCHII - Diana GAVÎRLIȚA, English Teacher, Didactic degree I, Head of the Modern Languages Department, “Spiru Haret” Theoretical High School Public Institution in Chișinău, Republic of Moldova - Corina GÎRLA, director, Goethe-Zentrum Chișinău - Viorica CURMOIARȚEV, Head of Foreign Languages Department, „Prim Promiteu” Theoretical High School Institution in Chișinău, Republic of Moldova - Antonina LIASHKEVYCH, University Professor, Doctor Habilitatus, Kherson State Maritime Academy, Kherson, Ukraine • Internationalisation at home - Elzbieta GARZA, International Office, Faculty of Humanities, Social Sciences, and Theology, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany - Un Shil CHOI, Dean of the Graduate School of Global Maestro Human Management at Midwest University, USA, and Emeritus Professor at Ajou University, Korea - Silviu STANCIU, University Professor, Doctor Habilitatus, “Dunarea de Jos” University of Galati, Romania - Laurențiu ȘOITU, University Professor, PhD, Dr. h.c., “Alexandru Ioan Cuza” University of Iași; Romania - Nicolae PLEȘCAN, Diaspora Nürnberg-Germania, Football Club Moldova Nürnberg, Germany



Auswärtiges Amt


Deutscher Akademischer Austauschdienst
German Academic Exchange Service

14:15-14:45	Panel II: Poster Discussions
	Academic Cooperation and Scientific Networks
	Topics: • Moldova-Germany cooperation • International research partnerships • Joint projects and funding opportunities • Academic diplomacy and European cooperation Gallery Walk: Interactive Poster Session During the gallery walk, presenters will stand by their posters, while participants will examine the displayed materials and engage in dialogue with the authors on the ideas, findings and perspectives presented. - Anatoli RAKHKOCHKINE, University Professor, PhD, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany - Diana ANTOCI, University Professor, Doctor Habilitat, "Ion Creanga" State Pedagogical University of Chisinau, Republic of Moldova - Sergiu SANDULEAC, University Professor, Doctor Habilitatus, "Ion Creanga" State Pedagogical University of Chisinau, Republic of Moldova - Iulia RACU, University Professor, Doctor Habilitatus, "Ion Creanga" State Pedagogical University of Chisinau, Republic of Moldova - Valentina MİSLIȚCHI, Associate Professor, PhD, "Ion Creanga" State Pedagogical University of Chisinau, Republic of Moldova - Angela CALANCEA, Associate Professor, PhD, "Ion Creanga" State Pedagogical University of Chisinau, Republic of Moldova - Nadejda CHIPERI, University Lecturer, PhD, "Ion Creanga" State Pedagogical University of Chisinau, Republic of Moldova - Alina MARDARI, University Assistance, PhD candidate, "Ion Creanga" State Pedagogical University of Chisinau, Republic of Moldova - Rodica BALAN, PhD candidate, University Assistance, "Ion Creanga" State Pedagogical University of Chisinau, Republic of Moldova - Cristina CEBAN, PhD student, "Ion Creanga" State Pedagogical University of Chisinau, Republic of Moldova - Natalia CAZACU, PhD student, "Ion Creanga" State Pedagogical University of Chisinau, Republic of Moldova - Christiana KLESPER, student in teacher education, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany - Johannes HEYER, student in teacher education, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany
14:45-15:00	Coffee break



Auswärtiges Amt



Deutscher Akademischer Austauschdienst
German Academic Exchange Service

15:00-15:45	Panel III: Corners Discussions
	Discussion in thematic groups about educational exchanges in different sectors
	Participants: • FAU University representatives • UPSC University representatives • UDGJ, UAIC Romanian universities • Ukrainian universities • School Public Institutions • Educational policy makers - Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU) - “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova - “Dunarea de Jos” University of Galati, Romania - “Alexandru Ioan Cuza” University of Iași; Romania - National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine - “Spiru Haret” Theoretical High School Public Institution in Chișinău, Republic of Moldova - “Onisifor Ghibu” Theoretical High School Public Institution in Chișinău, Republic of Moldova - „Prim Promiteu” Theoretical High School Institution in Chișinău, Republic of Moldova
15:45-16:15	Panel IV: Conclude Session
	Building Future Partnerships and Research Collaborations
	Recommendations for Strengthening International Educational Exchanges and Academic Cooperation in Moldova
16:15-17:15	Networking Session and Dinner

The project "The tensions of internationalisation – international and transnational educational exchanges in Moldova" is funded by the German Academic Exchange Service (DAAD) through funds provided by the German Foreign Office (Auswärtiges Amt – AA) as part of the programme "East-West Dialogue: Academic exchange and scientific cooperation for security, collaboration and civil society development in Europe".



Auswärtiges Amt


Deutscher Akademischer Austauschdienst
German Academic Exchange Service

INTERNATIONAL DIALOGUE FORUM

DIALOGUE FOR INTERNATIONALISATION: EDUCATIONAL MOBILITY,
INTERCULTURAL EXCHANGE AND ACADEMIC COOPERATION IN A CHANGING
WORLD

25 September 2026

13:30-17:15

Location: Chişinău, 5 Ghenadie Iablokikin St., Building 7, Aula Academica**Access link:** <https://meet.google.com/mcb-uouh-wbx>**Moderator:** Anatoli RAKHKOCHKINE, University Professor, PhD,
Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany

No .	Authors	Country	Title of the Paper in English and Romanian
1.	CALANCEA Angela	Republic of Moldova	EN: Building Transnational Educational Spaces through International Educational Exchanges: The Role of Intercultural Competence and Professional Development in Moldovan Teacher Education RO: Construirea spațiilor educaționale transnaționale prin schimburi educaționale internaționale: rolul competenței interculturale și al dezvoltării profesionale în formarea cadrelor didactice din Republica Moldova
2.	CAZACU Natalia	Republic of Moldova	EN: Emotional Discipline in the Context of the Internationalization of Education: an Analysis of Practices across Different Educational Systems RO: Disciplinarea emoțională în contextul internaționalizării educației: analiza practicilor din diferite sisteme educaționale
3.	CEBAN Cristina	Republic of Moldova	EN: The Psychological Resilience of Young People in the Context of International Educational Exchanges between the Republic of Moldova and the European Union RO: Reziliența psihologică a tinerilor în contextul schimburilor educaționale internaționale dintre Republica Moldova și Uniunea Europeană
4.	CHIPERI Nadejda	Republic of Moldova	EN: Internationalization of “Home” Education as an Inclusive Strategy for Educational Institutions in the Republic of Moldova RO: Internaționalizarea educației „acasă” ca strategie incluzivă pentru instituțiile de învățământ din Republica Moldova
5.	CHOI Un Shil	Korea	EN: Reimagining the Value and Role of Universities in a Lifelong Learning Society: Korea’s Experience from RISE to ANCHOR and Regional Lifelong Learning Innovation RO: Regândirea valorii și a rolului universităților într-o societate a învățării pe tot parcursul vieții: experiența Coreei – de la RISE la ANCHOR și inovarea regională în domeniul învățării pe tot parcursul vieții

No .	Authors	Country	Title of the Paper in English and Romanian
6.	MARDARI Alina	Republic of Moldova	EN: Learning Cross-Border Communication: Preparing Future Teachers in Moldova for International Educational Exchanges through the Development of English-Language Communication Competence RO: Învățarea comunicării transfrontaliere: pregătirea viitorilor profesori din Republica Moldova pentru schimburile educaționale internaționale prin dezvoltarea competenței de comunicare în limba engleză
7.	MOLDAGALI Madina, ABDIGAPBAROVA Ulzharkyn, UMETOV Kenzhebei, KUBANYCHBEKOV A Gulzhakhan, ABDUGAFFOROVA Madina, MARKSTÄDTER Evelyn, EL GUENNOUNI Imane	Kazakhstan; Kyrgyzstan; Uzbekistan; Germany	EN: Comparative Perspectives on International Education in Diaspora and Transnational Communities in Kazakhstan, Kyrgyzstan, Uzbekistan, and Germany RO: Perspective comparative asupra educației internaționale în comunitățile diasporice și transnaționale din Kazahstan, Kârgâzstan, Uzbekistan și Germania
8.	SANDULEAC Sergiu	Republic of Moldova	EN: Psychological Safety as a Prerequisite for Meaningful Internationalization in Higher Education: from fear of Failure to Intercultural and Epistemic Engagement RO: Securitatea psihologică ca premisă a internaționalizării autentice a învățământului superior: de la teama de eșec la angajamentul intercultural și epistemic
9.	ȚURCANU Alina-Maria	Germany; Republic of Moldova	EN: The Transformative Power of Educational Mobilities RO: Puterea transformatoare a mobilităților educaționale

SECTION 1

VALUES, LIFELONG LEARNING AND SUSTAINABLE EDUCATION: AXIOLOGICAL PERSPECTIVES FOR THE FUTURE

26 September 2026

09:00-14:00

Location: Chişinău, 5 Ghenadie Iablokikin St., Building 7, Room 106**Access link:** <https://meet.google.com/dqp-ftkr-gku>**Moderators:** **Diana ANTOCI**, University Professor, Doctor Habilitatus, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova**Silvia GOLUBIȚCHI**, University Professor, Doctor Habilitatus, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova**Valentina MÎSLIȚCHI**, Associate Professor, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

No .	Authors	Country	Title of the Paper in English and Romanian
1.	ANTOCI Diana	Republic of Moldova	EN: Transforming Values through Lifelong Learning: An Axiological Perspective on Sustainable Education RO: Transformarea valorilor prin învățarea pe tot parcursul vieții: o perspectivă axiologică asupra educației sustenabile
2.	CHIRIAC Ghenadie, COROPCEANU Eduard	Republic of Moldova	EN: Water Quality in the Ichel River Basin: Environmental Sustainability, Ecological Values and Educational Implications RO: Calitatea apei din bazinul râului Ichel: sustenabilitate de mediu, valori ecologice și implicații educaționale
3.	FLOREA Carmen Elena	Romania	EN: Emotional Self-Regulation as a Psychological Resource for Adolescents' Social Adaptation in the Digital Age RO: Autoreglarea emoțională ca resursă psihologică în adaptarea socială a adolescenților în era digitală
4.	GOLUBIȚCHI Silvia, NEMȚANU Dorina	Republic of Moldova; Romania	EN: Experiential Learning as a Prerequisite for Children's Holistic Development during the Preschool Years RO: Învățarea experiențială – premisă a dezvoltării globale a copilului în perioada preșcolară
5.	MÎSLIȚCHI Valentina	Republic of Moldova	EN: Motivation for Lifelong Learning – a Factor in Personality Development RO: Motivația pentru învățarea pe tot parcursul vieții – factor al dezvoltării personalității
6.	MOCANU Lăcrămioara, LUPEȘ Manuela	Romania	EN: Cultivating Resilience in Older Adults through Intergenerational Dialogue: Traditional Values and Educational Perspectives RO: Cultivarea rezilienței la vârstnici prin dialog intergenerațional: valori tradiționale și perspective educaționale
7.	NAE Ionela Andreea	Romania	EN: The Partnership between the Educational Institution and the Family – A Determining Factor in the Formation of Children's Communication Competence RO: Parteneriatul educațional instituție de învățământ-familie – factor determinant în dezvoltarea competenței de comunicare a copiilor

No .	Authors	Country	Title of the Paper in English and Romanian
8.	NARKABILOVA Gulnoza	Republic of Uzbekistan	EN: The Ustoz-Shogird (Master–Disciple) System as a Value-Based Foundation for the Continuing Professional Development of Young Teachers in Uzbekistan RO: Sistemul Ustoz-Shogird (maestru-discipol) ca fundament valoric al dezvoltării profesionale continue a tinerelor cadre didactice din Uzbekistan
9.	SHAPRAN Olha	Ukraine	EN: Features of Integrated Learning and Integration Technologies in Contemporary Educational Institutions: Their Interrelationship and Types RO: Particularitățile învățării integrate și ale tehnologiilor de integrare în instituțiile de învățământ contemporane: interrelația și tipologia acestora
10.	SILISTRARU Nicolae, AXINTE Luiza Lenuța	Republic of Moldova; Romania	EN: The Role of Well-Being in Shaping Ethnic Identity among Primary School Students: Practical Guidelines RO: Rolul stării de bine în formarea identității etnice a elevilor din învățământul primar: repere practice
11.	SIMION Roxana-Cristina	Romania	EN: Teacher Persuasive Communication and School Belonging among Primary School Pupils: Possible Mechanisms of Social Adaptation RO: Comunicarea persuasivă a cadrului didactic și apartenența școlară la elevii din învățământul primar: posibile mecanisme ale adaptării sociale
12.	TROCMAER Silvia Elena	Romania	EN: Strategies for the Effective Organization of Teacher Training for Conducting Integrated Activities in Kindergarten RO: Strategii de organizare eficientă a pregătirii cadrelor didactice pentru desfășurarea activităților integrate în grădiniță
13.	VĂȘII Ioana-Ruxandra, BACIU Sergiu	Romania; Republic of Moldova	EN: Teacher Evaluation in the Context of Sustainability Education: Dimensions of Professional Quality in Lower Secondary Education RO: Evaluarea cadrelor didactice în contextul educației pentru sustenabilitate: dimensiuni ale calității profesionale în învățământul gimnazial

SECTION 2

CONTEMPORARY TRENDS IN HIGHER EDUCATION: INNOVATION AND TECHNOLOGY

26 September 2026

09:00-14:00

Location: Chișinău, 5 Ghenadie Iabloikin St., Building 7, Artificial Intelligence Laboratory, Room 101

Access link: <https://meet.google.com/mrs-rbtt-oks>

Moderators: **Radu BURDUJAN**, Associate Professor, PhD,
“Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova
Angela CALANCEA, Associate Professor,
PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova
Iulia IURCHEVICI, Associate Professor, PhD,
“Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

No.	Authors	Country	Title of the Paper in English and Romanian
1.	BURDUJAN Radu	Republic of Moldova	EN: The Impact of AI-Powered Tools on Student Engagement in English as a Foreign Language (EFL) Classes RO: Impactul instrumentelor bazate pe inteligență artificială asupra implicării elevilor în orele de limba engleză ca limbă străină
2.	CHIHAE Mariana	Romania	EN: Current Perspectives in Higher Education on Self-Esteem and Well-Being in the Social Work Professional Environment RO: Perspective actuale în învățământul superior privind stima de sine și starea de bine în mediul profesional de asistență socială
3.	CRIJEVIȚCHI Oxana	Belgium	EN: Artificial Intelligence in Education and Students' Psychological Well-Being: Opportunities, Risks and Pedagogical Challenges RO: Inteligența artificială în educație și bunăstarea psihologică a studenților: oportunități, riscuri și provocări pedagogice
4.	FRĂSINEANU Ecaterina Sarah	Romania	EN: Promoting an Ethical Culture among Students RO: Promovarea unei culturi etice în rândul studenților
5.	IHNATENKO Ihor	Ukraine	EN: The Innovative Potential of Digital Technologies in the Training of Future Higher Education Teachers RO: Potențialul inovator al tehnologiilor digitale în formarea viitoarelor cadre didactice din învățământul superior
6.	JIGĂU Elena	Republic of Moldova	EN: Psychological Characteristics of the Professional Development of Special Psychopedagogy Students RO: Caracteristici psihologice ale dezvoltării profesionale a studenților de la Psihopedagogie specială
7.	KHANZERUK Liliia	Ukraine	EN: Higher Education for Students with Special Educational Needs in Ukraine RO: Învățământul superior pentru studenții cu nevoi educaționale speciale în Ucraina

No	Authors	Country	Title of the Paper in English and Romanian
8.	KUSHNIRUK Svitlana	Ukraine	EN: Innovative and Technological Support for the Professional Training of Future Specialists in Educational Sciences RO: Suport inovator și tehnologic pentru formarea profesională a viitorilor specialiști în științele educației
9.	MEDERLE Narcisa, POPESCU Cosmin Alin, HORABLAGA Adina, HERMAN Viorel, IMRE Kalman, CAMEN Dorin, IANCU Tiberiu, MERGHES Petru, HADARUGA Nicoleta	Romania	EN: Romanian Inventiveness from Traian Vuia to the Present Day: Building an Innovative and Functional Future in an International Context RO: Inventivitatea românească de la Traian Vuia până în prezent: construirea unui viitor inovator și funcțional în context internațional
10.	MOCANU Lăcrămioara, BUGACIU Diana Petronela	Romania	EN: The Axiological and Pedagogical Approach to Aggression in Young Adults: Traditional Values and Perspectives in Higher Education RO: Abordarea axiologică și pedagogică a agresivității la tinerii adulți: valori tradiționale și perspective în învățământul superior
11.	POPOVICI Silvia	Romania	EN: Beyond the Screen: Teacher Emotions, Student Participation, and Burnout in Online Higher Education RO: Dincolo de ecran: emoțiile cadrelor didactice, participarea studenților și burnoutul în învățământul superior online
12.	PURCEL Viorica, ARSENE Ion	Republic of Moldova	EN: DFT Investigation of Reactivity Descriptors and Molecular Electrostatic Potentials of Ascorbic Acid Anionic and Radical Species RO: Investigarea DFT a descriptorilor de reactivitate și a potențialelor electrostatice moleculare ale speciilor anionice și radicalice ale acidului ascorbic
13.	RAILEAN Veronica	Republic of Moldova	EN: Accounting in Public Institutions within the Budgetary System as a University Discipline: Foundations, Role, and Directions for Modernization RO: Contabilitatea în instituțiile publice din sistemul bugetar ca disciplină universitară: fundamente, rol și direcții de modernizare
14.	SHAPRAN Oleksii	Ukraine	EN: Pedagogical Conditions for Developing the Self-Educational Competence of Future University Teachers in a Digital Educational Environment RO: Condițiile pedagogice ale dezvoltării competenței de autoeducație a viitoarelor cadre didactice universitare într-un mediu educațional digital
15.	SHAPRAN Yurii	Ukraine	EN: Practical Aspects of Implementing a Bachelor-Level Practicum in Genetics RO: Aspecte practice ale realizării stagiului de practică în genetică la nivel de licență
16.	SKORYK Tamara	Ukraine	EN: Integrating Social-Emotional Learning Approaches into the Curricula of Higher Education Institutions RO: Integrarea abordărilor de învățare socio-emoțională în componentele educaționale ale instituțiilor de învățământ superior

No .	Authors	Country	Title of the Paper in English and Romanian
17.	VYLKOV Serhiy	Ukraine	EN: The Methodological Potential of the Deontological Approach in the Professional Training of Future Teachers of the Subject “Defense of Ukraine” RO: Potențialul metodologic al abordării deontologice în formarea profesională a viitorilor profesori ai disciplinei „Apărarea Ucrainei”
18.	ZHELYASKOVA Svetlana	Republic of Moldova	EN: Inclusive Music Education in Teacher Training: The Potential of Music Therapy in Working with Children with Special Educational Needs RO: Educația muzicală incluzivă în formarea cadrelor didactice: potențialul terapiei prin muzică în activitatea cu copiii cu cerințe educaționale speciale

SECTION 3

MENTAL HEALTH, EMOTIONAL INTELLIGENCE AND INCLUSION IN EDUCATION

26 September 2026

09:00-14:00

Location: Chișinău, 1 Ion Creangă St., Building 4, “Educational Sciences” Reading Room

Access link: <https://meet.google.com/twk-kzzb-jrc>

Moderators: **Elena LOSÎI**, University Professor, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Iulia RACU, University Professor, Doctor Habilitatus, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

Nadejda CHIPERI, University Lecturer, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova

No .	Authors	Country	Title of the Paper in English and Romanian
1.	ALEXE Aurelia	Republic of Moldova	EN: Parental Identity After Divorce: Continuity and Reconstruction in the Process of Psychological Adaptation RO: Identitatea parentală după divorț: continuitate și reconstrucție în procesul de adaptare psihologică
2.	APOSTOL Elena	Romania	EN: Changes in psychological indicators following a psychoeducational intervention in students with hearing disabilities RO: Dinamica indicatorilor psihologici după o intervenție psihoeducațională la elevii cu dizabilitate auditivă
3.	BOLOGAN Natalia, RACU Aurelia	Republic of Moldova	EN: From Access to Belonging: Building an Inclusive Educational Environment for Children with Disabilities RO: De la acces la apartenență: construirea unui mediu educațional incluziv pentru copiii cu dizabilități
4.	BURLACU Lenuța, RACU Aurelia	Romania; Republic of Moldova	EN: The Role of Sandplay Therapy in the Social Development of Children with Special Educational Needs RO: Rolul Terapiei Sandplay în dezvoltarea socială a copiilor cu cerințe educaționale speciale

No	Authors	Country	Title of the Paper in English and Romanian
5.	CHIPERI Nadejda	Republic of Moldova	EN: School Adjustment of Students with Special Educational Needs: a Psychopedagogical Approach in the Context of Inclusive Education RO: Adaptarea școlară a elevilor cu cerințe educaționale speciale: abordare psihopedagogică în contextul educației incluzive
6.	CHIROȘCĂ Angela	Romania	EN: Phenomenological Dimensions of Conflict Experience and Professional Well-Being in School Organizations RO: Dimensiuni fenomenologice ale experienței conflictuale și ale stării de bine profesionale în organizațiile școlare
7.	CUCER Angela	Republic of Moldova	EN: Psychological well-being of the teacher – key aspects RO: Starea de bine psihologică a cadrului didactic – aspecte importante
8.	GRIGORE Simona-Luiza	Romania	EN: The Importance of the Educational Environment and Well-Being in Developing the Foundations of Entrepreneurial Competence in Preschool Children RO: Importanța mediului educațional și a stării de bine în dezvoltarea fundamentelor competenței antreprenoriale la preșcolari
9.	IAGUȘEVSCI Liudmila	Republic of Moldova	EN: A Comprehensive Psychological Intervention Program for Developing Self-Image in Primary School-Aged Students with Visual Impairments: Methodological Foundations and Evaluation of Effectiveness RO: Program complex de intervenție psihologică pentru dezvoltarea imaginii de sine la elevii de vârstă școlară mică cu dizabilitate vizuală: fundamentare metodologică și evaluarea eficienței
10.	IURCHEVICI Iulia	Republic of Moldova	EN: Dimensions of Resilience among University Teaching Staff RO: Dimensiuni ale rezilienței cadrelor didactice din mediul universitar
11.	LOSÎ Elena, LUPEȘ Manuela	Republic of Moldova; Romania	EN: Emotional Intelligence in Old Age: a Resource for Resilience and Well-Being RO: Inteligența emoțională la vârsta înaintată: o resursă pentru reziliență și stare de bine
12.	MARINA Alexandra-Adriana	Republic of Moldova	EN: Emotional Intelligence as a Protective Factor for Mental Health among Military Personnel: The Relationship between Occupational Stress, Anxiety, and Psychological Adaptation RO: Inteligența emoțională ca factor protector al sănătății mintale la personalul militar: relația dintre stresul ocupațional, anxietate și adaptarea psihologică
13.	NEGUTU Veronica	Romania	EN: The Outdoor Environment as an Opportunity for Development, Socialization, and Autonomy for Children with Autism RO: Mediul outdoor ca oportunitate de dezvoltare, socializare și autonomie pentru copiii cu autism
14.	NESTERIUC Anastasia	Republic of Moldova	EN: Language Development as an Essential Factor in the Social Adaptation of Children with Special Educational Needs RO: Dezvoltarea limbajului ca factor esențial în adaptarea socială a copiilor cu cerințe educaționale speciale
15.	OLĂRESCU Valentina, PONOMARI Dorina	Republic of Moldova	EN: Speech Therapist-Parent Partnership in Developing Communication Skills of Children with Special Educational Needs RO: Parteneriatul dintre logoped și părinte în dezvoltarea capacităților de comunicare la copiii cu cerințe educaționale speciale

No .	Authors	Country	Title of the Paper in English and Romanian
16.	PANĂ Mariana Magdalena	Romania	EN: From Interpersonal to Artificial Validation: Seeking Affirmation in the Age of Artificial Intelligence in Borderline Personality Disorder RO: De la validarea interpersonală la validarea artificială: căutarea confirmării în era inteligenței artificiale în tulburarea de personalitate borderline
17.	PLĂMĂDEALĂ Victoria, SANDULEAC Tatiana	Republic of Moldova	EN: Disinformation and the Psychological Well-Being of Refugees RO: Dezinformarea și bunăstarea psihologică a refugiaților
18.	POPESCU Elena-Simona, LOSÎI Elena	Romania; Republic of Moldova	EN: Students in the Digital Age: Coping, Emotional Intelligence, and Vulnerability to Behavioral Addictions RO: Studenții în era digitală: coping, inteligență emoțională și vulnerabilitate la adicții comportamentale
19.	RACU Iulia, BALAN Rodica	Republic of Moldova	EN: Strategies for Enhancing Self-Esteem and Self-Confidence among School Students RO: Strategii pentru creșterea stimei de sine și a încrederii în sine la elevi
20.	ȘTEFLIUC Gabriela	Romania	EN: The Role of Emotion Regulation in Adults’ Psychosocial Adaptation RO: Rolul reglării emoționale în adaptarea psihosocială a adulților
21.	STEPAN Amalia-Raluca, MOGONEA Florentina, MOGONEA Florentin-Remus	Romania	EN: Emotional Intelligence among Teachers Working with Students with Special Educational Needs: A Systematic Review Covering 2021-2026 RO: Inteligența emoțională a profesorilor care lucrează cu elevi cu cerințe educaționale speciale: o analiză sistematică pentru perioada 2021-2026
22.	TABLAN Mihaela	Romania	EN: Specific Features of Rehabilitation for Patients with Neurocognitive Disorders in Romania RO: Particularitățile recuperării pacienților cu tulburări neurocognitive în România

SECTION 4**DIGITAL TRANSFORMATION AND EQUITABLE ACCESS TO EDUCATIONAL RESOURCES: CROSS-BORDER UNIVERSITY LIBRARIES AND OPEN LEARNING ECOSYSTEMS (CBOL)****26 September 2026****09:00-14:00****Location:** Chişinău, 1 Ion Creangă St., Building 4, Educational Resource Centre**Access link:** <https://meet.google.com/ucd-pwid-ysg>**Moderators:** STANCIU Silviu, University Professor, Doctor Habilitatus,

“Dunarea de Jos” University of Galati, Romania

SCHERLET Ecaterina, Director, Scientific Library of “Ion Creangă”

State Pedagogical University of Chişinău, Republic of Moldova

No .	Authors	Country	Title of the Paper in English and Romanian
1.	BORŞ Veronica	Republic of Moldova	EN: Transformation of Libraries and Equitable Access to Educational Resources: The Experience of the Cross-Border BiblioTech Project RO: Transformarea digitală a bibliotecilor şi accesul echitabil la resurse educaţionale: experienţa proiectului transfrontalier BiblioTechDigital
2.	COMORAŞU Aura	Romania	EN: The Role of Artificial Intelligence in the Interpretation of Literary Texts RO: Rolul inteligenţei artificiale în interpretarea textului literar
3.	DAVIDENKO Andrey, PYROZHKOV Yehor	Ukraine	EN: Involving Natural Science Teachers in the Creation of Multimedia Teaching Materials RO: Implicarea profesorilor de ştiinţe ale naturii în crearea materialelor didactice multimedia
4.	MAŢARIN Mariana, EMANDEI Maria	Republic of Moldova	EN: The CBOL Cross-Border Digital Library Supporting the Digital Transformation of Higher Education RO: Biblioteca Digitală Transfrontalieră CBOL: sprijinirea transformării digitale a învăţământului superior
5.	RADUC Georgiana Madalina	Romania	EN: Generative Artificial Intelligence: Dimensions of Research on Students' Creativity RO: Inteligenţa artificială generativă: dimensiuni ale cercetării creativităţii elevilor
6.	SCHERLET Ecaterina	Republic of Moldova	EN: Management of Electronic Resources in the Context of Digital Transformation of the University Library RO: Managementul resurselor electronice în contextul transformării digitale a bibliotecii universitare
7.	SOLDATENKO Oleksandr	Ukraine	EN: Information Technologies in the Professional Activity of Art Teachers in General Secondary Education Institutions RO: Tehnologiile informaţionale în activitatea profesională a profesorilor de artă din instituţiile de învăţământ secundar general
8.	STANCIU Silviu, ANTOCI Diana	Romania, Republic of Moldova	EN: Digital Transformation and Equitable Access to Educational Resources: a Bibliometric Analysis of Digital University Libraries RO: Transformarea digitală şi accesul echitabil la resursele educaţionale: o analiză bibliometrică a bibliotecilor universitare digitale

No .	Authors	Country	Title of the Paper in English and Romanian
9.	STRATAN Valentina, LUPU Viorica	Republic of Moldova	EN: From Traditional Library to Smart and Inclusive Hub: The MINDS Project at the Technical University of Moldova RO: De la bibliotecă tradițională la hub inteligent și incluziv: Proiectul MINDS la Universitatea Tehnică a Moldovei
10.	SUSARENCO Ala	Republic of Moldova	EN: Developing Advanced Digital Skills for the University Environment – The Educational Dimension of the CBOL Project RO: Formarea competențelor digitale avansate pentru mediul universita – imensiune educațională a Proiectului CBOL
11.	TABURCEANU Polina	Republic of Moldova	EN: The Ethical and Historical Dimensions of Spiridon Vangheli’s Work “Children in the Shackles of Siberia” in Romanian Language and Literature Classes RO: Dimensiunea etică și cea istorică a operei „Copii în cătușele Siberiei” de Spiridon Vangheli la orele de limba și literatura română
12.	TERENTIEVA Nataliia, LIASHKEVYCH Antonina	Ukraine	EN: Ensuring the Accessibility of Digital Collections within the Educational and Scientific Environment of Higher Education Institutions in Times of Crisis RO: Asigurarea accesibilității colecțiilor digitale din mediul educațional și științific al instituțiilor de învățământ superior în condiții de criză

SECTION 5

ETWINNING AND DIGITAL COLLABORATION: BUILDING INNOVATIVE LEARNING COMMUNITIES

26 September 2026

09:00-14:00

Location: Chișinău, 5 Ghenadie Iablokikin St., Building 7, Aula Academica

Access link: <https://meet.google.com/zzs-fmpn-eui>

Moderators: **DIMITRIU Angela**, eTwinning Program Manager,
Technical University of Moldova, Republic of Moldova

BUCUCI Olesea, PhD candidate, University Assistant,
“Ion Creangă” State Pedagogical University of Chișinău, Republic of Moldova

No .	Authors	Country	Title of the Paper in English and Romanian
1.	AL-JAMAL Dina	Jordan	EN: Exploring Global Communication Skills Among Jordanian Student Teachers Across AI-Mediated eTwinning Projects RO: Explorarea competențelor de comunicare globală în rândul studenților-profesori iordanieni prin intermediul proiectelor eTwinning mediate de IA
2.	ANTOCI Diana, MÎSLIȚCHI Valentina	Republic of Moldova	EN: Learning Together in Digital Spaces: Teacher-Student Experiences of Cooperation and Innovation through eTwinning RO: Învățarea împreună în spații digitale: experiențe de cooperare și inovare ale profesorilor și elevilor prin eTwinning

No	Authors	Country	Title of the Paper in English and Romanian
3.	ARTIOMOV-CRACIUN Alina, ARTIOMOV-CRACIUN Sergiu, TUREK-RAHOVEANU Maria Magdalena, ZUGRAVU Adrian-Gheorghe	Romania	EN: Behavioral Change, the Development of a Sustainable Economy, and the Involvement of Local Communities in Protecting Natural Resources RO: Schimbarea comportamentală, dezvoltarea unei economii sustenabile și implicarea comunităților locale în protejarea resurselor naturale
4.	BARRIUSO Carol, LOCKHART Edward A.	Spain	EN: Does eTwinning Change Why Children Learn English, or Only How It Feels? RO: Schimbă eTwinning motivul pentru care copiii învață limba engleză sau doar modul în care percep această experiență?
5.	LEFTER Adriana Silviu	Romania	EN: Developing Strategic Competence in eTwinning Learning Communities: A Longitudinal Portfolio Analysis RO: Formarea competenței strategice în comunitățile de învățare eTwinning: o analiză longitudinală a portofoliilor
6.	DIMITRIU Angela	Republic of Moldova	EN: eTwinning as a Platform for Promoting Pedagogical Excellence: Recognition, Innovation, and European Online Collaboration RO: eTwinning ca platformă de promovare a excelenței pedagogice: recunoaștere, inovare și colaborare europeană online
7.	GARBATOVSKI Valeria, MIRICIOIU Alexandra	Republic of Moldova; Romania	EN: Digital Collaborative Learning in eTwinning: A Partnership among School Students, Pre-Service Teachers, and Teachers RO: Învățarea colaborativă digitală în eTwinning: parteneriat între elevi, viitori profesori și cadre didactice
8.	GORIA Sophia, SIATRAS Anastasios, AMPATZIDIS Georgios	Greece	EN: From STEM exploration to pedagogical design through eTwinning: pre-service early childhood teachers' experiences RO: De la explorarea domeniului STEM la proiectarea pedagogică prin eTwinning: experiențele viitoarelor cadre didactice din învățământul preșcolar
9.	KARAARSLAN Fatma Nur, İZGİ ONBAŞILI Ümit	Türkiye	EN: From Online Collaboration to Teacher Education: A Document Analysis of Official eTwinning Publications from 2020 to 2026 RO: De la colaborarea online la formarea cadrelor didactice: o analiză documentară a publicațiilor oficiale eTwinning din perioada 2020-2026
10.	LA MONTAGNA Teresa, TARASCHI Biancamaria	Italy	EN: Transnational Digital Storytelling within the Internship Tool: eTwinning and Cooperation between Italy, Slovakia, and the Republic of Moldova at UNISOB RO: Povestirea digitală transnațională în cadrul instrumentului de stagiu: eTwinning și cooperarea dintre Italia, Slovacia și Republica Moldova la UNISOB
11.	LOCKHART Edward A., BARRIUSO Carol, POP Raluca	Spain; Romania	EN: Four eTwinning ITE Projects on European Educational Platforms: First Quantitative Results RO: Patru proiecte eTwinning ITE privind platformele educaționale europene: primele rezultate cantitative
12.	NACCA Mary	Italy	EN: Pedagogies in Networks: Teacher Education Between eTwinning and Transnational Cooperation RO: Pedagogii în rețele: formarea cadrelor didactice între eTwinning și cooperarea transnațională

No .	Authors	Country	Title of the Paper in English and Romanian
13.	NAUMOSKA Aneta	North Macedonia	EN: Learning to Provide Feedback: eTwinning and Assessment Literacy in Initial Teacher Education (ITE) RO: Învățarea oferirii feedbackului: eTwinning și competența evaluativă în formarea inițială a cadrelor didactice (ITE)

WORKSHOP THE ETWINNING PROGRAM – A DIGITAL SPACE FOR COLLABORATION AND INNOVATIVE LEARNING

Trainers: **DIMITRIU Angela**, eTwinning Program Manager, Technical University of Moldova, Republic of Moldova
ANTOCI Diana, eTwinning Teacher, “Ion Creangă” State Pedagogical University of Chișinău, Republic of Moldova

Part 1

- eTwinning – opportunities for collaboration, communication, and pedagogical innovation
- eTwinning for students (future teachers): developing digital and pedagogical skills through collaboration

Part 2

- The European School Education Platform (ESEP) – a source of information, professional development, and inspiration

Registration Form:

<https://docs.google.com/forms/d/e/1FAIpQLSeDrJwF7mYsKSsnjW3p7Vs1DizocSCaveU-ZKcTseowviFgA/viewform?usp=dialog>

SECTION 6

PEDAGOGICAL ACTION RESEARCH: METHODOLOGY AND PRACTICE

26 September 2026

09:00-14:00

Location: Chișinău, 5 Ghenadie Iablokikin St., Building 7, Room 210

Access link: <https://meet.google.com/mqf-qges-hhm>

Moderators: **BUZENCO Aurica**, Associate Professor, PhD, “Ion Creangă” State Pedagogical University of Chișinău, Republic of Moldova
SCUTARU Albina, PhD candidate, University Assistant, “Ion Creangă” State Pedagogical University of Chișinău, Republic of Moldova

No .	Authors	Country	Title of the Paper in English and Romanian
1.	BRANIȘTE Ludmila	Romania	EN: From Difficulty to Solution in Teaching Romanian as a Foreign Language: Best Practices for the Academic Adaptation of International Students RO: De la dificultate la soluție în predarea limbii române ca limbă străină: bune practici pentru adaptarea academică a studenților străini

No	Authors	Country	Title of the Paper in English and Romanian
2.	BUCUCI Olesea, BUCUCI Marian	Republic of Moldova; Romania	EN: Initial Teacher Training for Teaching English as a Foreign Language in Early Childhood Education: A Pedagogical Action Research Perspective RO: Formarea profesională inițială a cadrelor didactice pentru predarea limbii engleze ca limbă străină în instituții de educație timpurie: o perspectivă a cercetării-acțiune pedagogice
3.	BUZENCO Aurica, CROITOR Stella	Republic of Moldova	EN: Action Research as a Strategy for Leveraging Popular Pedagogy in the Education of Generation Alpha RO: Cercetarea acțională ca strategie de valorificare a pedagogiei populare în educația generației Alpha
4.	CIUBOTARU Natalia, PRISACARU Alla	Republic of Moldova	EN: Valorizing the Non-Invasive Impact Methodology in Primary Education RO: Valorificarea metodologiei impactului noninvaziv în învățământul primar
5.	GOLUBIȚCHI Silvia, VICOL Nina, ROȘCAN Beatris-Geanina	Republic of Moldova; Romania	EN: Teaching methods for stimulating interest in reading in lower secondary education RO: Modalități didactice de stimulare a interesului pentru lectură în învățământul gimnazial
6.	MUNTEANU Olga, BOROZAN Maia	Republic of Moldova	EN: Pedagogical Charisma and Teachers’ Emotional Culture in the Digital Society RO: Carisma pedagogică și cultura emoțională a profesorului în societatea digitală
7.	SCUTARU Albina	Republic of Moldova	EN: Training Professionals for Sustainable Engagement in Intersectoral Partnerships: From Pedagogical Reflection to Transformative Action RO: Formarea specialiștilor pentru implicarea sustenabilă în parteneriate intersectoriale: de la reflecție pedagogică la acțiune transformativă
8.	STOICA Claudia-Elena, BOROZAN Maia	Romania; Republic of Moldova	EN: Students’ Emotional Autonomy in the Context of Social Media Use: Pedagogical Reference Points and Directions for Development through Action Research RO: Autonomia emoțională a elevilor în contextul utilizării rețelelor sociale: repere pedagogice și direcții de dezvoltare prin cercetarea-acțiune
9.	STOICA Liliana	Republic of Moldova	EN: The Educational Game as a Strategy for Investigating Personal Autonomy in Preschool Children RO: Jocul didactic – strategie de cercetare a autonomiei personale la vârsta preșcolară
10.	STROESCU Daniela-Iulia	Romania	EN: Psychopedagogical Strategies for Supporting Communication in Preschool Children with Autism Spectrum Disorder RO: Strategii psihopedagogice pentru susținerea comunicării la copiii preșcolari cu tulburări din spectrul autist
11.	STEPANOV Liudmila, TABURCEANU Polina	Republic of Moldova	EN: Myth, Symbol, and the Human Condition in George Meniuc’s “Orpheus’ Autumn”: Guidelines for Interpretative Reading in the 12th Grade RO: Mit, simbol și condiție umană în „Toamna lui Orfeu” de George Meniuc: repere pentru lectura interpretativă în clasa a XII-a

26 September 2026

Approval and publication of conference resolution

Contact persons:

Diana ANTOCI, University Professor, Doctor Habilitatus, e-mail: antoci.diana@upsc.md

Valentina MÎSLIȚCHI, Associate Professor, PhD, e-mail: mislitchi.valentina@upsc.md



INTERNATIONAL SCIENTIFIC CONFERENCE

HIGHER EDUCATION: TRADITIONS, VALUES, PERSPECTIVES

25-26 September 2026

VOLUME OF ABSTRACTS

Chișinău, 2026

PLENARY SESSION

INTERNATIONALIZING TEACHER EDUCATION WITHIN HIGHER EDUCATION: BALANCING REGIONAL, NATIONAL, AND GLOBAL DIMENSIONS

RAKHKOCHKINE Anatoli, University Professor, PhD, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany, ORCID ID: 0000-0001-5786-3323, e-mail: anatoli.rakhkochkine@fau.de

Abstract. The paper deals with recent trends regarding the internationalization of teacher education and demonstrates the intersection of the regional, national, and global dimensions of this process. First, it analyzes the specifics of internationalizing teacher education within higher education. Second, it discusses trends toward the universalization and standardization of the teaching profession, which are driven by factors such as international student assessment studies, the policy borrowing and lending of educational practices, globalization in the production of teaching materials, and international teacher mobility. Third, the paper demonstrates how global, national, and regional dimensions are interlinked. Using the “FAU Lehramt International” project at Friedrich-Alexander-Universität Erlangen-Nürnberg as a case study, it illustrates how universities can capitalize on the potential of local, regional, and international networking to establish a systematic and sustainable framework for internationalizing teacher education.

Keywords: internationalization of teacher education; higher education; regional, national, and global dimensions; teacher mobility; international networking.

THE TEACHER-STUDENT-ENVIRONMENT RELATIONSHIP AS AN EXPRESSION OF THE TEACHER-ENVIRONMENT RELATIONSHIP

ȘOITU Laurențiu, University Professor, PhD, Prof. Emeritus, Dr. h.c., “Alexandru Ioan Cuza” University of Iași, Romania, ORCID ID: 0000-0002-4804-0373, e-mail: soitu@uaic.ro

PASCU Mara-Sînziana, PhD, “Constantin Păunescu” Special Secondary School, Iași, Romania, ORCID ID: 0000-0003-1210-6382, e-mail: mara.pascus@gmail.com

Abstract. We start from the ancient idea, further developed within social pedagogy (Vygotsky, 1978; Piaget, J., 1952; Bandura, 1982), that students pay attention to the behaviors and commendable or reprehensible attitudes of the people among whom they grow and develop. Consequently, teachers exert an even stronger influence through their authority and the symbolic power associated with the teaching profession and the school.

In turn, the environment, with its various elements, has undergone significant transformations, with technology contributing to changes across all areas of social life, including education (Koehler, M. J., Mishra, P., & Cain, W., 2017; Willermark, S., 2018; Ertmer, P. A., Ottenbreit-Leftwich, A. T., & Tondeur, J., 2020). These transformations have also contributed to the emergence and increasing visibility of both technophiles and technophobes. In recent years, digital technology, which can be easily used by almost anyone regardless of their level of education, has made possible not only an increase in the number of people belonging to each group, but also a greater intensity in the expression of these positions. If teachers are no exception, students, too, may find it difficult to identify a middle way – the path regarded by the ancients as desirable because it allows time for reflection and the development of sound understanding.

We aim to argue that greater understanding is not achieved through a struggle between “digital immigrants” and “digital natives,” but rather through attention to shared meaning and transgenerational significance. The arguments presented are grounded in the 3PT&I pedagogical model, through which we demonstrate that “teacher-student-environment relationality is an ongoing present” (Șoitu, L., & Pascu, M. S., 2025). Our approach draws on the TPACK framework, concerning the intersection of technological, pedagogical, and content knowledge (Koehler, M. J., & Mishra, P., 2006); the constructivist paradigm, understood as one of mutual growth (Șoitu, L., 2019); and the Reggio Emilia approach.

Keywords: relationality; teacher-student-environment relationality; teacher-environment relationship; intergenerational unity; 3PT&I model.

eTWINNING ITE IN TEACHER EDUCATION: THE MERSIN UNIVERSITY EXPERIENCE AND INSTITUTIONAL INTEGRATION

İZGİ ONBAŞILI Ümit, Associate Professor, PhD, Faculty of Education, Department of Primary Education, Mersin University, Türkiye, ORCID ID: 0000-0002-7655-3037, e-mail: umitizgi@mersin.edu.tr

Abstract. This study examines how the eTwinning Initial Teacher Education (ITE) approach has been integrated into teacher education at Mersin University Faculty of Education and identifies the principal pedagogical and institutional implications arising from this experience. It is an experience-based review grounded in a holistic examination of Mersin University’s institutional activity records and related academic studies. The review considers curriculum integration, project implementation, mentoring, university-school collaboration, and research and dissemination processes together, with particular attention to the functions of these activities within the teacher education programme and their interconnections. In the Mersin University context, key components include linking eTwinning with coursework, enabling student teachers to assume active responsibilities in international projects, connecting project work with placement schools, providing mentoring support, and integrating research and dissemination. The related studies indicate the importance of addressing digital pedagogy, intercultural learning, foreign-language communication, and professional learning in an interconnected manner. Overall, the sustainability of eTwinning ITE depends less on the number of projects than on its alignment with the pedagogical goals of teacher education, sustained university-school collaboration, and systematic evaluation processes, which also support institutional learning.

Keywords: eTwinning ITE; teacher education; digital collaboration; intercultural learning; Mersin University.

NEW TECHNOLOGIES IN THE TEACHING PROCESS: INSIGHTS FROM THE ROMD 00388 PROJECT

STANCIU Silviu, University Professor, Doctor Habilitatus, “Dunarea de Jos” University of Galati, Romania, ORCID ID: <https://orcid.org/0000-0001-7697-0968>, e-mail: silviu.stanciu@ugal.ro

Abstract. The integration of new technologies is changing how universities organize teaching and provide access to educational resources. This paper examines these changes through the ROMD 00388 – CBOL project, a collaborative initiative between “Dunărea de Jos” University of Galați and “Ion Creangă” State Pedagogical University of Chișinău that aims to develop a cross-border online university library. The study analyzes how artificial intelligence, learning platforms, and virtual laboratories can help adapt content to students’ needs, provide feedback, and support collaborative activities. The findings highlight the conditions on which their effective use depends: access to digital infrastructure, teacher training, and data protection. In the context of CBOL, these conditions are particularly relevant to reducing geographical barriers and ensuring equitable access to learning materials.

Digital technologies can improve university teaching when they are selected according to learning objectives and supported through institutional cooperation. The ROMD 00388 project offers an example of a cross-border framework in which this approach can be developed.

Keywords: educational technologies, higher education, digital library, equitable access, cross-border cooperation.

QUO VADIS, ROMANIAN? IDENTITY, EDUCATION, AND THE FUTURE OF THE ROMANIAN LANGUAGE BEYOND ROMANIA

IVANIĆ Ivana, Associate Professor, PhD, Department of Romanian Language and Literature,
Faculty of Philosophy, University of Novi Sad, Serbia,
ORCID ID: <https://orcid.org/0000-0001-6064-5028>, e-mail: ivana.ivanic@ff.uns.ac.rs

Abstract. The Romanian language spoken and transmitted in communities beyond Romania's borders represents not only a means of communication but also a fundamental component of cultural identity, collective memory, and community continuity. In a European and global context shaped by mobility, multilingualism, digitalisation, and rapidly changing educational models, the preservation and transmission of Romanian to younger generations involve a range of challenges that require an interdisciplinary approach. This paper examines the status and future perspectives of Romanian in communities outside Romania, with particular attention to the Romanian community in Serbia and the multicultural environment of Vojvodina. It explores the relationship between language, identity, and education, the role of families and educational institutions in the intergenerational transmission of Romanian, as well as the importance of cultural institutions, community organisations, and cross-border cooperation in maintaining linguistic and cultural heritage. Particular attention is devoted to younger generations, for whom the heritage language coexists with the majority language and with other languages present in educational and digital environments. In this context, maintaining Romanian cannot be understood solely as the preservation of traditional forms of communication. Its future also depends on its capacity to adapt to new social and educational practices, on the development of digital competences, and on the integration of contemporary technologies into language teaching and promotion. The paper highlights the potential of digital platforms, interactive educational resources, and artificial intelligence-based tools to create new spaces for learning and using Romanian, particularly among younger generations. At the same time, technology cannot replace the role of the community, family, teachers, and institutions; rather, it should be integrated into a broader strategy supporting multilingualism and cultural identity. The question Quo Vadis, Romanian? thus becomes a reflection on shared responsibility for the future of the Romanian language beyond Romania's borders. Its continuity depends on establishing a dynamic relationship between tradition and innovation, memory and education, local identity and belonging to a broader Romanian and European cultural space.

Keywords: Romanian language; Romanian communities; Serbia, Vojvodina; linguistic identity; education, multilingualism; intergenerational transmission; digitalization; artificial intelligence.

AN EXPLORATORY PERSPECTIVE THROUGH THE LENS OF A LIFELONG LEARNING SYSTEMS APPROACH

HINZEN, Heribert, University Professor (H) Dr., Dr. h. c. mult., Julius-Maximilians-Universität
Würzburg, Germany, ORCID ID: 0000-0002-9432-6786, e-mail: hinzenh@hotmail.com

Abstract. Recent discussions and studies point to an understanding that a systems lens – higher education system, adult learning system, learning ecosystem, lifelong learning system, all much beyond the formal education system only – may be helpful to integrate the global recommendations for national policies and local practices in a meaningful way.

Higher education (HE) is changing dramatically fast in light of artificial intelligence and digitalisation. Adult Learning and Education (ALE) is a fragmented field of policy, practice and study as can be seen clearly in respect to their governance, legislation and finances. A more recent discourse in the context of increasing participation, reducing inequality, and improving quality looks at lifelong learning (LLL) as a system which has implications for interventions on national, regional and local levels.

Demographic changes show that more people are living longer. Technological advancements require up-dating our knowledge, competencies, and skills continuously. Societal and cultural changes ask us to pay higher attention to attitudes, behavior, and values in a lifelong, life-wide, and life-deep perspective. All of these developments may be best served by a comprehensive Lifelong Learning System.

Keywords: Higher education; adult learning; demographic changes; governance; participation.

PEDAGOGICAL ACTION RESEARCH: EPISTEMOLOGICAL PREMISES FOR A THEORY OF KNOWLEDGE AND INNOVATIVE TRANSFORMATION IN HIGHER EDUCATION

BOROZAN Maia, University Professor, Doctor Habilitatus, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova, ORCID ID: <https://orcid.org/0000-0003-2704-0304>,
e-mail: mayacojocari@yahoo.com

ANTOCI Diana, University Professor, Doctor Habilitatus, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova, ORCID ID <https://orcid.org/0000-0002-7018-6651>,
e-mail: antoci.diana@upsc.md

Abstract. Pedagogical action research has been practiced extensively for eight decades, yet it has seldom been theorized explicitly as a theory in the rigorous sense the term carries in the methodology of science. This article addresses that unexplored epistemological space by presenting the premises for developing a Theory of Pedagogical Action Research (CPA theory) built across three distinct levels of analysis, ranging from the general meaning of pedagogical research to the specific nature of action research as a form of producing scientific knowledge through active involvement, intervention, and pedagogical reflection. Drawing on Whetten's canonical framework for theoretical contribution and on the historical convergence between the theory-building literature and the literature specific to pedagogical action research, the article outlines a seven-component scientific framework for the CPA theory: epistemological foundations, dimensions, stages, self-regulation mechanisms, transformative outcomes, professional identity reconfiguration, and the innovation of educational praxis. The article also identifies the theory's explicit limitations, its contextuality, the subjectivity of the researcher-practitioner, and its methodological constraints, treating these as epistemological principles of a theory centred on practice and reflexivity. The theory thus formulated repositions pedagogical action research as an integrative system for producing knowledge, developing reflective competence, and sustaining the transformation of educational praxis.

Keywords: pedagogical action research; theory development; professional development; reflective practice; educational innovation; epistemology; teaching staff.

**INTERNATIONAL DIALOGUE FORUM
DIALOGUE FOR INTERNATIONALISATION: EDUCATIONAL MOBILITY,
INTERCULTURAL EXCHANGE AND ACADEMIC COOPERATION IN A CHANGING
WORLD**

**BUILDING TRANSNATIONAL EDUCATIONAL SPACES THROUGH INTERNATIONAL
EDUCATIONAL EXCHANGES: THE ROLE OF INTERCULTURAL COMPETENCE AND
PROFESSIONAL DEVELOPMENT IN MOLDOVAN TEACHER EDUCATION**

CALANCEA Angela, Associate Professor, PhD in psychology, “Ion Creanga” State Pedagogical
University of Chisinau, Republic of Moldova, ORCID ID: 0000-0003-2869-0157,
e-mail: angela.calancea@yahoo.com

Abstract. International educational exchanges are commonly examined through mobility participation and individual learning outcomes, while less attention is given to how temporary cross-border encounters may develop into continuing educational relationships. This conceptual study examines how international educational exchanges may contribute to the construction of transnational educational spaces, with particular reference to teacher education in Moldova. Drawing on research on internationalization, educational mobility, knowledge circulation, intercultural competence, and professional learning, the study develops the Transnational Educational Space Construction Model (TESCM). The model distinguishes three interconnected phases: international encounter, transformative mechanisms, and transnational embedding. Knowledge circulation, intercultural competence, critical reflexivity, and professional learning operate as interacting mechanisms, while recontextualization connects individual learning with institutional circulation, professional networks, and sustained cooperation. The study also introduces transnational educational continuity to conceptualize what persists or develops beyond individual exchange events. TESCM consequently distinguishes mobility from transnationality and conceptualizes transnational educational spaces as context-dependent and potentially reversible relational configurations.

Keywords: transnational educational spaces; international educational exchange; teacher education; intercultural competence; professional development; knowledge circulation

**EMOTIONAL DISCIPLINE IN THE CONTEXT OF THE INTERNATIONALIZATION OF
EDUCATION: AN ANALYSIS OF PRACTICES ACROSS DIFFERENT
EDUCATIONAL SYSTEMS**

CAZACU Natalia, PhD candidate, Doctoral School of Educational Sciences, “Ion Creangă” State
Pedagogical University of Chişinău, University Assistant, “Alecă Russo” State University of Bălţi,
Republic of Moldova, ORCID ID: 0009-0001-1587-0055, e-mail: natalia.cazacu@usarb.md

Abstract. The internationalization of education encourages the exchange of ideas, experiences, and practices across different educational systems, including in the areas of students’ social-emotional development and behavior management. In this context, the article examines emotional discipline in relation to educational practices developed and implemented across different educational systems, with the aim of identifying both common elements and particular features shaped by the cultural, pedagogical, and institutional characteristics of the settings in which these practices are applied. The study is based on the analysis and synthesis of specialized literature on practices associated with social-emotional learning, positive behavioral support, restorative approaches, and classroom management, with particular relevance to the recognition, expression, and appropriate regulation of emotions, as well as to the development of self-control, responsibility, and constructive interpersonal relationships. A comparison of practices across different educational systems reveals converging tendencies toward self-regulation, responsibility, and the creation of an educational climate conducive to social-emotional development, alongside distinct forms of implementation influenced by the characteristics of each educational and cultural context. The international experiences examined also highlight the need to contextualize and adapt emotional discipline practices to the values, policies, and specific conditions of each educational system. From this perspective, emotional discipline emerges as a

relevant dimension of contemporary education, oriented toward drawing on pedagogical experiences within the process of the internationalization of education.

Keywords: emotional discipline; social-emotional education; internationalization of education; classroom management; positive behavioral support; restorative practices.

PSYCHOLOGICAL RESILIENCE OF YOUNG PEOPLE IN INTERNATIONAL EDUCATIONAL EXCHANGES BETWEEN THE REPUBLIC OF MOLDOVA AND THE EUROPEAN UNION

CEBAN Cristina, Psychologist at the Day Center for Children at Risk, General Directorate for Child Rights Protection, PhD, “Ion Creanga” State Pedagogical University of Chişinău, Republic of Moldova, ORCID ID: 0009-0006-7736-5173, e-mail: ceban.cristina@upsc.md

Abstract. Contemporary society is undergoing profound transformations driven by globalization, rapid technological advancement, cultural diversity, and the expansion of international educational opportunities. These changes create new contexts for young people, requiring them to adapt to novel social, cultural, and educational environments. International educational exchange programs between the Republic of Moldova and the European Union offer valuable opportunities for academic development, intercultural learning, and the cultivation of broader social and European perspectives. At the same time, participation in transnational educational settings can entail challenges related to cultural differences, communication barriers, uncertainty, identity, and adaptation to new social contexts. In this regard, psychological resilience serves as a vital personal resource, enabling young people to manage stress, overcome difficulties, maintain emotional balance, and adapt constructively to changing circumstances. These resources are reflected in the speed with which the young person adapts to new circumstances, in the ability to assimilate social rules and requirements, in the success of acquiring new skills and in the emotional flexibility manifested in behavior. They also contribute to the ability to establish new relationships and integrate into different social contexts. This paper examines the role of psychological resilience in the experiences of young people participating in international educational exchanges between the Republic of Moldova and the European Union. Special attention is given to resilience as a factor supporting psychosocial adaptation, intercultural interaction, and personal development within transnational educational environments.

Keywords: psychological resilience; educational exchanges; experience; young people; social contexts.

INTERNATIONALIZATION OF „HOME” EDUCATION AS AN INCLUSIVE STRATEGY FOR EDUCATIONAL INSTITUTIONS IN THE REPUBLIC OF MOLDOVA

CHIPERI Nadejda, University Lecturer, PhD in psychology, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova, ORCID ID: 0000-0001-8172-7735, e-mail: nadejda.chiperi@gmail.com

Abstract. The article analyzes the potential of „home” internationalization as an inclusive strategy for educational institutions in the Republic of Moldova. Internationalization is usually treated as a matter of mobility - students and teachers crossing borders, institutions signing partnership agreements, joint projects running across time zones. Framed that way, though, it quietly excludes most people. A student without the money, the language skills, or simply the family circumstances to travel is left outside a process that is supposed to be part of a modern education. This article looks at an alternative: Internationalization at Home (IaH), an approach built around bringing the international and intercultural dimensions of learning into everyday school life rather than reserving them for the few who can go abroad. After laying out the conceptual background, the piece turns to what makes the Moldovan context distinctive - its demographic shifts, its linguistic and ethnic diversity, its enormous diaspora, and the digital infrastructure now in place and argues that IaH could function there as both an educational upgrade and a tool for reducing inequality of access.

Keywords: internationalization of education; Internationalization at Home; inclusive education; intercultural education; cultural diversity; intercultural competencies; Republic of Moldova.

REIMAGINING THE VALUE AND ROLE OF UNIVERSITIES IN A LIFELONG LEARNING SOCIETY: KOREA’S EXPERIENCE FROM RISE TO ANCHOR AND REGIONAL LIFELONG LEARNING INNOVATION

CHOI Un Shil, University Professor, PhD, Midwest University, Missouri, USA, Emeritus Professor, Ajou University, ORCID ID: 0009-0003-7380-0148, e-mail: nadejda.chiperi@gmail.com

Abstract. Higher education is entering a period of profound transformation. Demographic change, population ageing, rapid technological development, regional decline, and changing patterns of work are challenging the traditional model of the university as an institution primarily serving young adults pursuing degrees. In a lifelong learning society, the value of a university must increasingly be understood not only in terms of degrees, research outputs, and employment outcomes, but also through its capacity to provide learning opportunities throughout life, respond to the needs of its region, and contribute to sustainable community development.

Korea provides an important case of this transition. Having achieved rapid expansion and universalization of higher education, the country is now confronting declining college-age populations, widening regional disparities, and the need for continuous reskilling and upskilling. These challenges are encouraging Korean universities to move beyond the conventional boundaries of the campus and to redefine themselves as regional platforms for lifelong learning, innovation, and social engagement.

A significant policy development in this transformation has been the Regional Innovation System & Education (RISE), introduced nationally in 2025 after a pilot phase. RISE shifted greater responsibility for university support toward regional governments and sought to connect higher education more closely with regional development strategies. In 2026, this policy framework evolved into the ANCHOR initiative, Korea’s regional growth and talent-development system, further emphasizing the role of universities as institutional “anchors” linking education, talent development, industry, local government, and regional communities.

From the perspective of lifelong education, this transition is particularly significant. Universities are increasingly expected to serve learners across the life course rather than only traditional university-age students. Adult learners, workers requiring new competencies, career-transition learners, local residents, older adults, and international learners are becoming important constituencies of higher education. Flexible curricula, micro-credentials, continuing and professional education, university–industry cooperation, community-based learning, and regional learning partnerships are consequently becoming increasingly important dimensions of the university mission.

This presentation examines Korea’s evolving experience of university lifelong education, with particular attention to the transition from RISE to ANCHOR and selected practices demonstrating stronger connections among universities, communities, industries, and local governments. It interprets these developments not merely as administrative reforms, but as part of a broader transformation in the social role of higher education.

The Korean experience suggests that the future value of universities may depend increasingly on their ability to become open, connected, and lifelong institutions. The university of the future should not simply be a place where education is completed before entering adult life. Rather, it can become a learning hub to which people repeatedly return throughout their lives and a regional anchor capable of connecting knowledge with people, places, and social challenges.

Ultimately, reimagining higher education through the lens of lifelong learning invites a fundamental shift in perspective: from the university as a place of education to the university as an ecosystem for learning throughout life; from the university located in a region to the university learning, innovating, and growing together with its region.

Keywords: Lifelong Learning; Higher Education; University Lifelong Education; RISE; ANCHOR; Regional Innovation; Adult Learning; University-Community Partnership; Korea.

LEARNING TO COMMUNICATE ACROSS BORDERS: PREPARING FUTURE TEACHERS FOR INTERNATIONAL EDUCATIONAL EXCHANGES THROUGH ENGLISH COMMUNICATIVE COMPETENCE DEVELOPMENT

MARDARI Alina, University Lecturer, PhD student, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova, ORCID ID: 0000-0001-5769-9252, e-mail: mardari.alina@upsc.md

Abstract. International educational exchanges create opportunities for future teachers to engage in academic cooperation and communication across linguistic and cultural borders. However, the extent to which teacher education programmes in Moldova prepare students for these experiences through the development of English communicative competence remains insufficiently explored. This study aims to examine how English communicative competence for international educational exchanges is reflected in teacher education curricula, particularly in learning outcomes, course content, and teaching methods. The research will employ a qualitative approach involving curriculum and syllabus analysis, examination of mobility-related institutional documents, and semi-structured interviews with teacher educators, students, and mobility coordinators. The study seeks to contribute to understanding how teacher education supports participation in transnational educational spaces. Its findings may inform curriculum development, improve students' preparation for international mobility, and support the design of professional development initiatives aimed at strengthening English communicative competence for international educational cooperation.

Keywords: English communicative competence; international educational exchanges; teacher education; curriculum development; academic mobility.

COMPARATIVE PERSPECTIVES ON INTERNATIONAL EDUCATION IN DIASPORA AND TRANSNATIONAL COMMUNITIES IN KAZAKHSTAN, KYRGYZSTAN, UZBEKISTAN, AND GERMANY

MOLDAGALI Madina, Senior Lecturer, PhD, Abai Kazakh National Pedagogical University, Kazakhstan, ORCID ID: <https://orcid.org/0000-0001-8494-1497>, e-mail: m.moldagali@abaiuniversity.edu.kz

ABDIGAPBAROVA Ulzharkyn, University Professor, Doctor of Pedagogical Sciences, Abai Kazakh National Pedagogical University, Kazakhstan, ORCID ID: <https://orcid.org/0009-0002-7355-8091>, e-mail: u.abdigapbarova@abaiuniversity.edu.kz

UMETOV Kenzhebei, Associate Professor, Candidate of Philological Sciences, Kyrgyz National University, Kyrgyzstan, ORCID ID: <https://orcid.org/0000-0002-0544-6779>, e-mail: umetov_k@mail.ru

KUBANYCHBEKOVA Gulzhakhan, PhD student, Kyrgyz National University, Kyrgyzstan, ORCID ID: <https://orcid.org/0009-0008-8583-7526>, e-mail: kubanychbekova2404@gmail.com

ABDUGAFFOROVA Madina, student, Fergana State University, Uzbekistan, e-mail: abdugafforovamadinakhon@gmail.com

MARKSTÄDTER Evelyn, student, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany, e-mail: evelyn.markstaedter@adbk-nuernberg.de

GUENNOUNI Imane El, student, Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany, e-mail: imane.el@fau.de

Abstract. This article examines the role of diaspora and transnational communities in shaping international education across Kazakhstan, Kyrgyzstan, Uzbekistan, and Germany. It aims to identify the historical, sociocultural, and institutional factors that influence educational engagement and to compare state and community-based practices in the four national contexts. The study employs a comparative scoping review and documentary analysis of academic literature, statistical data, legislation, institutional reports, official websites, and relevant digital sources. The findings reveal three principal dimensions of diaspora-linked international education: heritage-language and cultural education, the mobilization of academic or knowledge diasporas, and diaspora-led educational services supporting university admission, mobility, and student adaptation. Although all four countries use diaspora organizations, diplomatic missions, foundations, and exchange programmes to maintain cross-border educational ties, their approaches differ in

institutionalization, funding, curriculum provision, and professional support. Germany demonstrates a comparatively established infrastructure for language and cultural outreach, whereas the Central Asian cases show expanding but unevenly coordinated initiatives. Overall, diaspora communities act as intermediaries between educational systems, promote cultural continuity and knowledge circulation, and strengthen long-term international cooperation. Further research should examine their emerging role as investors in education and innovation.

Keywords: diaspora; transnational communities; international education; Central Asia; Germany; educational mobility.

PSYCHOLOGICAL SAFETY AS A PREREQUISITE FOR MEANINGFUL INTERNATIONALIZATION IN HIGHER EDUCATION: FROM FEAR OF FAILURE TO INTERCULTURAL AND EPISTEMIC ENGAGEMENT

SANDULEAC Sergiu, Doctor Habilitatus, Associate Professor , “Ion Creanga” State Pedagogical
University of Chisinau, Republic of Moldova,
ORCID ID: 0000-0003-2040-4670, e-mail: sanduleac.sergiu@upsc.md

Abstract: Internationalization has become a defining dimension of contemporary higher education, extending beyond academic mobility toward increasingly complex intercultural, linguistic, pedagogical, and epistemic encounters. However, exposure to international academic environments does not automatically result in meaningful intercultural learning or academic transformation. Students and academic staff entering unfamiliar educational cultures may experience uncertainty, fear of negative evaluation, communication difficulties, and fear of failure, which can lead to avoidance, reduced participation, and withdrawal from potentially valuable international experiences. This paper conceptualizes psychological safety as an important psychological condition for meaningful internationalization in higher education. Psychological safety is understood as the perception that the academic environment allows individuals to ask questions, acknowledge uncertainty, express alternative perspectives, seek support, and make mistakes without disproportionate interpersonal or academic consequences. From this perspective, internationalization inevitably involves a certain degree of intercultural and epistemic dissonance, as participants encounter unfamiliar values, academic practices, research traditions, and ways of interpreting knowledge. The paper proposes that psychological safety may transform this dissonance from a perceived threat into an opportunity for learning. When psychological safety is low, fear of failure and negative evaluation may encourage self-protective strategies, including silence, conformity, avoidance, and limited intercultural engagement. Conversely, psychologically safe international learning environments may facilitate tolerance of ambiguity, reflective dialogue, intercultural openness, academic risk-taking, and the reconsideration of previously established assumptions. The proposed conceptual framework positions psychological safety as a mediating mechanism between international educational experiences and their potential intercultural and epistemic outcomes. It is argued that sustainable internationalization should therefore be evaluated not only through mobility indicators and institutional partnerships, but also through universities’ capacity to create psychologically safe environments that enable individuals to engage constructively with difference, uncertainty, and the possibility of failure.

Keywords: psychological safety; internationalization; higher education; fear of failure; intercultural competence; epistemic engagement; academic mobility.

THE TRANSFORMATIVE POWER OF EDUCATIONAL MOBILITIES

ȚURCANU Alina-Maria, Master's student at the University of Leipzig, Germany;
Assistant Lecturer, “Ion Creangă” State Pedagogical University of Chisinau, Republic of Moldova

Abstract. Academic mobility can become a transformative experience that extends far beyond the classroom and the duration of a study programme. In this Forum Dialogue, I will reflect on my experience as a former student of the “Ion Creangă” State Pedagogical University and participant in the UGRAD academic mobility programme in the United States. I will discuss how studying abroad exposed me to new cultures, academic perspectives and ways of learning, while also challenging me to become more independent, adaptable and confident. As a student of foreign languages, living in an English-speaking environment also allowed me to experience language as a real means of communication rather than simply as a subject studied in the classroom. Beyond individual development, I will highlight the importance of universities in facilitating academic mobility by providing students with clear information, institutional support and flexible conditions before, during and after their mobility. I will also reflect on the value of bringing international experiences, perspectives and good practices back to the home institution. Today, as a Master’s student in Germany and a university assistant at UPSC, I see mobility not simply as a journey abroad, but as an opportunity to grow, connect and contribute to the internationalisation of one’s academic community.

Keywords: academic mobility; internationalisation; intercultural learning; student development.

SECTION 1 VALUES, LIFELONG LEARNING AND SUSTAINABLE EDUCATION: AXIOLOGICAL PERSPECTIVES FOR THE FUTURE

TRANSFORMING VALUES THROUGH LIFELONG LEARNING: AN AXIOLOGICAL PERSPECTIVE ON SUSTAINABLE EDUCATION

ANTOCI Diana, University Professor, Doctor Habilitatus, “Ion Creangă” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: <https://orcid.org/0000-0002-7018-6651>,
e-mail: antoci.diana@upsc.md

Abstract. Contemporary social, technological, and cultural transformations call for a reconsideration of the role of values in educational processes and in the sustainable development of society. In this context, lifelong learning provides a dynamic framework for shaping, reconsidering, and transforming an individual's value orientations in light of social changes and new individual and collective responsibilities. This paper addresses the relationship between values, lifelong learning, and sustainable education from an axiological perspective, based on the premise that educational sustainability entails developing value systems capable of fostering responsibility, solidarity, inclusion, respect for diversity, and responsibility toward future generations. The study aims to conceptualize the mechanisms through which formal, non-formal, and informal learning experiences contribute to value transformation and the strengthening of orientations necessary for sustainability-oriented education. The analysis highlights the processual and contextual nature of axiological transformation and reveals the role of reflection, intercultural dialogue, social experience, and collaborative learning in restructuring value orientations. Sustainable education is conceptualized as a continuous process of personal and community development, grounded in values and oriented toward social responsibility, equity, and sustainable development. The paper proposes an integrative perspective on values as both the foundation and the mechanism of lifelong learning and sustainable education, offering guidelines for reconceptualizing education in response to future challenges.

Keywords: values; axiological transformation; lifelong learning; sustainable education; axiology; value orientations; sustainable development.

WATER QUALITY IN THE ICHEL RIVER BASIN: ENVIRONMENTAL SUSTAINABILITY, ECOLOGICAL VALUES AND EDUCATIONAL IMPLICATIONS

CHIRIAC Ghenadie, chemistry teacher, Hîrtopul Mic Middle School, Criuleni, Republic of Moldova, ORCID ID: 0000-0001-8504-6486, e-mail: ghenadiechiriac12@gmail.com

COROPCEANU Eduard, University Professor, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0003-1073-828X, e-mail: coropceanu.eduard@upsc.md

Abstract. The Ichel River is a right tributary of the Dniester River, that flows through the northern part of the Chişinău municipality, a fact that genera rise to a number of sources of environmental pollution. A series of ecological expeditions have been organized in recent years to determine the river's water quality, the biodiversity and its evolution within the studied ecosystems, as well as the sources of pollutant emissions. An important goal of the expeditions was to involve school teachers and students in experimental activities in order to foster ecological competence and a responsible attitude towards the environment. Furthermore, students were trained to develop eco-entrepreneurial ideas aimed at ensuring the sustainable development of communities and laying the foundations for a society based on the circular economy and a harmonious relationship between humans and nature.

Keywords: environmental protection; Ichel River; water quality; environmental education; expeditions; eco-entrepreneurship.

EMOTIONAL SELF-REGULATION AS A PSYCHOLOGICAL RESOURCE FOR ADOLESCENTS' SOCIAL ADJUSTMENT IN THE DIGITAL AGE

FLOREA Carmen-Elena, Psychotherapist, Hope Clinic, Bucharest, Romania; PhD Candidate, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova,
ORCID ID: 0009-0004-0517-3282, e-mail: psiholog.carmenflorea@gmail.com

Abstract. The article examines emotional self-regulation as a psychological resource that supports adolescents' social adjustment in a digital environment marked by permanent connectivity, rapid feedback, social comparison and repeated exposure to emotionally activating content. The analysis distinguishes ordinary screen use from problematic use and explains why the number of hours spent online, considered separately, cannot describe the quality or developmental meaning of digital experience. Drawing on the process model of emotion regulation, the I-PACE framework and recent studies on problematic smartphone use, the paper proposes a conceptual pathway in which emotional vulnerability and maladaptive strategies, such as rumination, catastrophizing, suppression and impulsive avoidance, may intensify compensatory screen use and weaken face-to-face participation. Conversely, emotional awareness, acceptance, cognitive reappraisal, planning and impulse control can interrupt this cycle and preserve relationships, school belonging and constructive conflict management. Emotional self-regulation is therefore approached as a mediator and a modifiable protective factor, not as a demand for constant self-control. The article concludes with implications for assessment, school-based prevention and family guidance, emphasizing contextualized measures, co-regulation and the purposeful use of digital technology.

Keywords: emotional self-regulation; adolescents; problematic screen use; social adjustment; digital well-being; coping.

EXPERIENTIAL LEARNING AS A PREMISE FOR THE HOLISTIC DEVELOPMENT OF PRESCHOOL CHILDREN

GOLUBIȚCHI Silvia, University Professor, Doctor Habilitatus, “Ion Creangă” State Pedagogical University of Chişinău, ORCID ID: <https://orcid.org/0000-0002-3650-0141>,
e-mail: golubitchi.silvia@upsc.md

NEMȚANU Dorina, Director, “Little Princess” Kindergarten, Romania, PhD Candidate, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova,
ORCID ID: <https://orcid.org/0009-0006-0830-1782>, e-mail: dorinanemtanu44@gmail.com

Abstract. The article addresses experiential learning as a relevant pedagogical approach in early childhood education, emphasizing its contribution to the holistic and integrated development of preschool children. The study highlights the shift from predominantly transmitting information towards creating educational situations in which children actively participate in their own learning through direct experience, action, exploration, experimentation, interaction, reflection, and application. Particular attention is given to the correlation between experiential learning and the four developmental domains: physical development and health promotion; personal, emotional, and social development; language and communication development, including the prerequisites for reading and writing; and cognitive development. The analysis demonstrates that experiential learning creates meaningful contexts in which children can explore, communicate, cooperate, solve problems, formulate hypotheses, reflect on their experiences, and transfer acquired knowledge to new situations. The approach also supports the development of autonomy, creativity, emotional self-regulation, communication skills, motor abilities, and cognitive capacities. The role of the teacher is viewed as that of a facilitator who designs authentic, stimulating, interactive, and age-appropriate learning contexts. Thus, experiential learning represents an important premise for organizing child-centered education and supporting the child's global development.

Keywords: experiential learning; preschool education; early childhood; active learning; holistic development; child-centered education; educational experience.

MOTIVATION FOR LIFELONG LEARNING – A FACTOR IN PERSONALITY DEVELOPMENT

MÎSLIȚCHI Valentina, Associate Professor, PhD, “Ion Creangă” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: <https://orcid.org/0000-0001-7868-4439>, e-mail: mislitchi.valentina@upsc.md

Abstract. The article addresses the motivation for lifelong learning as a dynamic and regulatory factor in personality development, within the context of technological, professional, and social transformations that necessitate the constant updating and restructuring of acquisitions, the reconsideration of action strategies, and the individual's adaptation to ever-changing demands and contexts. Through the analysis and synthesis of psychological, pedagogical, and social perspectives, the article highlights the integrative nature of lifelong learning, its temporal continuity, and the diversity of formal, non-formal, and informal contexts in which it takes place.

Learning motivation is examined through its functions of initiating, directing, energizing, and sustaining learning-oriented behavior, while achievement and self-actualization motivation serve as explanatory frameworks for an individual's commitment to achieving success, developing the competencies essential for personal and professional progress, and realizing their individual potential. In the proposed conceptualization, motivation for lifelong learning constitutes a specific, dynamic configuration within the personality's motivational system; it organizes needs for knowledge and development, learning motives, interests, values, and aspirations, while lending meaning to learning goals and sustaining active, persistent engagement in the learning process.

The psycho-pedagogical conditions conducive to strengthening this motivation are highlighted: setting clear, progressive, and individualized goals; carefully designing learning activities that are relevant and meaningful for personal and professional growth; recognizing individual progress; providing constructive, specific feedback aimed at supporting effort and perseverance; fostering stimulating cooperation; and avoiding excessive pressure or the imposition of unrealistic standards – factors likely to generate stress, resistance to learning, and a decline in motivation.

It is concluded that motivation mediates the relationship between an individual's potential and its actualization into competencies, adaptive behaviors, and performances of personal significance and social value, thereby contributing to the development of a personality that is autonomous, competent, creative, responsible, adaptable, and oriented towards self-actualization and performance.

Keywords: motivation; motivation for learning; lifelong learning; lifewide learning; achievement/self-actualization motivation; motivation for lifelong learning; conditions; contexts; personality development.

CULTIVATING RESILIENCE IN OLDER ADULTS THROUGH INTERGENERATIONAL DIALOGUE: TRADITIONAL VALUES AND EDUCATIONAL PERSPECTIVES

MOCANU Lăcrămioara, Associate Professor, PhD, Danubius International University of Galați, Romania, ORCID ID: 0009-0001-1441-797X, e-mail: lacramioara_mocanu@yahoo.com

LUPEȘ Manuela, Head of a Residential Centre for Older Persons, General Directorate for Social Assistance and Child Protection, Bucharest; Psychologist, St. John Emergency Clinical Hospital, Bucharest, Romania; PhD student, “Ion Creangă” State Pedagogical University of Chisinau, Republic of Moldova,

ORCID ID: 0009-0009-0160-3106, e-mail: manuela.lupes@gmail.com

Abstract. Conflict within school organizations constitutes an experience that extends beyond visible behavioral dimensions, embedding itself within the deep structures of educational actors' consciousness. This study proposes a phenomenological analysis of conflictual experience, identifying six essential structures: disruption of the familiar world, tensioned corporeality, modified temporality, the gaze of the other, relational isolation, and the search for meaning. The investigation was conducted through narrative analysis of conflict descriptions provided by 89 teachers involved in collaborative educational projects. Results indicate that conflict experience cannot be reduced to an objective disagreement but involves a restructuring of one's relationship with corporeality, with others, and with the meaning of professional activity. These essential

structures provide premises for a reflexive managerial approach oriented toward understanding subjective experience rather than merely instrumental dispute resolution.

Keywords: phenomenology; educational conflict; lived experience; essential structures; school management.

THE PARTNERSHIP BETWEEN THE EDUCATIONAL INSTITUTION AND THE FAMILY –A DETERMINING FACTOR IN THE FORMATION OF CHILDREN'S COMMUNICATION COMPETENCE

NAE Ionela Andreea, Early Childhood Education Teacher, Turburea Technological High School, Gorj County, Turburea Commune, Romania, PhD Candidate, Doctoral School “Educational Sciences”, ”Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova,
ORCID ID: <https://orcid.org/0009-0004-7293-6331>, e-mail: popescuandreea2016@yahoo.ro

Abstract. The article examines the educational partnership between the educational institution and the family as a determining factor in the formation of children's communication competence. Grounded in the theoretical foundations of educational partnership and the complementary roles of educational institutions and families in children's linguistic education, this article argues for closer cooperation between teachers and parents in developing children's communicative competence. It clarifies the conceptual distinctions relevant to understanding this partnership, emphasizing the shared responsibility of educational institutions and families, the complementary nature of their educational influences, and the continuity of the communicative experiences they provide for children. The article also proposes specific forms of cooperation through which the partnership can be strengthened, supporting both educational institutions and families in their shared efforts to develop children's communication competence.

Keywords: educational partnership, educational institution, family, communication competence, forms of cooperation.

THE USTOZ-SHOGIRD (MASTER-DISCIPLE) SYSTEM AS A VALUE FOUNDATION FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF JUNIOR ACADEMIC STAFF IN UZBEKISTAN

NARKABILOVA Gulnoza, Associate Professor, PhD, Fergana State University, Republic of Uzbekistan,
ORCID ID: <https://orcid.org/0000-0003-3455-4688>, e-mail: gnarkabilova@mail.ru

Abstract. The mentorship of junior academic staff is formally established in Uzbek higher education, and the arrangement draws its name and authority from ustoz-shogird, a tradition of master-disciple formation of considerable antiquity. Recent research has questioned whether this inheritance assists or constrains the professional development of young university teachers. This article argues that the tradition contains two separable mechanisms - the transmission of mastery and the reproduction of hierarchy - and that these behave asymmetrically when the relationship is translated into administrative form. The hierarchical component transfers readily, since it coincides with the administrative vertical of the university and requires nothing beyond an order of appointment. The component of formation transfers poorly, since it depends on duration, voluntariness, responsibility for the whole person and the recognised right of the disciple to surpass the master, none of which an order can establish. What results is not the tradition institutionalised but its authority borrowed without its conditions. The article proposes four institutional parameters - term, choice and exit, separation of roles, and reporting by the junior party - through which those conditions can be given administrative expression, and argues on this basis that the tradition constitutes a value foundation for academic mentorship rather than an obstacle to it. The argument is offered for comparative examination across the Turkic cultural area, where analogous traditions of apprenticeship persist.

Keywords: academic mentorship; ustoz-shogird; values; lifelong professional development; higher education; Uzbekistan.

FEATURES OF USING INTEGRATED LEARNING AND INTEGRATION TECHNOLOGIES IN MODERN EDUCATIONAL INSTITUTIONS: THEIR INTERRELATION AND TYPES

SHAPRAN Olha, University Professor, Doctor of Pedagogical Sciences, Head of the Department of Educational Studies and Pedagogical Innovations, “Hryhorii Skovoroda” University in Pereiaslav, Ukraine, ORCID ID: 0000-0002-7514-6632, e-mail: olia.shapran@gmail.com

Abstract. The article clarifies the relationship between integrated learning and integration learning technologies in modern educational institutions and identifies their principal types and functional distinctions. Educational integration is considered a response to the growing volume of information, the internationalization of education, and the need to develop learners’ holistic understanding of real-world phenomena. Integrated learning is interpreted as the content-based and structurally coordinated study of different disciplines that establishes interdisciplinary links and transforms fragmented knowledge into a coherent system. The article examines contemporary integration strategies, including parallel and sequential teaching, interdisciplinary modules, integrated subject clusters, and holistic learning organized around common themes. Particular attention is given to information and communication technologies, STEAM education, problem-based, contextual, simulation-based, vitagenic, and computer integration technologies. The analysis demonstrates that integrated learning primarily describes the organization of educational activity and the unification of content, whereas integration learning technologies encompass the instruments, mechanisms, methods, and didactic constructs used to implement such unification. The proposed distinction contributes to a more consistent classification and practical application of integration processes in education. **Keywords:** integrated learning; integration learning technologies; educational integration; interdisciplinary links; STEAM education; educational institutions.

THE ROLE OF WELL-BEING IN SHAPING ETHNIC IDENTITY AMONG PRIMARY SCHOOL STUDENTS: PRACTICAL GUIDELINES

SILISTRARU Nicolae, University Professor, Doctor Habilitatus, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova, ORCID ID: 0000-0001-9469-4434, e-mail: nsilistraru@gmail.com

AXINTE Luiza Lenuța, Primary School Teacher, Gropeni Secondary School Brăila, Romania, PhD Candidate, Doctoral School of “Educational Sciences”, “Ion Creangă” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0009-0001-9771-1401, e-mail: luiza.axinte21@gmail.com

Abstract. Well-being represents an important psychological and relational context for student participation, expression of belonging and building a positive self-image. The study aims to highlight the role of well-being in the formation of ethnic identity of primary school students and to formulate practical benchmarks for educational activity. The research has a theoretical-applicative design, complemented by a descriptive and non-experimental quantitative component. The specialized literature was analyzed integratively and thematically synthesized, and the empirical contextualization was achieved by capitalizing on the multiple-response item “Contribution of family traditions”, from a questionnaire addressed to parents. 157 parents and legal representatives of students from preparatory grades to the 4th participated in the research. Of the respondents, 83.4% believe that family traditions help the child to know their origins, 80.3% to feel connected to the family, and 77.1% to develop a sense of belonging to the community. Other contributions include respecting the cultures of other communities, appreciating cultural heritage, and developing a positive image of one’s own cultural identity. The data reflect parents’ perceptions, without directly measuring children’s well-being or ethnic identity. The results support the importance of a safe and inclusive educational climate and collaboration between family, school, and community. **Keywords:** cultural belonging; ethnic identity; primary education; practical guidelines; well-being.

TEACHERS' PERSUASIVE COMMUNICATION AND SCHOOL BELONGING AMONG PRIMARY SCHOOL PUPILS: POSSIBLE MECHANISMS OF SOCIAL ADAPTATION

SIMION Roxana-Cristina, Clinical Psychologist and Integrative Psychotherapist, Ovidiu, Constanța County, Romania, PhD student, “Ion Creangă” State Pedagogical University of Chișinău, ORCID ID: 0009-0000-7034-9839, e-mail christina.simion@yahoo.com

Abstract. Social adaptation in primary school develops within a network of educational and interpersonal experiences in which the teacher–pupil relationship has particular weight. This paper examines persuasive teacher communication in relation to school belonging and discusses belonging as a possible explanatory link between everyday educational interaction and pupils' social adaptation. Persuasion is approached as intentional influence through communication that preserves a degree of freedom for the receiver, which distinguishes it from coercion. School belonging is understood as the pupil's experience of being accepted, respected, included and supported in the school environment. Drawing on research on belonging, teacher–child relationships, instructional communication and educational influence, the paper proposes a conceptual model in which supportive, non-coercive communication may contribute to perceived acceptance and relational safety, strengthen school belonging and facilitate participation, cooperation and functional integration into the school community. The analysis also distinguishes behavioral compliance from social adaptation and considers the risks associated with rigid, rejecting or coercive communication. The proposed relationships are theoretical and require empirical testing specifically in primary-school populations.

Keywords: persuasive communication, school belonging, social adaptation, primary school pupils, teacher–pupil relationship, educational communication

STRATEGIES FOR THE EFFICIENT ORGANIZATION OF TEACHER TRAINING FOR CONDUCTING INTEGRATED ACTIVITIES

TROCMARI Silvia Elena, PhD student, “Ion Creangă” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0009-0004-2619-0604, e-mail: silviatrocmair@yahoo.com

Abstract. The last two decades have brought significant changes to early childhood education, driven by a re-evaluation of the educator's role regarding the managerial, pedagogical, and reflective competencies required to organize integrated activities. The current educational landscape is defined by a curriculum centered on the child's holistic development; mere mastery of subject matter is no longer sufficient, as there is a need to cultivate complex competencies in areas such as interdisciplinary planning, professional collaboration, authentic assessment, and the continuous adaptation of educational practices to children's individual needs. This article analyzes educational policies and professional training models from countries such as Japan, China, India, Taiwan, Indonesia, Germany, England, France, Italy, Spain, the Russian Federation, and the United States, aiming to identify strategies with high potential for transfer to early childhood education in the Republic of Moldova and Romania. The study's originality lies in its proposal of an integrative management framework focused on developing professional competencies through learning communities, mentoring, professional reflection, and pedagogical innovation.

Keywords: integrated activities, early childhood education, educational management, professional development, educational policies, managerial competencies.

TEACHER EVALUATION IN THE CONTEXT OF SUSTAINABILITY EDUCATION: DIMENSIONS OF PROFESSIONAL QUALITY IN LOWER SECONDARY EDUCATION

VĂȘII Ioana-Ruxandra, Physics and Chemistry Teacher, Secondary School, Brazi Commune, Prahova County, Romania, PhD student, Doctoral School of Educational Sciences, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0009-0003-6921-7988,
e-mail: vasii.ioana@yahoo.com

BACIU Sergiu, Doctor Habilitatus, Associate Professor, “Ion Creangă” State Pedagogical University of Chișinău, Republic of Moldova, ORCID ID: <https://orcid.org/0000-0002-7452-8356>

Abstract. Climate change, ecosystem degradation, unsustainable consumption and growing social inequalities require education systems to extend their purposes beyond knowledge transmission and narrowly defined disciplinary competences. Education for Sustainable Development requires learners to understand complex interdependencies, think critically about contemporary challenges, envision alternative futures and participate responsibly in change. In this context, teacher quality and the ways in which it is evaluated become important components of educational quality assurance. This paper examines the relationship between teacher evaluation, professional competence and sustainability education, with a particular focus on lower secondary education. The study is theoretical and analytical and is based on a critical and comparative review of international literature on teacher professional competence, teacher appraisal and Education for Sustainable Development, complemented by an analysis of relevant educational policy documents. The analysis leads to a conceptual Sustainability-Oriented Teacher Evaluation Framework built around five dimensions: sustainability knowledge, pedagogical competence for sustainability, interdisciplinary competence, capacity to foster students’ agency and responsible action, and reflective and professional development competence. The proposed framework connects the logic of professional appraisal with the priorities of sustainability education and may provide a basis for the subsequent development of assessment indicators and instruments. The paper contributes by positioning sustainability within the broader problem of quality assurance in teacher evaluation, not as an additional administrative criterion, but as a contemporary dimension of professional quality.

Keywords: teacher evaluation; teacher quality; professional competence; Education for Sustainable Development; sustainability education; lower secondary education; quality assurance; behavioural change.

SECTION 2 CONTEMPORARY TRENDS IN HIGHER EDUCATION: INNOVATION AND TECHNOLOGY

THE IMPACT OF AI-POWERED TOOLS ON STUDENT ENGAGEMENT IN ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSES

BURDUJAN Radu, Associate Professor, PhD, “Ion Creangă” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0002-2655-2810, e-mail: burdujan.radu@upsc.md

Abstract. The paper *The Impact of AI-Powered Tools on Student Engagement in English as a Foreign Language (EFL) Classes* examines the impact of artificial intelligence-based tools on student engagement in English as a foreign language (EFL) instruction. In the context of the accelerated digitalisation of education, the use of digital technologies is becoming increasingly widespread, alongside the emergence of AI-powered solutions that promise enhanced personalisation and interactivity.

The study aims to analyse how three types of instructional approaches influence student engagement: conventional learning (centred on teacher-led explanations and guided practice), digital learning (based on online resources and multimedia materials), and AI-assisted digital learning (which provides adaptive content and immediate feedback).

The research focuses on three dimensions of engagement: behavioural, emotional, and cognitive. Data are collected through a structured questionnaire combining quantitative elements (Likert-scale items) with qualitative insights obtained from open-ended responses.

Keywords: AI-powered tools; student engagement; English as a Foreign Language (EFL); digital learning; AI-assisted learning.

CURRENT PERSPECTIVES IN HIGHER EDUCATION ON SELF-ESTEEM AND WELL-BEING IN THE SOCIAL WORK PROFESSIONAL ENVIRONMENT

CHIHAE Mariana, PhD candidate, Doctoral School of Psychology “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova, ORCID ID: 0009-0000-7466-786, e-mail: marianachihae@yahoo.co.uk

Abstract. Contemporary social, economic, and technological transformations are generating significant changes in the mission and practices of higher education. In professions centered on helping relationships, such as social work, university education cannot be limited to the transmission of knowledge and the development of technical skills; it should also contribute to the development of psychological resources necessary for academic and professional adaptation. This article examines the role of higher education in the development of self-esteem and well-being, focusing on students and future professionals in social work. The analysis integrates theoretical contributions concerning self-esteem, psychological well-being, self-determination, self-compassion, resilience, and burnout, together with empirical research involving social work students. The analysis highlights the relevance of a university environment that supports autonomy, competence, relatedness, self-reflection, and resilience. Field placements represent an essential formative context in which students test their knowledge against real-life situations and construct their professional identity. Therefore, the article argues for an integrated educational approach that combines professional preparation with the promotion of well-being, self-compassion, reflective practice, mentoring, and supervision.

Keywords: self-esteem; well-being; work-related stress; resilience; self-compassion.

ARTIFICIAL INTELLIGENCE IN EDUCATION AND STUDENTS' PSYCHOLOGICAL WELL-BEING: OPPORTUNITIES, RISKS AND PEDAGOGICAL CHALLENGES

CRIJEVIȚCHI Oxana, Psychologist, B&S Europe, Bruxelles, Belgium,
ORCID ID: 0009-0001-9824-2125, e-mail: ocri797@gmail.com

Abstract. The article examines how generative artificial intelligence affects university students' psychological well-being. The study uses a theoretical review and conceptual synthesis of recent empirical research and international guidance. The analysis shows that educationally structured AI use can support self-directed learning, academic self-efficacy, intrinsic motivation, access to feedback, and the regulation of learning anxiety. At the same time, unregulated or substitutive use may contribute to dependence, cognitive offloading, uncertainty about authorship, academic integrity stress, social isolation, and perceived devaluation of human skills. The psychological effect is therefore determined less by the availability of AI than by the mode of use, the student's critical and AI literacy, the clarity of institutional rules, and the preservation of meaningful interaction with teachers and peers. An authorial psycho-pedagogical model is proposed in which AI affordances influence well-being through the mediating mechanisms of autonomy, competence, cognitive load, and social relatedness. The article outlines pedagogical conditions for human-centred integration of AI in higher education.

Keywords: generative artificial intelligence; higher education; psychological well-being; academic self-efficacy; learning anxiety; AI literacy, academic integrity.

PROMOTING AN ETHICAL STUDENTS CULTURE

FRĂSINEANU Ecaterina Sarah, Associate Professor, PhD, Teacher Training Department,
University of Craiova, Romania, ORCID ID: <https://orcid.org/0000-0003-3404-5939>,
e-mail: ecaterina.frasineanu@edu.ucv.ro

Abstract. The article analyzes the structure of the components that constitute the culture of academic ethics for students in Romania. It includes: mentalities, values, norms, principles, rules to which they adhere and, from this perspective, meanings are presented, especially to the values and principles prescribed by the regulations in the field, by the students who have followed a specific course. The qualities and characteristics judged are perceived personally and are subject to assumption, both at individual and organizational level. In the case of ethics in universities, they are already selected from the scope of those pursued in education: Academic Freedom; Personal Autonomy; Justice and Equity; Meritocracy Primacy; Professionalism; Honesty and Intellectual Fairness; Transparency; Professional and Social Responsibility; Respect and Tolerance; Goodwill and Care. Since 2018, courses on Ethics and academic integrity have been introduced in universities in our country, so that the academic policies and practices of its members promote, first, awareness at the level of students and, then, to implement two types of measures: proactive or counteracting, solving unethical conduct.

Keywords: academic ethics; culture; values; beliefs, discernment.

INNOVATIVE POTENTIAL OF DIGITAL TECHNOLOGIES IN THE TRAINING OF FUTURE HIGHER EDUCATION TEACHERS

IHNATENKO Ihor, PhD Candidate, Dragomanov Ukrainian State University, Ukraine,
ORCID ID: 0009-0000-3152-6580, e-mail: i.s.ighnatenko@udu.edu.ua

Abstract. The paper substantiates the innovative potential of digital technologies in the professional training of future higher education teachers. The possibilities of digitalization of the educational process for updating its content, forms and methods, developing digital pedagogical competence, personalizing learning, and enhancing students' engagement are revealed. The main areas of using digital educational platforms, multimedia and interactive resources, digital communication tools, and artificial intelligence technologies

are characterized. The expediency of integrating digital technologies with problem-based, project-based, blended and flipped learning, the case method, and technologies for developing critical thinking is determined. It is emphasized that the innovative potential of digital technologies is realized not through increasing the number of technological tools, but through their pedagogically appropriate and methodologically justified use. The necessity of systematically developing future higher education teachers' readiness to apply digital technologies as a tool for professional activity, pedagogical creativity, educational interaction, and continuous professional development is substantiated. Further research perspectives are associated with the development of effective models of digital training for future higher education teachers.

Keywords: digital technologies; digitalization of education; professional training; future higher education teachers; digital pedagogical competence; digital educational environment; artificial intelligence; innovative technologies.

PSYCHOLOGICAL CHARACTERISTICS OF THE PROFESSIONAL DEVELOPMENT OF SPECIAL PSYCHOPEDAGOGY STUDENTS

JIGĂU Elena, Associate Professor, PhD, “Ion Creangă” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0009-0009-4861-2317, e-mail: e_jigau@mail.ru

Abstract. This article examines the dynamic changes and specific features of the restructuring of personal characteristics in future specialists throughout their university education. Based on an analysis of first- and third-year students enrolled in the Special Psychopedagogy program, the study explores the qualitative transformation of their emotional-communicative and value-semantic spheres. Empirical findings demonstrate that professionalization does not result in a linear quantitative increase in the overall level of empathy; rather, it is associated with a transformation of its internal profile, characterized by the stabilization of the cognitive component and a pronounced development of affective empathy and peripheral sensitivity. It was established that, alongside increased emotional responsiveness, there is a consistent decrease in individual suggestibility, indicating the development of critical thinking and psychological autonomy among students. A restructuring of the personality-orientation structure was also identified. It is concluded that the most valuable outcome of professional training is the congruent combination of well-developed affective empathy with the ability to maintain an independent professional stance.

Keywords: professional development; structure of empathy; suggestibility; personality orientation; personal autonomy.

HIGHER EDUCATION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN UKRAINE

KHANZERUK Lillia, Associate Professor, PhD in Education, Department of Psycho-Correctional Pedagogy and Rehabilitation, Mykhailo Drahomanov Ukrainian State University, Kyiv, Ukraine, ORCID ID: 0000-0003-4653-7033, e-mail: l.o.khanzeruk@udu.edu.ua

Abstract. In the current context of Ukrainian society, ensuring the accessibility and quality of higher education for individuals with special educational needs is becoming increasingly important. Inclusive higher education should be viewed not only as the realization of the human right to education but also as an important prerequisite for professional self-realization, social integration, and active participation in society.

The presentation examines current trends in the development of inclusive higher education in Ukraine and the specific features of meeting the educational needs of students with disabilities and other special educational needs. Particular attention is paid to the need to move beyond the formal provision of access to higher education institutions toward the creation of a comprehensive inclusive educational environment that takes into account students' individual abilities, needs, and educational trajectories.

The main barriers that may hinder access to and successful completion of higher education are outlined, including physical and informational inaccessibility of the educational environment, insufficient adaptation of educational programs and learning materials, limited use of assistive technologies, insufficient

preparedness of academic staff to work with a diverse student population, and the need to develop systems of psychological, pedagogical, and social support.

The presentation substantiates the importance of a comprehensive approach to the development of inclusive higher education, combining regulatory, organizational, pedagogical, psychological, and technological mechanisms of student support. Particular importance is attached to preparing higher education professionals to provide individualized learning and create conditions for the academic, professional, and social self-realization of students with special educational needs.

Keywords: higher education; inclusive education; students with special educational needs; students with disabilities; educational accessibility; inclusive educational environment; educational support.

INNOVATIVE AND TECHNOLOGICAL SUPPORT OF PROFESSIONAL TRAINING OF FUTURE EDUCATIONAL SCIENCE SPECIALISTS

KUSHNIRUK Svitlana, University Professor, Doctor of Pedagogical Sciences, Head of the Department of Pedagogy, Dragomanov Ukrainian State University, Kyiv, Ukraine,
ORCID ID: [0000-0001-7833-8923](https://orcid.org/0000-0001-7833-8923), e-mail: s.a.kushniruk@udu.edu.ua

Abstract. The theses substantiate the relevance of innovative and technological support for the professional training of future educational science specialists in the context of transformation of the modern higher education system. Particular attention is paid to the need to update the content, forms, methods and means of professional training in response to the digitalization of the educational environment, the development of distance and blended learning, the spread of digital educational resources and artificial intelligence technologies. It is determined that innovative and technological support involves the systematic integration of modern pedagogical technologies, digital tools, interactive teaching methods and practice-oriented forms of professional training. The expediency of using project-based, problem-based and research-based learning, case methods, blended and flipped learning technologies, digital platforms and virtual interaction tools is substantiated. Their potential for developing professional, digital, communicative, research and innovative competencies of future educational science specialists is identified.

Keywords: professional training; future educational science specialists; innovative technologies; digital technologies; digital educational environment; pedagogical technologies; professional competencies.

ROMANIAN INVENTIVENESS FROM TRAIAN VUIA TO THE PRESENT DAY: BUILDING AN INNOVATIVE AND FUNCTIONAL FUTURE IN AN INTERNATIONAL CONTEXT

MEDERLE Narcisa, University Professor, PhD, ORCID ID: [0000-0002-9082-3777](https://orcid.org/0000-0002-9082-3777);
POPESCU Cosmin Alin, University Professor, PhD, ORCID ID: [0000-0001-9882-9615](https://orcid.org/0000-0001-9882-9615),
HORABLAGA Adina, University Professor, PhD, ORCID ID: [0000-0002-9815-0351](https://orcid.org/0000-0002-9815-0351);
HERMAN Viorel, University Professor, PhD, ORCID ID: [0000-0001-7118-6488](https://orcid.org/0000-0001-7118-6488);
IMRE Kalman, University Professor, PhD, ORCID ID: [0000-0002-6057-882X](https://orcid.org/0000-0002-6057-882X); **CAMEN Dorin**,
University Professor, PhD, ORCID ID: [0000-0003-4643-2151](https://orcid.org/0000-0003-4643-2151);
IANCU Tiberiu, University Professor, PhD, ORCID ID: [0000-0002-1645-5064](https://orcid.org/0000-0002-1645-5064);
MERGHEȘ Petru, Associate Professor, PhD;
HADARUGA Nicoleta, University Professor, PhD Eng., ORCID ID: [0000-0002-1033-9716](https://orcid.org/0000-0002-1033-9716);
University of Life Sciences “King Mihai I” from Timișoara, Romania

Abstract. Innovation represents a fundamental driver of scientific, technological and socio-economic progress, while the valorization of creative ideas requires an effective connection between academia, research, entrepreneurship and the economic environment. In this context, the *Traian Vuia International Exhibition of Inventions and Innovations*, organized in Timișoara by the University of Life Sciences “King Mihai I”, in collaboration with the “Victor Babeș” University of Medicine and Pharmacy, West University of Timișoara, and Politehnica University Timișoara, under the auspices of the Timișoara University Alliance, provides an international platform for promoting inventiveness, creativity and scientific innovation.

Inspired by the Romanian tradition of invention, from Traian Vuia to contemporary researchers and innovators, the exhibition aims to facilitate the exchange of knowledge and experience among universities, researchers, inventors, entrepreneurs and representatives of the public and economic sectors. A particular emphasis is placed on supporting young innovators through dedicated sections for high school students, university students and PhD students, encouraging their scientific creativity, entrepreneurial vision and involvement in innovation.

The exhibition also promotes dialogue and networking through scientific events and the “Memories of the Future” round table, creating opportunities for new partnerships and collaborative projects. The interaction between academic research and the economic environment facilitates the transfer of knowledge and innovative solutions towards practical applications.

Through its international dimension and multidisciplinary approach, the *Traian Vuia International Exhibition of Inventions and Innovations* contributes to strengthening a sustainable culture of innovation and to creating bridges between scientific research, education, entrepreneurship and society. It represents an opportunity to transform ideas and research results into innovative solutions with potential impact on the future.

Keywords: innovation; invention; technology transfer; academic collaboration; entrepreneurship; research and development; *Traian Vuia* International Exhibition.

THE AXIOLOGICAL AND PEDAGOGICAL APPROACH TO AGGRESSION IN YOUNG ADULTS: TRADITIONAL VALUES AND PERSPECTIVES IN HIGHER EDUCATION

MOCANU Lăcrămioara, Associate Professor, PhD, Danubius International University of Galați, Romania, ORCID ID: 0009-0001-1441-797X, e-mail: lacramioara_mocanu@yahoo.com

BUGACIU Diana Petronela, PhD student, “Ion Creanga” State Pedagogical University of Chisinau, e-mail: bugaciudiana6@gmail.com

Abstract. The manifestation of aggression among young adults represents a major social and educational challenge that disrupts the academic climate and destabilizes identity formation. This article structurally analyzes the dynamics of aggressive behavior in youth through the conceptual triad of the modern university: traditions, values, and perspectives. The paper explores the psychosocial roots of contemporary aggression and proposes educational and therapeutic pathways for its mitigation within the university environment. From an axiological standpoint, it emphasizes the importance of returning to traditional models of mentorship and the active cultivation of non-violence. Regarding future perspectives, the study proposes implementing hybrid programs for emotional intelligence and anger management in higher education. The conclusions reveal that mitigating youth aggression cannot be achieved through punitive measures alone but demands an axiological reconstruction of the academic space.

Keywords: aggression; young adults; higher education; academic values; mitigation strategies.

BEYOND THE SCREEN: TEACHER EMOTIONS, STUDENT PARTICIPATION, AND BURNOUT IN ONLINE HIGHER EDUCATION

POPOVICI Silvia, Scientific Researcher, PhD in Sociology, “Mihai Eminescu” Central University Library of Iași, Romania, ORCID ID: 0009-0005-1276-0335, e-mail: silvia.popovici@bcu-iasi.ro

Abstract. Online teaching is often discussed in terms of platforms and digital skills, although its emotional and relational effects on academic work are equally important. This study examines the potential utility of an online self-assessment tool developed within the YES4eLearning Erasmus+ project. Drawing on Job Demands-Resources theory and the sociology of emotional labour, negative teaching emotions are conceptualized as occupational demands, while perceived student participation is treated as a relational resource. Unlike conventional surveys that only collect data, the questionnaire integrates emotional self-assessment, automatic scoring, profile-based feedback and practical guidance within one digital instrument. It enables higher-education teachers to reflect on their well-being, identify one of five preliminary profiles

and consider individual actions. The questionnaire was completed voluntarily by 225 respondents from Spain, Romania, Lithuania, Türkiye and Italy. Anxiety and anger were associated with higher burnout, whereas teaching enjoyment and perceived student participation were associated with lower burnout. Most participants received feedback corresponding to moderate stress or moderate challenge. The findings highlight the tool's original contribution to assessment, immediate feedback and emotional self-awareness. Psychometric validation of the profiles and longitudinal evaluation are nevertheless required before effectiveness and predictive validity can be confirmed.

Keywords: digital academic work; emotional labour; Burnout; relational resources; higher education; self-assessment.

DFT INVESTIGATION OF REACTIVITY DESCRIPTORS AND MOLECULAR ELECTROSTATIC POTENTIALS OF ASCORBIC ACID ANIONIC AND RADICAL SPECIES

PURCEL Viorica, PhD student, Moldova State University of Chisinau, ORCID ID: 0000-0002-2785-6277

ARSENE Ion, Associate Professor, PhD, “Ion Creanga” State Pedagogical University of Chisinau,
Institute of Chemistry, Moldova State University, Chisinau, Republic of Moldova,
ORCID ID: 0000-0003-3102-3507, e-mail: arsene.ion@upsc.md

Abstract. This study presents a DFT investigation of anionic and radical species derived from ascorbic acid through O–H bond dissociation, performed using the B3LYP/6-311++G(d, p) method in the Gaussian 16 software package, with solvation effects described by the SMD model. Reactivity descriptors, including HOMO and LUMO energies, the HOMO–LUMO energy gap, chemical hardness, and softness, were evaluated. The molecular electrostatic potential (MEP) was analyzed to identify electron-rich and electron-poor regions and potential reactive sites. The results revealed differences in the stability and electronic properties of the investigated anionic and radical species depending on the O–H dissociation site, providing insight into the reactivity and antioxidant behavior of ascorbic acid.

Keywords: Ascorbic acid; radical and anionic species; DFT; MEP; global reactivity descriptors.

ACCOUNTING IN PUBLIC INSTITUTIONS WITHIN THE BUDGETARY SYSTEM AS A UNIVERSITY DISCIPLINE: FOUNDATIONS, ROLE AND DIRECTIONS FOR MODERNIZATION

RAILEAN Veronica, PhD, Moldova State University, Republic of Moldova,
ORCID ID: 0000-0002-1416-8707, e-mail: veronica.railean@sti.usm.md

Abstract. Accounting in public institutions within the budgetary system represents a distinct field of accounting education, determined by the specific nature of public resources, budget financing, public asset management and requirements for financial accountability and transparency. The transformation of public financial management, the digitalization of accounting processes and the modernization of the regulatory framework generate new requirements for the professional training of specialists in this field. The purpose of the research is to substantiate the role of accounting in public institutions as a distinct university discipline and to identify directions for its modernization in accordance with the current requirements of the public sector. The research is based on the analysis and synthesis of specialized literature, documentary analysis of the regulatory framework of the Republic of Moldova, comparative analysis and generalization of international educational practices. The results demonstrate that university training should go beyond the technical recording of economic and financial transactions and develop competencies related to budget execution, public asset management, financial reporting, internal control, digital technologies and professional judgment. The study argues that modernizing the discipline is essential for preparing specialists capable of contributing to transparency, efficiency and accountability in the management of public resources.

Keywords: public sector accounting; budgetary institutions; university education; public financial management; professional competencies; digitalization.

PEDAGOGICAL CONDITIONS FOR DEVELOPING THE SELF-EDUCATIONAL COMPETENCE OF FUTURE UNIVERSITY TEACHERS IN A DIGITAL EDUCATIONAL ENVIRONMENT

SHAPRAN Oleksii, Postgraduate Student, Hryhorii Skovoroda University in Pereiaslav, Ukraine,
ORCID ID: 0000-0003-1329-4047, e-mail: alexeyshapran333@gmail.com

Abstract. The article substantiates a set of pedagogical conditions for developing the self-educational competence of future university teachers through digital learning technologies. It emphasizes that the effectiveness of self-education depends not only on access to digital tools but also on intrinsic motivation, the ability to design an individual learning pathway, the quality of the higher education institution's information and educational environment, and readiness to reflectively assess one's digital development. Four interrelated conditions are examined: motivational support for continuous professional self-development; activation of learning and cognitive activity through digital technologies; operation of an open information and educational environment; and development of self-assessment, digital literacy, and further professional growth planning through digital monitoring and e-portfolios. Particular attention is given to artificial intelligence, learning management systems, cloud services, and electronic portfolios as tools for personalization, feedback, and documenting professional achievements. The systematic combination of these conditions facilitates a transition from externally directed learning to autonomous professional self-improvement. The proposed framework can support the modernization of professional training, digitally enriched course design, and the organization of independent work for master's and doctoral students.

Keywords: self-educational competence; future university teacher; digital learning technologies; information and educational environment; digital literacy; e-portfolio.

PRACTICAL ASPECTS OF IMPLEMENTING A BACHELOR-LEVEL PRACTICUM IN GENETICS

SHAPRAN Yurii, University Professor, Doctor Habilitatus, Head of the Department of Natural Sciences and Teaching Methods, Hryhorii Skovoroda University in Pereiaslav, Ukraine,
ORCID ID: 0000-0002-4176-7502, e-mail: yrij.shapran@gmail.com

Abstract. The article examines contemporary aspects of implementing the practicum curriculum for bachelor's students in genetics and fundamentals of breeding. It is determined that the foundation of the practicum comprises competency-based, problem-oriented, integrated, and research-based approaches to teaching. Emphasis is placed on the practical component of professional training, which requires active student participation in designing and conducting experimental work, applying modern methodologies, analyzing obtained results, and engaging in scientific communication. The experience of organizing the practicum in the specified subject area at Hryhorii Skovoroda University in Pereiaslav is analyzed. An example is given of an individual creative assignment for bachelor's students using the laboratory facilities of the M. V. Zubets Institute of Animal Breeding and Genetics of the National Academy of Agrarian Sciences of Ukraine. It is noted that the practicum curriculum provides for excursions to the National Botanical Garden named after Mykola Hryshko of the National Academy of Sciences of Ukraine to familiarize students with the main scientific directions of the departments: native flora – plant introduction, phytogeography, population ecology and phytosociology; tropical and subtropical plants; and others. The paper discusses the thesis that the practicum for bachelor's students is based on modern pedagogical concepts: pedagogy of partnership; learning through research; problem-oriented and case-based tasks; interdisciplinary projects; and innovative educational technologies. It is asserted that a successful case of a contemporary practicum program exhibits features of a multi-level, multidisciplinary, research-oriented, and ethically safe model capable of providing a higher-education student with access to educational innovations, modern laboratories of leading research institutions, and similar resources.

Keywords: professional training; practicum; bachelor's students; biology and human health; genetics and fundamentals of breeding; biotechnology.

INTEGRATION OF SOCIAL-EMOTIONAL LEARNING APPROACHES INTO THE EDUCATIONAL COMPONENTS OF HIGHER EDUCATION INSTITUTIONS

SKORYK Tamara, University Professor, Doctor of Pedagogical Sciences (Ed. D.), Acting Head of the Department of Artistic Disciplines T. H. Shevchenko National University “Chernihiv Colehium”, Chernihiv, Ukraine, ORCID ID: <https://orcid.org/0000-0002-1442-6024>, e-mail: tamskorik@ukr.net

Abstract. The article explores the essence of social-emotional learning (SEL) and its significance in higher education; conducts a theoretical analysis of key approaches to defining the competencies developed through SEL; substantiates the need to incorporate SEL into educational components; and proposes a theoretical model for instruction in higher education institutions that integrates SEL approaches into educational components.

The aim of the publication is to outline the main approaches to integrating social-emotional learning into the educational components of higher education institutions.

Conclusions. The study results suggest that, in the context of higher education, Social and Emotional Learning (SEL) can be implemented through a system of appropriate technologies aimed at developing students' social and emotional skills, as well as their social and emotional intelligence.

Interactive technologies, problem-based learning methods, art-based approaches, simulation exercises, and projects are becoming increasingly important; these methods facilitate group interaction and the enactment of likely scenarios – including challenging ones – encountered in future professional practice, thereby helping students develop communication and teamwork skills, critical thinking, and the ability to manage conflict and build resilience.

Keywords: social-emotional learning approaches; integration; educational components; higher education institutions.

METHODOLOGICAL POTENTIAL OF THE DEONTOLOGICAL APPROACH IN THE PROFESSIONAL TRAINING OF FUTURE TEACHERS OF THE SUBJECT “DEFENSE OF UKRAINE”

VYLKOV Serhiy, Senior Lecturer, Doctor of Law, Department of Pedagogy, Faculty of Pedagogical Sciences, Dragomanov Ukrainian State University, Kyiv, Ukraine, ORCID ID: <https://orcid.org/0000-0003-0328-9957>, s.v.vilkov@udu.edu.ua

Abstract. The theses substantiate the methodological potential of the deontological approach in the professional training of future teachers of the subject “Defence of Ukraine”. The relevance of the study is determined by contemporary security challenges, martial law, transformations in the content of the subject, and the need to develop future teachers’ readiness for responsible professional activity. The essence of the deontological approach as a methodological framework is revealed, focusing professional training on awareness of professional duty, responsibility, moral and ethical standards, professional honour, and dignity. Its significance for developing future teachers’ ability to make well-grounded professional decisions, comply with legal and ethical requirements, ensure the safety of students, and act effectively under conditions of risk and uncertainty is determined. The possibilities of integrating the deontological approach with competence-based, systemic, activity-based, and axiological approaches are outlined. The expediency of using case-based learning, analysis of professional situations, crisis-situation modelling, discussions, role-playing exercises, and reflective practices is substantiated. The motivational-value, cognitive, activity-behavioural, and reflective components of future teachers’ deontological readiness are identified. It is proved that the deontological approach contributes to the formation of a professionally competent and responsible teacher capable of effectively performing professional functions in the contemporary security environment.

Keywords: deontological approach; pedagogical deontology; professional training; future teachers; “Defence of Ukraine”; professional duty; professional responsibility; deontological readiness; security education.

INCLUSIVE MUSIC EDUCATION IN TEACHER TRAINING: THE POTENTIAL OF MUSIC THERAPY IN WORKING WITH CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

ZHELYASKOVA Svetlana, PhD, teacher of the highest degree, RML “S. Rachmaninov”, Chisinau, Republic of Moldova, ORCID ID: 0000-0002-0719-1052, e-mail: swetlanajeleascova@gmail.com

Abstract. The article examines the challenges of preparing future music teachers in the context of contemporary inclusive education. It highlights the urgent need to develop professional competencies enabling music teachers to effectively organize the educational process while addressing the diversity of learners' individual educational needs, including those of students with Special Educational Needs (SEN). Particular emphasis is placed on the insufficiently integrated potential of music therapy as a pedagogically significant tool for supporting the cognitive, emotional, social, and communicative development of students with SEN. Musical activity is analyzed as a resource for creating a safe and supportive educational environment in which students with SEN can develop their agency and actively interact with all participants in the educational process. The article explores the potential effects of music-therapeutic interventions on attention development, reduction of emotional tension, stimulation of communicative activity, development of self-regulation skills, and enhancement of learning motivation. Particular attention is devoted to an interdisciplinary approach integrating the principles of special and music pedagogy, special psychology, and music therapy. The study emphasizes individualization of the educational process and personalized adaptation of the content, methods, and forms of musical activity to the potential and abilities of each learner. The findings confirm the need to integrate inclusive and music-therapeutic practices into future music teacher education.

Keywords: future music teacher; Special Educational Needs (SEN).

SECTION 3

MENTAL HEALTH, EMOTIONAL INTELLIGENCE AND INCLUSION IN EDUCATION

POST-DIVORCE PARENTAL IDENTITY: CONTINUITY AND RECONSTRUCTION IN PSYCHOLOGICAL ADAPTATION

ALEXE Aurelia, PhD. Student, “Ion Creangă” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0009-0005-3780-8745, e-mail: aura.alex01@gmail.com

Abstract. Divorce constitutes a complex family transition characterized by the dissolution of the marital bond and the structural reorganization of the context within which parenthood is enacted. Based on a rigorous synthesis of the specialized literature, this article investigates the intricate interplay among parental identity, adult psychological adaptation, and the preservation of post-divorce parental functioning. The proposed theoretical framework operates on a clear distinction between marital dynamics and parental status, demonstrating that detaching from the partner role does not correlatively entail the cessation of the parental role. The analysis positions parental identity as a pivotal anchor of stability (continuity) within a context otherwise marked by the shifting of roles, daily routines, and patterns of behavioral involvement. Concurrently, post-separation psychological adaptation demands a flexible reconstruction of parenting practices aligned with the reorganized parameters of the family system. By synthesizing these theoretical benchmarks, the study proposes a “continuity-reconstruction” conceptual model, positing that the preservation of the stable, core parental identity and functioning – coupled with the adult's adaptive flexibility – fosters the development of functional post-divorce parenting. While theoretical and exploratory in nature, this model offers a robust framework for subsequent empirical research aimed at identifying the psychological mechanisms through which parents preserve and reorganize their parental functioning in the aftermath of divorce.

Keywords: parental identity; divorce; functional parenting; psychological adjustment; parental functioning; parental continuity.

CHANGES IN PSYCHOLOGICAL INDICATORS FOLLOWING A PSYCHOEDUCATIONAL INTERVENTION IN STUDENTS WITH HEARING DISABILITIES

Elena APOSTOL, Clinical Psychologist, Iasi, Romania, PhD Student, “Ion Creanga” State Pedagogical University of Chisinau, ORCID: 0000-0003-0447-2374, e-mail: elena.apostol003@gmail.com

Abstract. This study analyses changes in psychological indicators recorded after a psychoeducational intervention with students with hearing disabilities aged 9–12 years. Twenty participants were included in the formative stage, with 10 students in the experimental group and 10 in the control group. The analysis focused on anxiety, depressive symptoms, aggression, communication difficulties, self-confidence, family-context anxiety, family conflict, hostility, frustration, and communication in large groups. Pretest–posttest changes were examined with the Wilcoxon signed-rank test, and posttest differences between groups with the Mann–Whitney U test; effect sizes were expressed as r . Ten of the eleven indicators changed significantly within the experimental group ($p = .003-.005$; $r = .89-.95$). At posttest, the same number of variables differentiated the experimental and control groups ($p < .001$; $r = .82-.89$). Family conflict remained statistically unchanged. The pattern of results indicates broad, concurrent changes in emotional, communicational, relational, and behavioural functioning associated with participation in the intervention, while also delimiting an indicator situated outside the directly modified individual domains.

Keywords: psychological outcomes; hearing disability; pretest–posttest; effect size; communication; emotional functioning.

FROM ACCESS TO BELONGING: BUILDING AN INCLUSIVE ACADEMIC ENVIRONMENT FOR YOUNG PEOPLE WITH DISABILITIES

BOLOGAN (MUNTEANU) Natalia, PhD student, Doctoral School of Social Sciences, Moldova State University, Republic of Moldova, ORCID ID: 0000-0003-4816-4410

RACU Aurelia, Doctor Habilitatus, Full Professor, “Ion Creangă” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0001-5116-867X, e-mail: racu.aurelia@upsc.md

Abstract. This article looks at how higher education thinking about students with disabilities has shifted from making campuses accessible to making students feel like they truly belong. It traces this shift from the medical view of disability, through the social model, to the more recent idea of sense of belonging, and shows why simply removing physical barriers is not enough on its own. The article brings together international research, showing what helps students feel accepted, such as mentoring, flexible teaching and dedicated support offices, as well as what still holds them back, like hidden attitudes and lack of funding. It also looks at the situation in Moldova, comparing local research and laws with international practice, and points out that Moldova is still mostly focused on access rather than belonging. The aim is to give a clearer, more connected picture of what real inclusion in universities can look like today.

Keywords: higher education inclusion; students with disabilities; accessibility; inclusive education.

THE ROLE OF SANDPLAY THERAPY IN THE SOCIAL DEVELOPMENT OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

BURLACU Lenuța, School Psychologist, Spectrum Secondary School, Constanța, Romania; PhD student, “Ion Creangă” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0009-0000-6176-618X, e-mail: burlaculeny@yahoo.com

RACU Aurelia, University Professor, Doctor Habilitatus, “Ion Creangă” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0001-5116-867X, e-mail: racu.aurelia@upsc.md

Abstract. This exploratory study examines changes in the social functioning of children with special educational needs who participated in individual Sandplay Therapy. The sample included ten children with learning and school adaptation difficulties. The intervention lasted three months and consisted of weekly sessions. Social functioning was assessed before and after the intervention through a 20-item observation grid covering initiative, communication, cooperation, self-regulation, and adaptation. The structural evolution of each Sandplay process was coded on a five-level ordinal scale using the initial, intermediate, and final trays. The mean total social functioning score increased from 28.90 to 44.30 points. The Wilcoxon signed-rank test indicated a statistically significant pretest-posttest difference ($W = 0$, $p = .002$), with a large effect size ($r = .89$). Improvements were observed in all five domains. A positive association emerged between the intensity of structural change in the Sandplay series and the increase in social functioning (Spearman's $\rho = .727$, $p = .017$). A three-tray sequence from a child with level 1 autism spectrum disorder illustrates the transition from sensorimotor exploration and imitation to thematic initiative, spatial differentiation, and representation of a family group. Given the small sample and the absence of a control group, the results indicate preliminary associations rather.

Keywords: Sandplay Therapy; special educational needs; social development; self-regulation; symbolic process.

SCHOOL ADJUSTMENT OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS: A PSYCHOPEDAGOGICAL APPROACH IN THE CONTEXT OF INCLUSIVE EDUCATION

CHIPERI Nadejda, University Lecturer, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0001-8172-7735, e-mail: nadejda.chiperi@gmail.com

Abstract. School inclusion in the Republic of Moldova has made significant legislative progress, yet empirical data show that more than half of students with special educational needs discontinue their studies by the end of lower secondary school. Rather than academic content, relational ruptures and emotional difficulties are identified as the main drivers of this school failure. Drawing on national legislation and documented good practices, this article examines the role of the psychopedagogue in addressing the emotional and relational dimension of SEN students' school adaptation. The analysis covers the identification and assessment of emotional-relational difficulties, the construction of a safe relationship grounded in attachment theory, the maintenance of a supportive classroom emotional climate, the facilitation of peer acceptance, and collaboration with families. The overlap and ambiguity between the responsibilities of the psychopedagogue and the support teacher, documented in recent legislative analyses, are also discussed as a structural challenge. The article concludes that the emotional-relational component is not a supplementary aspect of inclusive education, but an essential condition for the school success of students with special educational needs.

Keywords: special educational needs; psychopedagogue; emotional adaptation; teacher-student relationship; inclusive education; Republic of Moldova.

PHENOMENOLOGICAL DIMENSIONS OF CONFLICTUAL EXPERIENCE AND PROFESSIONAL WELL-BEING IN SCHOOL ORGANIZATIONS

CHIROȘCĂ Angela, PhD, teacher, “Ștefan cel Mare” Gymnasium School, Galați, Romania, ORCID ID: 0000-0003-3174-1779, e-mail: angela_chirosca@yahoo.com

Abstract. Conflict within school organizations constitutes an experience that extends beyond visible behavioral dimensions, embedding itself within the deep structures of educational actors' consciousness.

This study proposes a phenomenological analysis of conflictual experience, identifying six essential structures: disruption of the familiar world, tensioned corporeality, modified temporality, the gaze of the other, relational isolation, and the search for meaning. The investigation was conducted through narrative analysis of conflict descriptions provided by 89 teachers involved in collaborative educational projects. Results indicate that conflict experience cannot be reduced to an objective disagreement but involves a restructuring of one's relationship with corporeality, with others, and with the meaning of professional activity. These essential structures provide premises for a reflexive managerial approach oriented toward understanding subjective experience rather than merely instrumental dispute resolution.

Keywords: phenomenology; educational conflict; lived experience; essential structures; school management.

PSYCHOLOGICAL WELL-BEING OF THE TEACHER – KEY ASPECTS

CUCER Angela, Associate Professor, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0001-9304-9791, e-mail: cucer.angela@upsc.md

Abstract. The psychological well-being of school teachers should be viewed as an investment in the quality of education. This article presents key aspects regarding the assurance of teachers' psychological well-being. The author highlights the components of teacher well-being, the causes of occupational stress and burnout, and ways to promote teachers' psychological well-being, among other topics.

Keywords: Psychological well-being; components of well-being; occupational stress; burnout; teaching staff; personal development; job satisfaction.

THE IMPORTANCE OF THE EDUCATIONAL ENVIRONMENT AND WELL-BEING IN DEVELOPING THE FOUNDATIONS OF ENTREPRENEURIAL COMPETENCE IN PRESCHOOL CHILDREN

GRIGORE Simona-Luiza, Preschool Teacher, “Petre Carp” Secondary School, Tufești, Romania, PhD Student, “Ion Creangă” State Pedagogical University of Chișinău, ORCID ID: 0009-0006-3346-7653, e-mail: simonaluizam@gmail.com

Abstract. The article presents the importance of the educational environment and well-being in developing the foundations of entrepreneurial competence in preschool children, highlighting the interdependent relationship between these three concepts. During early childhood education, the educational environment represents an essential condition for the free and harmonious development of the child, contributing to the acquisition of knowledge, the development of skills, and the formation of social attitudes. An open, safe, and stimulating educational environment fosters creativity, initiative, involvement in age-appropriate activities, collaboration, and experiential learning.

The creation of such an environment involves the effective collaboration of two fundamental educational factors: the family and the kindergarten. The family initiates the process of developing the child's autonomy and confidence in their own abilities, while the kindergarten continues and builds upon these experiences through educational contexts adapted to age-related and individual characteristics. Warm, friendly, and trust-based relationships among the child, parents, and teacher contribute to developing a sense of safety and belonging, thus representing important prerequisites for well-being.

In this context, well-being can be considered a prerequisite for developing the foundations of entrepreneurial competence, as it provides the child with the necessary framework to demonstrate initiative, creativity, communication and cooperation skills, perseverance, and willingness to learn from personal experience and interaction with others. Developing these foundations from an early age does not aim to shape the future entrepreneur, but rather to support the development of an autonomous and responsible personality, capable of thinking and acting responsibly in response to the challenges of contemporary society. Thus, through its influence on the child's well-being, the educational environment creates favorable conditions for the manifestation and development of the foundations of entrepreneurial competence at preschool age.

Keywords: educational environment; well-being, entrepreneurial competence; preschool children.

PSYCHOLOGICAL INTERVENTION PROGRAM FOR DEVELOPING SELF-IMAGE IN PRIMARY SCHOOL-AGE STUDENTS WITH VISUAL IMPAIRMENTS: METHODOLOGICAL FOUNDATION AND EXPERIMENTAL RESULTS

IAGUȘEVSCI Liudmila, PhD Candidate, “Ion Creangă” State Pedagogical University of Chișinău, Republic of Moldova, ORCID ID: 0009-0004-7860-7221, e-mail: iagusevschiliudmila@gmail.com

Abstract. This article addresses the methodological foundation of a complex psychological intervention program designed to develop the self-image of early school-age students with low vision and presents data obtained during the formative experiment stage.

The program was designed for a nine-month period, organized into 36 weeks and progressively structured into six interdependent sessions. The intervention includes individual and small-group activities, with a frequency of one session per week, each lasting 45–60 minutes. The program content targets self-awareness, body image development, the formation of realistic self-assessment, the strengthening of academic and social self-image, the development of socio-emotional skills, the stimulation of functional autonomy, and the reinforcement of the sense of self-efficacy.

The program's fundamental methodological feature lies in adapting the intervention to the specific needs of early school-age children with low vision by predominantly utilizing tactile, auditory, kinesthetic, and verbal channels, while simultaneously making functional use of each child's residual visual resources.

The evaluation of the intervention's effectiveness is carried out through systematic observation, analysis of activity products, the specialist's log, feedback from parents and teachers, and psychological re-evaluation using adapted techniques and methods.

Keywords: self-image; visual impairment; low vision, early school-age students; psychological intervention; self-appraisal; self-efficacy; autonomy; socio-emotional development.

DIMENSIONS OF RESILIENCE AMONG UNIVERSITY TEACHING STAFF

IURCHEVICI Iulia, Associate Professor, PhD, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova, ORCID ID: 0009-0005-4368-3926, e-mail: iurchevici.iulia@upsc.md

Abstract. This study investigates the level of psychological resilience among university teaching staff and its manifestation across four dimensions: emotional, motivational, professional, and social. The research was conducted on a sample of 58 academic staff members (27 men, 31 women), with 5 to 30 years of work experience, employed at the “Ion Creangă” State Pedagogical University of Chişinău and Comrat State University. The Brief Resilience Scale (BRS) and the Multidimensional Teachers' Resilience Scale (MTRS) were applied. Results indicate a moderate level of overall psychological resilience ($M=3.51$), with minor differences between genders. The dimensional analysis reveals a heterogeneous profile: the motivational, social, and professional dimensions show high and strongly intercorrelated levels, while the emotional dimension records the lowest score and the weakest association with global resilience, constituting the main area of vulnerability. The findings support the need for differentiated institutional interventions specifically aimed at developing emotional regulation competencies, in order to prevent professional burnout among university teaching staff.

Keywords: psychological resilience; university teaching staff; dimensions of resilience; emotional competence; professional burnout; MTRS Scale.

EMOTIONAL INTELLIGENCE IN OLD AGE: A RESOURCE FOR RESILIENCE AND WELL-BEING

LOSÎI Elena, University Professor, PhD, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova, ORCID ID: 0000-0002-5032-9993, e-mail: losii.elena@upsc.md

LUPEŞ Manuela, Head of a Residential Centre for Older Persons, General Directorate for Social Assistance and Child Protection, Bucharest; Psychologist, St. John Emergency Clinical Hospital, Bucharest, Romania; PhD student, “Ion Creangă” State Pedagogical University of Chişinău, ORCID ID: 0009-0009-0160-3106, e-mail: manuela.lupes@gmail.com

Abstract. Population aging raises pressing questions about how older adults can preserve their psychological balance in the face of loss, illness and social change. Drawing on both the Romanian literature on the psychology of ageing and on international research on emotional intelligence and successful aging, this article examines emotional intelligence – the trainable set of abilities involved in perceiving, understanding and regulating one's own emotions and those of others – as a genuine psychological resource for older people, closely linked to resilience and to subjective well-being. The paper integrates three complementary theoretical frameworks – the ability model of emotional intelligence, socioemotional selectivity theory, and the model of selective optimization with compensation – to explain the so-called „paradox“ of emotional ageing, in which affective regulation seems to improve even as other cognitive functions decline. It then reviews empirical evidence, including recent meta-analytic and intervention studies, on the links between emotional intelligence, coping strategies, resilience and adaptation to retirement, bereavement and physical decline, showing that structured psychosocial interventions can measurably strengthen emotional skills, resilience and life satisfaction in later life. The article concludes that supporting emotional intelligence through community programmes, family involvement and targeted counselling could meaningfully improve the quality of life of older adults, and calls for further Romanian research dedicated specifically to this age group.

Keywords: emotional intelligence; older adults; resilience; psychological well-being; ageing; emotion regulation; socioemotional selectivity

EMOTIONAL INTELLIGENCE AS A PROTECTIVE FACTOR FOR MENTAL HEALTH IN MILITARY PERSONNEL: THE RELATIONSHIP BETWEEN OCCUPATIONAL STRESS, ANXIETY, AND PSYCHOLOGICAL ADAPTATION

MARINA Alexandra-Adriana, PhD student, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova, ORCID ID: 0009-0008-3819-3852, e-mail: alexandramarina83@yahoo.com

Abstract. Military service involves sustained responsibility, uncertainty, irregular work rhythms, exposure to demanding operational situations, and the need to remain effective when pressure is high. Protecting mental health therefore depends not only on reducing occupational demands, but also on strengthening resources that help personnel interpret and manage difficult experiences. This theoretical article examines emotional intelligence as a possible protective factor in the links among occupational stress, anxiety, and psychological adaptation in military personnel. The analysis brings together the ability model of emotional intelligence, contemporary perspectives on emotion regulation, stress appraisal and coping, resilience, and findings from military and other high-stress settings. The literature indicates that emotional intelligence may support earlier recognition of emotional activation, flexible regulation of negative affect, constructive interaction with colleagues, and more adaptive coping. Through these mechanisms, emotional intelligence may reduce the likelihood that occupational stress will develop into persistent anxiety or impaired adaptation. At the same time, emotional skills cannot replace organizational prevention, appropriate leadership, recovery, social support, or access to professional mental health services. The article argues for treating emotional intelligence as one component of a broader, multidimensional approach to military mental health and as a potentially useful target for training, prevention, and post-deployment support.

Keywords: emotional intelligence; occupational stress; anxiety; psychological adaptation; military personnel; mental health.

OUTDOOR ENVIRONMENT AS AN OPPORTUNITY FOR DEVELOPMENT, SOCIALIZATION AND AUTONOMY FOR CHILDREN WITH AUTISM

NEGUȚU Veronica, Constanta County School Inspectorate / CȘEI “Albatros” Constanta, Romania, ORCID ID: 0009-0009-1154-9000, e-mail: veronica.negutu@gmail.com

Abstract. Outdoor activities can become a meaningful educational and therapeutic resource for children with autism when they are planned according to individual needs and integrated into coherent intervention programmes. The present paper is grounded in pedagogical experience with children and young people with disabilities at the Inclusive Education School Centre “Albatros” in Constanța and examines how outdoor contexts can support sensory stimulation, communication, social interaction, creative play and autonomy. Particular attention is given to the sensory garden, the therapeutic pathway with varied natural surfaces, the orchard area and the outdoor counselling space developed as complementary settings for compensatory and recovery activities. The paper also analyses the value of visual supports, activity schedules and social games in helping children understand sequences, anticipate events, communicate needs and participate in shared activities. The central argument is that the outdoor environment should not be treated merely as a recreational space, but as an intentional learning environment in which skills acquired during therapy can be practised and transferred to more natural contexts. An inclusive perspective places the child’s individual profile, communication possibilities, sensory needs and pace of participation at the centre of planning. Outdoor learning therefore offers opportunities to connect therapeutic goals with everyday life, participation and social inclusion.

Keywords: autism; outdoor activities; sensory stimulation; social interaction; autonomy; inclusion.

LANGUAGE DEVELOPMENT AS A KEY FACTOR IN THE SOCIAL ADAPTATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

NESTERIUC Anastasia, candidate PhD, “Ion Creangă” State Pedagogical University of Chişinău,
Republic of Moldova, ORCID ID: 0009-0001-7907-9289, e- mail: kuta2810@gmail.com

Abstract. The article addresses the issue of social adaptation among senior preschool children with special educational needs (SEN) and speech disorders. Drawing upon contemporary psychological and pedagogical frameworks, the study examines the fundamental role of speech development as a primary driver for assimilating social experience and integrating children into peer group dynamics. The paper outlines the specific patterns of maladaptation, challenges in organizing communicative and collaborative play activities, and the direct impact of speech impairments on personal development, self-esteem, and emotional well-being. Furthermore, the necessity of a comprehensive, interdisciplinary approach to designing an adaptive developmental environment within preschool educational institutions is substantiated, emphasizing the role of continuous psychological and pedagogical assessment.

Keywords: Social adaptation; children with SEN; speech disorders; speech development; senior preschool age; communicative activity.

SPEECH THERAPIST-PARENT PARTNERSHIP IN DEVELOPING COMMUNICATION SKILLS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

OLĂRESCU Valentina, University Professor, PhD, “Ion Creangă” State Pedagogical University of
Chişinău, Republic of Moldova, ORCID ID: 0000-0001-8019-8907, e-mail: olarescu.valentina@upsc.md
PONOMARI Dorina, Associate Professor, PhD, “Ion Creangă” State Pedagogical University of Chişinău,
Republic of Moldova, ORCID ID: 0000-0002-0795-3889, e-mail: ponomari.dorina@upsc.md

Abstract. The development of communication skills in children with Special Educational Needs (SEN) is a priority of speech and language therapy and psycho-pedagogical intervention, playing an essential role in facilitating social participation, academic success, and educational inclusion. Communication is a fundamental factor in a child's overall development, influencing interpersonal relationships, access to learning, the expression of needs, and the formation of personal autonomy. In children with SEN, language and communication difficulties may significantly limit their adaptation and integration into school and social environments, thus requiring complex and coordinated interventions. Cooperation between the speech and language therapist and the parent is a key prerequisite for the effective development of communication skills in this group of children. The partnership between the family and the specialist ensures the continuity of speech and language intervention, promotes the generalization of skills acquired during therapy sessions, and creates a stimulating environment that supports language development. This article examines the role of speech therapist-parent collaboration in the assessment, planning, and implementation of intervention programs, highlighting the importance of active family involvement in practicing and consolidating the child's communication abilities. The main forms of cooperation, their benefits for receptive and expressive language development, and the factors facilitating the establishment of an effective partnership are presented and discussed.

Keywords: children with SEN; communication skills; speech and language intervention; speech therapist-parent partnership; family-specialist collaboration; educational inclusion; parental counseling.

FROM INTERPERSONAL VALIDATION TO ARTIFICIAL VALIDATION: THE SEARCH FOR CONFIRMATION IN THE ERA OF ARTIFICIAL INTELLIGENCE IN BORDERLINE PERSONALLITY DISORDER

PANĂ Mariana Magdalena, Licensed Psychologist, member of the College of Psychologists of Romania; PhD candidate in Psychology, “Ion Creangă” State Pedagogical University of Chişinău, ORCID ID: <http://orcid.org/0009-0001-3719-1475>, e-mail: cabinet@panamagdalen.ro

Abstract. Validation is a central concept in understanding and psychotherapeutic intervention in borderline personality disorder (BPD), being related to emotional regulation, interpersonal sensitivity, and subjective experience. In dialectical behavior therapy (DBT), validation involves recognizing that an individuals emotions and internal experience may make sense in the context of personal history and the current situation, without automatically confirming the patients interpretation.

The development of conversational artificial intelligence creates a new context for seeking support, reassurance and confirmation. This article proposes the concept of „artificial validation”, defined as the use of a conversational artificial intelligence system to obtain a form of external confirmation regarding one’s psychological experience. Four forms are differentiated: emotional validation, cognitive validation, interpersonal validation and decisional validation. The distinction between validation of emotion and confirmation of interpretation is emphasized: recognizing that an emotion is legitimate or understandable does not automatically imply that the explanation given for its occurrence is accurate. From a clinical perspective, the relevance of AI may support the organization of emotional experience, reflection, psychoeducation, and the exploration of alternative perspectives, whereas repetitive use aimed at obtaining certainty may maintain a cycle of external reassurance and hinder the development of self-validation.

The proposed concept is theoretical and is not presented as a phenomenon specific to BPD or as empirically established; rather, it provides a framework for formulating hypotheses and investigating an emerging psychological function of human-artificial intelligence interaction

Keywords: TPB, validation, emotional regulation, DBT, artificial intelligence, reassurance.

STUDENTS IN THE DIGITAL ERA: COPING, EMOTIONAL INTELLIGENCE AND VULNERABILITY TO BEHAVIORAL ADDICTIONS

POPESCU Elena-Simona, Specialist Psychologist in Psychotherapy and Clinical Psychology, Bucharest, Romania, PhD student, “Ion Creangă” State Pedagogical University of Chişinău, ORCID ID: 0009-0002-9988-3271, e-mail: popescu.elenasimona@upsc.md

LOSÎI Elena, University Professor, PhD, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova, ORCID ID: 0000-0002-5032-9993, e-mail: losii.elena@upsc.md

Abstract. With rapid technological advancement, university students are increasingly exposed to problematic patterns of internet, social media, smartphone, and online gaming usage, some of which meet the criteria for behavioral addiction. This theoretical article examines emotional intelligence (EI) as a resource associated with lower levels of problematic usage and explores the role of coping strategies in explaining this association (a pathway that has not yet been empirically tested). While various constructs are linked to risks associated with digital behaviors, this article focuses on the relationship between emotional intelligence, coping, and vulnerability within the digital and university context. The analysis distinguishes between empirically supported findings and interpretations derived from studies that examine only specific components of this relationship. Finally, two related concepts – psychological resilience and digital emotional intelligence – are addressed as potential avenues for future research. Additionally, implications for promoting mental health and educational inclusion in higher education are discussed (presented as areas requiring evaluation rather than as proven effective interventions).

Keywords: emotional intelligence; coping; behavioral addictions; university students; educational inclusion.

STRATEGIES USED TO INCREASE SELF-ESTEEM AND SELF-CONFIDENCE IN SCHOOL STUDENTS

RACU Iulia, University Professor, Doctor Habilitatus, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0002-9096-7121, e-mail: racu.iulia@upsc.md

BALAN Rodica, University Assistant, PhD student, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0009-0002-3431-1870, e-mail: balan.rodica@upsc.md

Abstract. This study examines the strategies used by educational stakeholders to foster students’ self-esteem and self-confidence as essential psychological resources for well-being, school adjustment, learning motivation, and interpersonal functioning. The research comparatively analyzes the perspectives of school psychologists, teachers, and school managers regarding the interventions implemented in educational settings. The findings indicate a clear predominance of individual counseling across all three professional groups: 58.3% of school psychologists, 43.8% of teachers, and 66.7% of school managers identified it as the primary strategy. Group activities and thematic workshops are used considerably less frequently, while integrated approaches combining individual, group, and psychoeducational interventions remain uncommon. These results reveal a predominantly reactive and fragmented intervention model, focused on addressing already manifested difficulties rather than on universal prevention and socio-emotional development. The study highlights the need for a paradigm shift in the educational system of the Republic of Moldova toward integrated, preventive, and systemic interventions. Strengthening professional training, clarifying institutional responsibilities, allocating adequate resources, and embedding self-esteem and self-confidence development into educational policies and curricula are essential for sustainably promoting students’ well-being and psychosocial development.

Keywords: well-being; self-esteem; self-confidence; educational interventions; school students.

THE ROLE OF EMOTION REGULATION IN PSYCHOSOCIAL ADAPTATION IN ADULTS

ȘTEFLIUC Gabriela, Clinical Psychologist, CBT Psychotherapist, Hope Clinic, Bucharest, Romania:
PhD Student, “Ion Creangă” State Pedagogical University of Chisinau, Republic of Moldova,
ORCID ID: 0009-0001-2151-1657, e-mail: gabriela.stefliuc@yahoo.com

Abstract. The present paper analyzes the role of emotion regulation in psychosocial adaptation in adults, based on contemporary approaches that emphasize the mechanisms involved in psychological functioning. Emotion regulation is conceptualized as an essential process through which individuals manage their internal experiences and respond to environmental demands. The analysis of the specialized literature and recent research findings indicates that emotion regulation strategies influence both well-being and interpersonal relationships, ultimately affecting individuals’ adaptive capacity. The effectiveness of these strategies is shaped by the context in which they are used, as well as by individuals’ internal resources. In this regard, flexibility in emotion regulation emerges as a key component of psychosocial adaptation, contributing not only to the maintenance of psychological balance but also to effective functioning in various everyday situations. The findings of the studies analyzed suggest that emotion regulation does not operate in isolation, but rather in interaction with multiple factors, such as social and psychological ones, highlighting the complex nature of the adaptation process.

Keywords: emotion regulation; psychosocial adaptation; emotions; well-being.

EMOTIONAL INTELLIGENCE AMONG TEACHERS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS: A SYSTEMATIC REVIEW FROM 2021-2026

STEPAN Amalia-Raluca, Assistant Professor, PhD, “Teacher Training Department”, University of Craiova, Romania, ORCID ID: <https://orcid.org/0000-0002-7322-3534>, e-mail: amalia.stepan@edu.ucv.ro

MOGONEA Florentina, Associate Professor, PhD, “Teacher Training Department”, University of Craiova, Romania, ORCID ID: <https://orcid.org/0000-0002-9141-588X>, e-mail: florentina.mogonea@edu.ucv.ro

MOGONEA Florentin-Remus, Associate Professor, PhD, “Teacher Training Department”, University of Craiova, Romania, ORCID: <https://orcid.org/0009-00082374-2134> florentin.mogonea@edu.ucv.ro

Abstract. The aim of our study was to conduct a literature review of studies in which emotional intelligence (trait and aptitude) was measured in teachers teaching students with special educational needs. To conduct this review, we used the PRISMA2020 scheme, for new systematic reviews that included only research in databases and journals, from the last 5 years, between 2021 and August 2026. The exclusion criteria for studies were as follows: emotional intelligence was measured in professional categories other than those in education, (n=575), emotional intelligence was measured in teachers in general, not in those in inclusive education (n=321), emotional intelligence was used for other age groups (n=277) and studies that were not open access (n=115). The final articles that met all inclusion criteria were 21 studies. The participants involved in the included studies were teachers in the field of inclusive education. The practical implications of the included studies draw attention to the fact that teachers who have good emotional self-regulation and self-control, are aware of their own feelings, as well as those of others, and are empathetic towards students with special needs, are the ones who have the best results with them.

Keywords: emotional intelligence; teachers; inclusive education; emotional self-regulation.

PARTICULARITIES OF RECOVERY IN PATIENTS WITH NEUROCOGNITIVE DISORDERS IN ROMANIA

TABLAN Mihaela, Clinical Psychologist, Cognitive-Behavioral Psychotherapist, Speech Therapist, Piatra-Neamț, Romania, PhD Student, “Ion Creangă” State Pedagogical University of Chișinău, ORCID ID: 0009-0004-7748-1954, e-mail: tablan.mihaela@upsc.md

Abstract. Neurocognitive disorders (NCDs) represent a growing public health concern in Romania, driven by population ageing and a rising number of newly diagnosed cases. Data from the National Institute of Public Health show that annual Alzheimer's disease reports nearly doubled between 2014 and 2024, while Global Burden of Disease projections estimate a substantial increase in dementia prevalence by 2050. This article examines the diagnostic framework of neurocognitive disorders according to DSM-5-TR and ICD-11, and discusses neuropsychological rehabilitation as a complex, interdisciplinary, and individualized process. Particular attention is given to the theoretical contributions of A.R. Luria and A.N. Leontiev, whose work on the functional organization of the brain and the theory of activity remains relevant for compensatory strategies in cognitive rehabilitation. Evidence-based non-pharmacological interventions – including reality orientation therapy, cognitive stimulation therapy, individualized cognitive rehabilitation, attention process training, and reminiscence therapy – are reviewed alongside pharmacological treatment protocols approved in Romania. The article further explores the particularities of recovery within a residential care setting, illustrated through the case of the Brio Resort elderly care center, emphasizing interdisciplinary collaboration, maintenance of functional autonomy, and integration of rehabilitation into daily routines.

Keywords: neurocognitive disorders; dementia; neuropsychological rehabilitation; cognitive stimulation therapy; residential care.

SECTION 4

DIGITAL TRANSFORMATION AND EQUITABLE ACCESS TO EDUCATIONAL RESOURCES: CROSS-BORDER UNIVERSITY LIBRARIES AND OPEN LEARNING ECOSYSTEMS (CBOL)

TRANSFORMATION OF LIBRARIES AND EQUITABLE ACCESS TO EDUCATIONAL RESOURCES: THE EXPERIENCE OF THE CROSS-BORDER BIBLIOTECH PROJECT

Veronica BORS, Deputy Director, National Library of the Republic of Moldova,
ORCID ID: 0000-0002-5759-3324, e-mail: vbors@bnrm.md

Abstract. Digital transformation is reshaping the role of libraries, extending it beyond the preservation and provision of information towards the development of inclusive learning ecosystems and broader access to knowledge. This paper presents the experience of the National Library of the Republic of Moldova within the BiblioTech cross-border project, implemented under the Interreg VI-A NEXT Romania-Republic of Moldova 2021-2027 Programme, in partnership with the “Mihai Eminescu” Central University Library of Iași.

The project focuses on strengthening digital infrastructure and services, improving access to educational resources, and supporting students, teachers, and school libraries. Key outcomes include the development of the “School Library” digital platform and the establishment of the Centre for Educational Innovation and Access to Knowledge within the National Library of the Republic of Moldova.

The paper examines the project’s main achievements, implementation challenges, including financial, administrative, and technical constraints, and prospects for sustainability. The BiblioTech experience highlights the potential of cross-border cooperation to strengthen libraries’ capacity to address emerging educational needs and promote more equitable access to digital resources and learning opportunities.

Keywords: Digital transformation; libraries; BiblioTech; cross-border cooperation; digital educational resources; learning ecosystems; School Library platform; educational innovation; equitable access; digital inclusion.

THE ROLE OF ARTIFICIAL INTELLIGENCE IN THE INTERPRETATION OF LITERARY TEXTS

COMORAȘU Aura, Professor, Teaching Degree I, „Explorator Teodor Gheorghe Negoită”
Secondary School, Sascut, Bacău, Romania, ORCID ID: 0000-0002-3589-2534, e-mail:
auracomorasu@gmail.com

Abstract. The rapid development of artificial intelligence has generated profound changes in the educational process, including in the teaching and interpretation of literary texts. This paper examines the role of artificial intelligence in literary interpretation at lower and upper secondary school levels, starting from the hypothesis that AI, when used critically and under the guidance of the teacher, can facilitate comprehension, stimulate interpretation and develop students’ critical and argumentative thinking. The study approaches literary interpretation as an active process in which the reader constructs meaning through interaction with the text, and investigates the ways in which AI can support this process without replacing individual reading. Several didactic applications are proposed, including vocabulary clarification, generation and evaluation of interpretive questions, comparison of human and AI-generated interpretations, characterization of literary figures, identification of narrative structures and argumentative writing. Examples are provided for literary works studied in Romanian schools, including Ion Creangă’s Childhood Memories, I. L. Caragiale’s Mr. Goe..., Ioan Slavici’s The Lucky Mill, Mihai Eminescu’s poetry and other canonical texts. The paper also discusses the risks of superficial reading, algorithmic errors and excessive dependence on AI. The study argues that artificial intelligence should function as a complementary pedagogical instrument that strengthens, rather than replaces, the human and interpretive dimensions of literary education.

Keywords: artificial intelligence; literary interpretation; literary education; critical thinking; digital pedagogy; secondary education.

INVOLVING NATURAL SCIENCE TEACHERS IN THE CREATION OF MULTIMEDIA INSTRUCTIONAL MATERIALS

DAVIDENKO Andrey, University Professor, Doctor Habilitatus, K. D. Ushynskiy Chernihiv Regional Institute of Postgraduate Pedagogical Education, Professor of the Department of Natural Sciences and Mathematics, Chernihiv, Ukraine, ORCID ID: 0000-0003-1542-8475.

PYROZHKOV Yehor, graduate student, T. H. Shevchenko National University “Chernihiv Colehium”, Chernihiv, Ukraine, ORCID ID: 0000-0003-2022-9606, e-mail: pirozhkov_ep@ukr.net

Abstract. The article is devoted to the problem of creating multimedia, in particular audiovisual, didactic tools by teachers of natural sciences. While the mere use of such aids in natural science education is innovative in itself, the authors argue that creating them elevates the teacher's work to an even higher level of innovation.

The audiovisual didactic tools used in the article are taken from Andrey Davidenko's portfolio.

Based on the analysis of relevant sources, a conclusion is drawn about the importance of audiovisual didactic tools for the educational process. And then it is noted that the modern development of digital technology allows teachers to create these tools independently. At the same time, the teacher can take into account the specific needs of the educational process, individual characteristics of students, etc. Special attention is paid to the creation of audiovisual didactic tools for students to carry out project activities.

The effectiveness of the teacher's activities in creating educational audiovisual aids has been confirmed in practice. Some of the created didactic tools are placed in the portfolio of international photo stocks (photo banks). They are used not only for conducting educational classes, but also for designing STEM laboratories in educational institutions.

Keywords: didactic multimedia; creation; use; educational process; teacher, training.

THE CBOL CROSS-BORDER DIGITAL LIBRARY SUPPORTING THE DIGITAL TRANSFORMATION OF HIGHER EDUCATION

MAȚARIN Mariana, Librarian, Scientific Library, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: <https://orcid.org/0009-0004-23497846>, e-mail: matarin.mariana@upsc.md

EMANDEI Maria, Head librarian, Scientific Library, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID: <https://orcid.org/0009-0007-6818-6349>, e-mail: emandei.maria@upsc.md

Abstract. In the context of the digital transformation of higher education and the need to ensure equitable access to high-quality educational and scholarly information, the Library of „Dunărea de Jos” University of Galați, in collaboration with the Scientific Library of „Ion Creangă” State Pedagogical University, established the Cross-Border Online Library (CBOL) within the transnational project „Online Cross-Border University Library for Equitable Access to High-Quality Educational Services – CBOL”. The initiative capitalizes on the potential of cooperation between academic libraries to develop information services and facilitate access to digital resources supporting education and research. The article examines the role of the Cross-Border Online Library (CBOL) in supporting the digital transformation of higher education, with particular emphasis on access to documentary resources, the preservation and promotion of information heritage, and the expansion of digital library services. It explores the opportunities provided by CBOL for integrating digital resources into teaching and research processes, promoting information heritage, and strengthening institutional cooperation through the use of digital technologies. The paper also addresses the project's contribution to the modernization of library services, increasing the visibility of scholarly output, and developing the information competencies of the academic community.

Keywords: Cross-Border Online Library (CBOL); digital transformation; higher education; digital information resources.

GENERATIVE ARTIFICIAL INTELLIGENCE: DIMENSIONS OF RESEARCHING STUDENTS’ CREATIVITY

RADUC Georgiana Mădălina, Primary School Teacher, Secondary School No. 18, Galați, Romania, PhD student, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0009-0001-9080-8876, e-mail: [gio_raduc@yahoo.com](mailto:gioraduc@yahoo.com)

Abstract. The rapid development of generative artificial intelligence (GenAI) is transforming educational practices and creating new challenges for the study of students’ creativity. Generative systems can support the production of ideas, provide alternative perspectives, facilitate experimentation and assist students in developing written, visual or multimodal products. At the same time, their extensive use raises questions concerning students’ creative autonomy, originality, critical evaluation and the distinction between human-generated and AI-generated contributions. The purpose of this article is to conceptualize several dimensions relevant to researching students’ creativity in educational contexts mediated by generative artificial intelligence. The analysis is based on recent scientific literature and international policy documents addressing GenAI in education, creative thinking and human-AI interaction. The article proposes an analytical framework that moves beyond the exclusive assessment of the final creative product and considers the creative process, the student’s individual contribution, interaction with AI, critical evaluation and transformation of AI-generated content. The proposed framework may serve as a theoretical and methodological basis for future empirical research on students’ creativity in AI-supported learning environments.

Keywords: generative artificial intelligence; students’ creativity; creative thinking; human-AI interaction; education; creative autonomy.

MANAGEMENT OF ELECTRONIC RESOURCES IN THE CONTEXT OF DIGITAL TRANSFORMATION OF THE UNIVERSITY LIBRARY

SCHERLET Ecaterina, director, Scientific Library of “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: <https://orcid.org/0000-0002-2631-1574>, e-mail: scherlet.ecaterina@upsc.md

Abstract. Electronic resource management is an essential component of modern library activity and involves a complex system of processes, ranging from the identification and selection of resources, acquisition and license management, to ensuring access, use, evaluation, and preservation. In the context of the rapid development of the digital environment and the continuous growth of electronic information, effective management of these resources has become an important prerequisite for providing rapid, secure, and equitable access to information.

In the university library, electronic resource management involves analyzing users’ information needs, selecting databases and other digital resources, administering access rights, integrating these resources into the library’s automated systems, organizing and describing them through metadata, as well as monitoring their use. Financial and legal management of subscriptions and licenses, information security, long-term preservation of digital collections, and user training in the effective use of resources also play an important role.

Effective management requires collaboration among librarians, IT specialists, acquisition officers, legal experts, and financial specialists, as well as the development of institutional policies, procedures, and standards. The use of integrated library systems, analytical platforms, and digital collection management systems enables process automation, assessment of resource usage, and informed decision-making regarding the development of electronic collections.

Therefore, electronic resource management should be approached as a continuous, user-oriented process based on the integration of traditional and digital resources, ongoing evaluation of effectiveness, and adaptation of services to new technologies and information needs. In this context, the university library strengthens its role as an information infrastructure and a partner in education, research, and professional development.

Keywords: Electronic resource management; University libraries; Digital resources; Digital collections; Information access; Integrated library systems; Digital transformation.

INFORMATION TECHNOLOGIES IN THE PROFESSIONAL ACTIVITY OF AN ART TEACHER IN SECONDARY EDUCATION INSTITUTIONS

SOLDATENKO Oleksandr, Associate Professor, Ph.D. in Pedagogics, the Department of Art Disciplines; T.H. Shevchenko National University “Chernihiv Colehium”, Chernihiv, Ukraine, ORCID ID: <https://orcid.org/0000-0001-7400-2779>, e-mail: ssanya2012@ukr.net

Abstract. The article examines the features of the use of information technologies in the professional activities of an art teacher in secondary education institutions. The relevance of digitalization of art education in the context of the implementation of the New Ukrainian School concept is analyzed and the role of information technologies in improving the quality of the educational process is determined. The digital competence of an art teacher is characterized as an important component of his professional competence. The main areas of application of digital technologies in the activities of a teacher are highlighted, in particular the use of platforms for organizing learning, multimedia tools, interactive services and digital means of communication with students and parents. The possibilities of using graphic editors, digital musical instruments, virtual museums, digital galleries and artificial intelligence technologies in the creative activities of an art teacher are revealed. Considerable attention is paid to the role of information technologies in the development of students' creativity and the organization of distance and blended learning. The advantages and problems of using digital technologies in art education are analyzed, and the prospects for their further development are outlined, related to the introduction of virtual and augmented reality technologies, generative artificial intelligence, personalized learning, and the development of a digital educational environment. The need for continuous improvement of the digital competence of an art teacher as an important condition for effective professional activity in the modern educational space is substantiated.

Keywords: information technology; art teacher; digital competence; art education; artificial intelligence; digital educational environment.

DIGITAL TRANSFORMATION AND EQUITABLE ACCESS TO EDUCATIONAL RESOURCES: A BIBLIOMETRIC ANALYSIS OF DIGITAL UNIVERSITY LIBRARIES

STANCIU Silviu, University Professor, Doctor Habilitatus, “Dunarea de Jos” University of Galati, Romania, ORCID ID: <https://orcid.org/0000-0001-7697-0968>, e-mail: silviu.stanciu@ugal.ro

ANTOCI Diana, University Professor, Doctor Habilitatus, “Ion Creanga” State Pedagogical University of Chişinău, Republic of Moldova, ORCID ID: <https://orcid.org/0000-0002-7018-6651>, e-mail: antoci.diana@upsc.md

Abstract. The digital transformation of higher education is redefining the role of university libraries, which are evolving from traditional collection management structures into digital infrastructures that support access to information, learning, and inclusion. This study examines the scientific literature at the intersection of digital transformation, equitable access to educational resources, and the development of digital university libraries. A bibliometric approach was applied to publications indexed in the Web of Science Core Collection for the period 2015-2026. The preliminary corpus comprises 79 publications, mainly concentrated in Information Science & Library Science, Computer Science, and Education & Educational Research. The analysis highlights key themes related to the digitalization of academic libraries, accessibility of electronic resources, digital inclusion, open educational resources, and services based on emerging technologies. The study contributes to a better understanding of current research trends and conceptual connections in this field and provides an analytical framework for assessing the role of digital university libraries in promoting equitable access to educational and scientific resources.

Keywords: digital transformation; equitable access; digital university libraries; educational resources; digital inclusion; bibliometric analysis.

FROM TRADITIONAL LIBRARY TO SMART AND INCLUSIVE HUB: THE MINDS PROJECT AT THE TECHNICAL UNIVERSITY OF MOLDOVA

STRATAN Valentina, ORCID ID: <https://orcid.org/0000-0002-2709-2131>,
LUPU Viorica, PhD, Scientific Library of Technical University of Moldova, Republic of Moldova,
ORCID ID: <https://orcid.org/0000-0002-3905-7499>,

Abstract. The rapid development of emerging technologies is reshaping university libraries and creating new opportunities for smarter, more accessible and user-centred services. This paper presents the experience of the Scientific Library of the Technical University of Moldova within the Digital Vanguard Library – Meeting Intellectual Needs through Discovery and Study (MINDS) project, implemented under the Interreg NEXT Romania-Republic of Moldova 2021-2027 Programme.

The paper explores an integrated approach to library modernization based on three complementary components: automation, artificial intelligence and accessibility. RFID technology is being introduced to streamline circulation, inventory and collection management processes, while an AI-powered chatbot is being developed to facilitate interaction with users and provide guidance on library services and resources. The project also includes specialized equipment and technological solutions aimed at improving access to library services for users with disabilities.

The paper discusses the opportunities and challenges associated with integrating these technologies and highlights the importance of cross-border cooperation and knowledge exchange. The MINDS project illustrates how technological innovation can support the development of more responsive, inclusive and future-oriented university library services.

Keywords: university libraries; smart library; RFID; artificial intelligence; AI chatbot; assistive technologies; accessibility; inclusive library services; library innovation; MINDS project.

DEVELOPING ADVANCED DIGITAL SKILLS FOR THE UNIVERSITY ENVIRONMENT - A KEY EDUCATIONAL DIMENSION OF THE CBOL PROJECT

SUSARENCO Ala, Head of Information Service, Scientific Library of “Ion Creanga” State Pedagogical University of Chişinău, Republic of Moldova, ORCID ID: 0009-0008-3110-5362,
e-mail: ala.susarenco@gmail.com

Abstract. The educational component of the CBOL Project focused on three areas: plagiarism and copyright in academic writing, bibliographic reference management (including the use of the reference management software Zotero), and organization information in library. The aim of these training sessions was to inform users about research ethics, the correct citation of sources, and copyright compliance, as well as to cover the presentation of bibliographic references in academic writing. All sessions also included training to develop digital skills regarding the use of the CBOL cross-border online library.

Keywords: CBOL; digital education; cross-border online library; digital skills; plagiarism; academic writing; bibliographic reference management.

THE ETHICAL AND HISTORICAL DIMENSIONS OF SPIRIDON VANGHELI'S WORK CHILDREN IN THE SHACKLES OF SIBERIA IN ROMANIAN LANGUAGE AND LITERATURE CLASSES

TABURCEANU Polina, University Lecturer, PhD, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova, ORCID ID: 0000-0001-9475-3481, e-mail: taburceanu.polina@upsc.md

Abstract. This study explores the didactic potential of the documentary novella Children in the Shackles of Siberia (Copiii în cătuşele Siberiei) by Spiridon Vangheli within lower secondary Romanian language and literature classes. Beyond traditional narrative analysis, the paper highlights how literary-documentary texts

serve as essential tools for axiological education and the preservation of historical memory regarding Stalinist deportations.

Adopting an interdisciplinary approach at the intersection of literature, history, and ethics, the research provides concrete methodological guidelines for addressing sensitive historical trauma in an age-appropriate manner. Interactive teaching strategies within the Evocation-Meaning-Making-Reflection (ERR) framework – such as the RAFT technique, reflective reading, and double-entry journals – are proposed to move students beyond mere text decoding toward an empathetic, critical reading experience.

Ultimately, this pedagogical model fosters emotional intelligence, critical thinking, ethical sensitivity, and civic identity. By transforming memory literature into an authentic vehicle for exploring human dignity and resilience, the study offers educators practical tools to shape the moral and spiritual profile of contemporary young readers.

Keywords: Spiridon Vangheli; literature of memory; ethical education; Stalinist deportations; didactic strategies; historical empathy.

ENSURING THE ACCESSIBILITY OF DIGITAL COLLECTIONS OF THE EDUCATIONAL AND SCIENTIFIC ENVIRONMENT OF HIGHER EDUCATION INSTITUTIONS IN CRISIS CONDITIONS

TERENTIEVA Nataliia, University Professor, Doctor Habilitatus, National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine, ORCID ID: <https://orcid.org/0000-0002-3238-1608>, e-mail: nataterentyeva@gmail.com

LIASHKEVYCH Antonina, University Professor, Doctor Habilitatus, Kherson State Maritime Academy, Kherson, Ukraine, ORCID ID: <https://orcid.org/0000-0002-0802-6489>, e-mail: antonina26.72@gmail.com

Abstract. This paper presents the author’s research on the digitization of Ukraine’s educational and scientific landscape in times of crisis. It highlights the opportunities and challenges of the digital age. It notes that, in the context of the digital age, technological and synergistic approaches are becoming methodologically important. It is emphasized that the security of the information space in education and science is a critically important aspect of modern educational and scientific processes.

The main aspects of the security of the information space in education and science are highlighted, such as: Protection of information resources; Protection of information infrastructure; Protection of users; Legal and regulatory aspects; Specific threats in the educational and scientific environment. The security of the information space in education and science during times of crisis requires not only responding to current challenges but also proactively implementing forward-looking changes aimed at creating a resilient, secure, and trustworthy ecosystem for learning, research, and innovation in the future.

The report highlights specific national platforms and government initiatives in Ukraine that have already taken a prominent place and gained widespread adoption in the country, as well as educational platforms developed by EdTech companies and civic initiatives. It is noted that in recent years, artificial intelligence (AI) has become one of the most transformative technologies, and its impact on the fields of education and science is growing exponentially.

Keywords: digital educational and scientific environment; digital collections; accessibility of digital collections; information space; security of the information space.

SECTION 5 ETWINNING AND DIGITAL COLLABORATION: BUILDING INNOVATIVE LEARNING COMMUNITIES

EXPLORING GLOBAL COMMUNICATION SKILLS AMONG JORDANIAN STUDENT TEACHERS ACROSS AI-MEDIATED ETWINNING PROJECTS

AL-JAMAL Dina, University Professor, PhD, Yarmouk University, Jordan, Faculty of Educational Sciences, Department of Curriculum and Instruction, ORCID ID: 0000-0002-0623-4604, e-mail: deena.j@yu.edu.jo

Abstract. This paper examines the development of global communication skills among the Jordanian student teachers involved in an ecosystem of AI supported eTwinning collaborations with partners from Tunisia, Spain, Poland, Türkiye, Sweden, Romania and Moldova. Global communication is addressed as a crosscutting thread throughout five structurally different eTwinning projects where Jordanian participants are involved. This paper presents results from an empirical analysis of the thematic content of the participants' posts in these projects, focusing on how the structure of the tasks, the involvement of the AI tools and reflective discourse forms influence the development of global communication. Based on Byram's ICC model, the sociocultural and CSCL approaches, and recent studies on how generative AI supports EFL writing, the discourse produced by the Jordanian participants is examined throughout the project's different stages. The findings suggest that task scaffolding is a strong predictor of the density of indicators for ICC with scaffolding resulting in higher ICC indicators compared to open prompt designs. There is a positive correlation between engagement depth with AI tools (i.e., described compositional decisions in response to AI output) and ICC development, where there is a positive correlation with generic mentions of AI use. Participant analysis shows that there are measurable changes in participants' use of procedural to reflective discourse over the course of the project, although this varies significantly across the different tasks. The implications of these findings are relevant to the design of EFL teacher education courses, as task scaffolding, structured use of AI and explicit comparison between national stages should be considered as essential features of EFL teacher education courses rather than optional ones.

LEARNING TOGETHER IN DIGITAL SPACES: TEACHER-STUDENT EXPERIENCES OF COOPERATION AND INNOVATION THROUGH ETWINNING

ANTOCI Diana, Doctor Habilitatus, Full Professor, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID <https://orcid.org/0000-0002-7018-6651>, e-mail: antoci.diana@upsc.md
MÎSLIȚCHI Valentina, Associate Professor, PhD, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID <https://orcid.org/0000-0001-7868-4439>, e-mail: mislitchi.valentina@upsc.md

Abstract. Digital transformation is reshaping collaboration in education by creating learning spaces that connect teachers and students across institutional and national boundaries. This paper explores the experiences of teachers and students within eTwinning projects, focusing on how digital collaboration can contribute to the development of innovative learning communities. The analysis is based on a reflective examination of eTwinning practice, involving students in collaborative international activities, digital communication, content co-creation, intercultural exchanges, and shared learning experiences. Particular attention is paid to the evolving roles of teachers and students: the teacher acts as a facilitator, mentor, learning designer, and partner in the learning process, while students become active participants and co-creators of knowledge. Drawing on these experiences, the paper proposes a model of eTwinning collaboration between teachers and students, conceptualizing the transition from digital interaction to an innovative learning community through five interconnected processes: communication, collaboration, knowledge co-creation, intercultural learning, and reflection and improvement. The model highlights digital, socio-collaborative,

intercultural, and pedagogical outcomes, underpinned by cross-cutting elements such as trust, shared values, inclusion, sustainability, quality, and continuous learning.

The paper argues that eTwinning can serve as a significant ecosystem for collaborative and transformative learning, as it brings into focus the relationship between cooperation, technology and pedagogical innovation, highlighting the ways in which digital spaces become authentic environments for interaction, creation and the shared construction of knowledge. By bringing together teachers' and students' experiences, the paper foregrounds the potential of eTwinning to connect educational communities, stimulate participants' initiative and creativity, and confer upon learning a participatory, intercultural and innovative dimension.

Keywords: eTwinning; cooperative learning; digital collaboration; teacher-student experiences; innovative learning communities; co-creation; intercultural learning; digital learning; pedagogical innovation

BEHAVIORAL CHANGE, THE DEVELOPMENT OF A SUSTAINABLE ECONOMY, AND THE INVOLVEMENT OF LOCAL COMMUNITIES IN PROTECTING NATURAL RESOURCES

ARTIOMOV-CRACIUN Alina, PhD candidate, University Assistant,

ARTIOMOV-CRACIUN Sergiu, PhD candidate, Free International University of Moldova, Republic of Moldova, ORCID ID: [0009-0004-1632-3864](https://orcid.org/0009-0004-1632-3864), e-mail: craciun.lina33@gmail.com

TUREK-RAHOVEANU Maria-Magdalena, Professor, PhD, “Dunarea de Jos” University of Galati, Romania, ORCID ID: [0000-0001-5238-5641](https://orcid.org/0000-0001-5238-5641), e-mail: mturek2003@yahoo.com

ZUGRAVU Adrian-Gheorghe, Professor, PhD, “Dunarea de Jos” University of Galati, Romania, ORCID: [0000-0002-9106-3781](https://orcid.org/0000-0002-9106-3781), e-mail: zugravuadrian@yahoo.com

Abstract. This article analyzes the relationship between behavioral change, the development of a sustainable economy, and the involvement of local communities in protecting natural resources, with a focus on the municipality of Chişinău. The research employs documentary and statistical analysis of official data from the National Bureau of Statistics of the Republic of Moldova, complemented by an analysis of national and municipal public policy documents. The results indicate that the municipality of Chişinău holds a dominant position regarding urban green spaces in the Republic of Moldova: 4,397.2 hectares during the 2022–2024 period and approximately 4.4 thousand hectares in 2025, representing about 65.8% of the total urban green space. This concentration of natural capital generates both benefits for the quality of life and an increased responsibility regarding the conservation and sustainable use of resources. The study argues that environmental policies must be complemented by measures fostering behavioral change, the circular economy, environmental education, sustainable mobility, and civic participation. The main conclusion is that the transition to a sustainable city depends on integrating public interventions with community and entrepreneurial initiatives.

Keywords: behavioral change; sustainable economy; circular economy; local communities; natural resources; green spaces; Chişinău; sustainable urban development.

DOES eTWINNING CHANGE WHY CHILDREN LEARN ENGLISH, OR ONLY HOW IT FEELS?

BARRIUSO Carol, PhD, Instructor, Universitat Rovira i Virgili, Tarragona, Spain,

ORCID ID: 0009-0004-9064-7816; e-mail: carolina.barriuso@urv.cat

LOCKHART Edward A., Assistant Professor, PhD, Universitat Rovira i Virgili, Tarragona, Spain,

ORCID ID: 0000-0002-8870-6600; e-mail: edward.lockhart@urv.cat

Abstract. Virtual exchange is widely reported to raise language learning motivation, yet most evidence rests on perception-based designs reporting motivation as a single score. This article asks whether an eTwinning project changes how pupils feel about English, why they say they learn it, or both. Forty-two pupils aged nine to ten in two intact classes at one Catalan primary school answered the same questionnaire five months apart. One class ran an eTwinning project with schools in Greece and Poland, the other the regular curriculum for the same hours. The questionnaire combined five star-rating items adapted from a mini-AMTB, two open

questions and a five-word association task. The items carried two components, an experiential facet and an orientation facet. On the experiential facet the eTwinning class rose while the control class declined, an adjusted difference of 0.55 points ($p = .022$) confined to pupils who began below 4.16. On the orientation facet both rose alike ($p = .744$). Twelve eTwinning pupils and no control pupil named the exchange as what they liked most. Pupil by pupil, the two formats registered change in different children: the scale in those who began least positive, the word associations in those already at its ceiling.

Keywords: virtual exchange; eTwinning; L2 motivation; primary EFL; sentiment analysis; mixed methods.

DEVELOPING STRATEGIC COMPETENCE IN eTWINNING LEARNING COMMUNITIES: A LONGITUDINAL PORTFOLIO ANALYSIS

LEFTER Adriana Silvica, Primary School Teacher, Teaching Degree I, eTwinning Ambassador, “Elena Doamna” Secondary School, Tecuci, Romania, PhD Student, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0009-0002-4202-1304, e-mail: leftersed@gmail.com

Abstract. Within the European cooperation framework, eTwinning and Erasmus+ partnerships are administratively part of the same programme, yet they operate according to distinct formative logics. This study argues that the relationship between them is one of nature rather than intensity: each setting predominantly engages different dimensions of teachers' strategic competence. The paper proposes a comparative analysis of the two settings across eight organisational criteria, showing that the funded setting mainly requires the structural dimension, while the unfunded one engages the functional and reflective-attitudinal dimensions. The argument is tested through a longitudinal analysis of a personal portfolio comprising seventy-two projects carried out between 2010 and 2026 by a primary school teacher from Romania. The portfolio was coded by role, project type and level of quality recognition. Findings indicate a voluntary certification rate of fifty-six per cent in a system where evaluation carries no material benefit, and reveal three distinct phases: accumulation, convergence with the funded programme, and institutional reallocation. The study concludes that the two settings are complementary rather than hierarchical.

Keywords: eTwinning; digital collaboration; learning community; strategic competence; professional development.

ETWINNING AS A PLATFORM FOR VALUING PEDAGOGICAL EXCELLENCE: RECOGNITION, INNOVATION, AND EUROPEAN ONLINE COLLABORATION

DIMITRIU Angela, eTwinning Program Manager, Technical University of Moldova, Republic of Moldova, ORCID ID: 0000-0001-5074-3724, e-mail: andimitriu337@gmail.com

Abstract. European education is undergoing continuous transformation, with institutional cooperation, experience exchange, and pedagogical innovation contributing to improved educational quality. In this context, the eTwinning programme offers teachers and educational institutions opportunities for communication, collaboration, professional development, and the implementation of innovative projects. This analysis presents the role of eTwinning in promoting educational excellence and recognising teachers' involvement in online collaboration and pedagogical innovation. It examines the National Quality Label (NQL), the European Quality Label (EQL), and data on certified eTwinning projects in the Republic of Moldova during 2023–2025. The analysis highlights teacher participation and the contribution of projects to collaboration, creativity, digital competences, and educational innovation. The findings suggest that certification represents not only a form of professional recognition but also a framework for reflection, self-assessment, and professional development. At the same time, the data indicate sustained interest among teachers in the Republic of Moldova in eTwinning projects and in the European recognition of their quality.

Keywords: eTwinning; pedagogical excellence; recognition; European online collaboration.

DIGITAL COLLABORATIVE LEARNING IN eTWINNING: A PARTNERSHIP BETWEEN PUPILS, PRE-SERVICE TEACHERS AND EDUCATORS

GARBATOVSKI Valeria, Teacher of Specialized Pedagogical Subjects, Teaching Grade I “Alexei Mateevici” Center of Excellence in Pedagogy, Chişinău, Republic of Moldova,
ORCID ID: 0009-0002-3998-3393, e-mail: vciobanu294@gmail.com

MIRICIOIU Carmen Alexandra, Primary Education Teacher, Teaching Grade I “Constantin Cantacuzino” National Pedagogical College, Târgovişte, Romania,
e-mail: miricioiu@colegiul-cantacuzino.ro

Abstract. The digitalisation and internationalisation of education require initial teacher education to create authentic contexts where pedagogical knowledge, digital competence and intercultural collaboration are developed simultaneously. This paper analyses the educational value of digital collaborative learning within the eTwinning ITE project “Discovering Our Talents, Dreaming of Our Careers!”, implemented between February and May 2026 through partnerships among educational institutions from the Republic of Moldova and Romania. The analysis focuses on a three-level collaboration model – pupil–pre-service teacher–educator – and on the way in which international teams, digital tools, mentoring and project-based activities connected theoretical preparation with school practice. The methodological approach is qualitative and descriptive, drawing on project documentation, educational products, activity designs and reflective evidence generated during implementation. The findings indicate that the project created opportunities for pre-service teachers to design, implement and evaluate authentic learning activities, while developing pedagogical, digital, collaborative and intercultural competences. For pupils, the activities supported self-awareness, career exploration, creativity and active participation. The experience suggests that eTwinning can function as an integrated learning environment for initial teacher education, provided that digital tools remain subordinated to pedagogical objectives, structured collaboration and reflective practice.

Keywords: eTwinning; collaborative learning; initial teacher education; digital competence; career education; pedagogical practice.

FROM STEM EXPLORATION TO PEDAGOGICAL DESIGN THROUGH eTWINNING: PRE-SERVICE EARLY CHILDHOOD TEACHERS’ EXPERIENCES

GORIA Sophia, PhD, Laboratory Teaching Staff Department of Special Education,
University of Thessaly, Greece, ORCID ID: 0000-0002-5091-4797, e-mail: sgkoria@uth.gr
SIATRAS Anastasios, Assistant Professor, PhD, Department of Early Childhood Education,
University of Thessaly, Greece, ORCID ID: 0000-0002-0970-7796, e-mail: asiatras@uth.gr
AMPATZIDIS Georgios, Assistant Professor, PhD, Department of Early Childhood Education,
University of Thessaly, Greece, ORCID ID: 0000-0002-3763-3579, e-mail: gampatzidis@uth.gr

Abstract. This study explores pre-service early childhood teachers’ engagement with STEM education through a collaborative eTwinning project embedded in initial teacher education. The study adopted a qualitative descriptive approach, focusing on participants’ experiences of planning, experimentation, documentation, and reflection within the eTwinning environment. During the Spring 2026 semester, participants designed short, playful STEM activities using simple materials and educational technologies, including Micro:bit robotics. Qualitative data were drawn from activity documentation, eTwinning project materials, reflective journals, and records of the collaborative design process. The analysis focused on the pedagogical challenges encountered, the revisions made throughout the design process, and participants’ reflections on connecting STEM activities with the preschool curriculum. The findings indicate that collaborative reflection supported the development of inclusive, innovative educational activities and strengthened connections between initial teacher education and pedagogical design within eTwinning. Overall, the findings suggest that eTwinning can provide a framework for STEM teacher education by enabling pre-service early childhood teachers to explore pedagogical perspectives and develop meaningful STEM learning experiences for preschool settings.

Keywords: eTwinning; STEM education; pre-service teachers; early childhood education.

FROM ONLINE COLLABORATION TO TEACHER EDUCATION: A DOCUMENT ANALYSIS OF OFFICIAL eTWINNING PUBLICATIONS FROM 2020 TO 2026

KARAARSLAN Fatma Nur, Mersin University, Faculty of Education, Türkiye,

ORCID ID: 0009-0004-6427-0234, e-mail: fatmanurkaraarslanedu@gmail.com

İZGİ ONBAŞILI Ümit, Associate Professor, PhD, Mersin University, Faculty of Education, Department of Primary Education, Türkiye, ORCID ID: 0000-0002-7655-3037, e-mail: umitizgi@mersin.edu.tr

Abstract. This study examined, through qualitative document analysis, how the role of eTwinning in education was addressed in official publications from 2020 to 2026. The scope of the study comprised nine official publications concerning school practices and leadership, education for sustainability, national education policies, early childhood and vocational education, initial teacher education (ITE), teacher and school wellbeing, citizenship education, and future teachers. Monitoring reports were treated as sources containing research findings, whereas thematic publications and the 2026 information document were treated as sources presenting institutional and pedagogical orientations. The analysis identified six themes: school culture, leadership, and professional learning; digital, pedagogical, and collaborative competences; the 2023 Monitoring Report and initial teacher education; wellbeing, belonging, and professional agency; student agency and citizenship; and institutional integration extending to ITE. The findings show that, across the documents, eTwinning is addressed at the levels of students, teachers, schools, education systems, and teacher education. The results were evaluated in line with the thematic orientations identified in the official publications.

Keywords: eTwinning; document analysis; teacher education; professional learning; wellbeing; citizenship.

TRANSNATIONAL DIGITAL STORYTELLING WITHIN THE INTERNSHIP TOOL: ETWINNING AND COOPERATION BETWEEN ITALY, SLOVAKIA, AND MOLDOVA AT UNISOB

LA MONTAGNA Teresa, Associate Professor, PhD, University of Study “Suor Orsola Benincasa” of

Naples, Italy, ORCID ID: 0009-0004-9224-1844, e-mail: tirociniosfp.lamontagna@unisob.na.it

TARASCHI Biancamaria, Tutor of Primary Education Sciences, University of Study “Suor Orsola Benincasa” of Naples, Italy, ORCID ID: 0009-0007-5952-9653, e-mail: bianca.taraschi@unisob.na.it

Abstract. This contribution presents the epistemological and organizational restructuring of the internship within the Single-Cycle Master's Degree Course in Primary Education Sciences at the University of Study Suor Orsola Benincasa of Naples (Unisob). Through the integration of eTwinning practices, the path moves beyond a purely instrumental view of technologies to embrace reflective practice. The didactic architecture includes a broad introduction during the first two years of the internship and a subsequent specialization in the second two years, aimed at a selected group of students through operational seminars. Within these spaces, international digital storytelling projects are carried out in synergy with the University of Palermo, Slovak partner universities in Zilina and Trnava, and the Moldovan University, "Ion Creangă" State Pedagogical University of Chisinau. The analysis highlights the impact of this framework on the development of future teachers' language-teaching, intercultural, and reflective skills.

Keywords: Teacher education; Reflective Internship; eTwinning ITE; Digital Storytelling; Transnational cooperation; Università Suor Orsola Benincasa.

FOUR ETWINNING ITE PROJECTS ON EUROPEAN EDUCATIONAL PLATFORMS: FIRST QUANTITATIVE RESULTS

LOCKHART Edward A., PhD, Assistant Professor, Universitat Rovira i Virgili, Tarragona, Spain,
ORCID ID: 0000-0002-8870-6600; e-mail: edward.lockhart@urv.cat
BARRIUSO Carol, PhD, Instructor, Universitat Rovira i Virgili, Tarragona, Spain,
ORCID: 0009-0004-9064-7816; e-mail: carolina.barriuso@urv.cat

Abstract. European initial teacher education (ITE) should introduce future teachers to eTwinning and to the platforms linked to it, yet little is known about how pre-service teachers rate these resources once they have used them. This article reports the quantitative results of an end-of-course questionnaire completed by 33 pre-service primary teachers at a Catalan public university after four concurrent transnational eTwinning projects, each anchored to one resource: eTwinning, Scientix, Europeana, and European Schoolnet Academy. Every statement drew majority agreement, and composites differed across resources with a moderate effect (Kendall's $W = .36$), with European Schoolnet Academy and Scientix rated highest and eTwinning lowest. Scientix outscored Europeana on four identically worded statements ($r = .53$), and eTwinning was valued for intercultural competence far more than for learner outcomes ($r = .59$). Attitudes correlated with the intention to use each resource ($\rho = .45$ to $.54$) and with perceived learning sufficiency, yet firm intention ranged from 45.5% to 6.1% and two thirds of the answers were undecided.

Keywords: initial teacher education; eTwinning; Scientix; Europeana; experiential learning; adoption intention.

PEDAGOGIES IN NETWORKS: TEACHER EDUCATION BETWEEN ETWINNING AND TRANSNATIONAL COOPERATION

NACCA Mary, Docente di scuola primaria, Tutor in Scienze della Formazione Primaria (UNIVAQ),
Università degli Studi dell'Aquila (UNIVAQ), Italy, ORCID ID: 0009-0000-8093-3588,
e-mail: mary.nacca@istitutoturisticooargoli.it ; mary.nacca@guest.univaq.it

Abstract. This contribution explores how international digital collaboration can transform Initial Teacher Education (ITE), drawing on three transnational projects developed within the University of L'Aquila. Anchored in a theoretical framework that integrates professional practice, intercultural agency, and multimodal pedagogies, the study examines how eTwinning and COIL environments function as authentic learning laboratories for student teachers.

The first experience, Less Waste: A Cleaner World, demonstrates the pedagogical value of hands-on workshops in multilingual and cooperative contexts. Through creative recycling activities, participants engaged in learning-by-doing processes that fostered autonomy, ecological awareness, and inclusive classroom dynamics. The second project, Citizens: Inclusive and Open-Minded 2026, developed with partners from Amsterdam and South Africa, served as a comparative education laboratory. Students co-constructed transnational codes of conduct, analyzed school systems as cultural constructs, and strengthened their ethical and intercultural competencies. The third initiative, AAC and English: Towards Inclusion, involved four European universities and explored the integration of CLIL, storytelling, and Augmentative and Alternative Communication. The design of multimodal instructional units showed how specialized tools can become accessible resources for all learners.

Across these experiences, internationalization emerges as a transformative driver that expands professional identity, enhances reflective practice, and promotes the ability to navigate complex educational contexts. The ITE Action at UNIVAQ confirms the relevance of connecting research, practice, and global collaboration to prepare conscious, inclusive, and globally minded educators.

Keywords: internationalization; collaborative learning; multimodal inclusion; teacher education; intercultural competence; digital professional communities.

LEARNING TO GIVE FEEDBACK: ETWINNING AND ASSESSMENT LITERACY IN INITIAL TEACHER EDUCATION (ITE)

NAUMOSKA Aneta, Associate Professor in Linguistics eTwinning ITE Ambassador, Blaze Koneski Faculty of Philology Ss. Cyril and Methodius University Skopje, North Macedonia, ORCID: 0000-0001-8734-2246, aneta.naum@flf.ukim.edu.mk

Abstract. This article examines how eTwinning can support language assessment literacy among university English majors in Initial Teacher Education (ITE). It proposes a collaborative writing-assessment cycle in which student teachers from partner institutions clarify task purposes, co-construct and test criteria, assess shared samples independently, moderate divergent judgements, and revise learner-facing feedback after peer critique. The proposed design draws on research on assessment literacy, as well as the author's experience of implementing eTwinning in ITE. That experience informs the pedagogical proposals but is not treated as empirical evidence. eTwinning is positioned as an organizational setting for professional dialogue rather than as a cause of learning: its value depends on structured tasks, visible reasoning, revision, and teacher educator moderation. The article also distinguishes agreement from assessment quality and proposes evaluating both collaborative products and individual reasoning. Evidence from eTwinning in ITE supports the relevance of international collaboration but does not establish gains in English assessment literacy. The model is therefore presented as a locally adaptable course design whose effects require evaluation through student work and later classroom practice.

Keywords: eTwinning; initial teacher education; language assessment literacy; peer feedback.

SECTION 6 PEDAGOGICAL ACTION RESEARCH: METHODOLOGY AND PRACTICE

FROM DIFFICULTY TO SOLUTION IN TEACHING ROMANIAN AS A FOREIGN LANGUAGE: BEST PRACTICES FOR THE ACADEMIC ADAPTATION OF INTERNATIONAL STUDENTS

BRANIȘTE Ludmila, PhD, Associate Professor, “Alexandru Ioan Cuza” University of Iași, Romania,
ORCID ID: 0000-0002-1635-1986, e-mail: branisteludmila@yahoo.com

Abstract. The academic integration of international students in Romanian-speaking educational environments is significantly influenced by their ability to communicate effectively in Romanian. Teaching Romanian as a foreign language involves a range of linguistic, cultural, psychological, and pedagogical challenges that may affect students’ academic participation, social interaction, and adaptation to the university environment. This article examines the transition from identified difficulties to practical solutions in teaching Romanian as a foreign language, with particular emphasis on effective practices that support the academic adaptation of international students. The study aims to identify the main barriers encountered by foreign students in learning Romanian and to highlight pedagogical strategies that facilitate linguistic development, intercultural communication, and active participation in academic life. The analysis focuses on student-centred learning, communicative and task-based approaches, contextualised vocabulary development, differentiated instruction, digital learning resources, formative assessment, and the integration of intercultural elements into language instruction. Particular attention is given to creating a supportive and inclusive learning environment in which linguistic difficulties are approached as opportunities for progressive development rather than as barriers to academic success. The proposed practices emphasise the integration of language learning with authentic academic situations and everyday communication needs. The study argues that effective Romanian language instruction for international students should go beyond the acquisition of grammatical and lexical competences, contributing simultaneously to intercultural competence, academic confidence, learner autonomy, and social integration. The findings provide a pedagogical framework for improving Romanian language courses and strengthening institutional support for the successful academic adaptation of international students.

Keywords: Romanian as a foreign language; international students; academic adaptation; language learning; intercultural competence; inclusive education; communicative approach; student-centred learning.

INITIAL TEACHER TRAINING FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN EARLY CHILDHOOD EDUCATION: A PEDAGOGICAL ACTION RESEARCH PERSPECTIVE

OLESEA BUCUCI, PhD candidate, University Assistant, English Philology Department,
“Ion Creangă” State Pedagogical University of Chișinău, Republic of Moldova,
ORCID ID: <https://orcid.org/0009-0003-9734-4941>, e-mail: bucuci.olesea@upsc.md.

MARIAN BUCUCI, Master’s student, Advanced Chemical Process Engineering, English-taught study program, Faculty of Chemical Engineering, Babeș-Bolyai University, Cluj-Napoca, Romania,
ORCID ID: 0009-0006-3756-5859, e-mail: marian.bucuci@stud.ubbcluj.com

Abstract. The article addresses the initial professional training of future teachers of English as a foreign language for early childhood education institutions – a segment of teacher education that remains insufficiently delimited in current university curricula. The aim of the research is to identify the specific professional competences required for teaching English to preschool children and to establish the extent to which initial training programmes prepare graduates for this particular educational context. The study adopts a pedagogical action research design, combining the analysis of curricular documents, a questionnaire administered to students in the final years of initial teacher training, and the observation of teaching practice in early education settings. The findings reveal a discrepancy between the general methodological preparation provided by university programmes and the age-specific didactic competences demanded by the preschool

classroom, particularly in play-based methodology, the management of oral input, interaction with very young learners and the use of ludic and multisensory resources. On this basis, the article proposes a set of curricular and practice-oriented measures for strengthening initial training in this field.

Keywords: initial teacher training; English as a foreign language; early childhood education; very young learners; pedagogical action research; professional competences.

ACTION RESEARCH AS A STRATEGY FOR LEVERAGING POPULAR PEDAGOGY IN THE EDUCATION OF GENERATION ALPHA

BUZENCO Aurica, Associate Professor, PhD in Pedagogy, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova, ORCID ID: 0000-0002-5168-7186, buzenco.aurica21@gmail.com

CROITOR Stella, undergraduate student, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova, e-mail: croitor.stella@upsc.md

Abstract. Folk pedagogy encompasses educational experience accumulated and transmitted across generations, reflecting the ways in which communities have contributed to children's upbringing and development in accordance with the values, norms, and behavioural models recognised in social life. Stories, games, proverbs, riddles, songs, work, crafts, and intergenerational relationships have served as means through which children gradually discovered the world around them, learned to communicate and cooperate, and acquired experiences and values transmitted through everyday life. Changes in the conditions shaping contemporary childhood raise the question of identifying appropriate ways to integrate this educational heritage into present-day activities with Generation Alpha children. The article examines pedagogical action research as an approach to investigating and improving practices aimed at drawing on folk pedagogy, starting from real situations encountered by educators in their professional activity. Through the design and implementation of interventions based on resources of folk culture, educators can observe how these are received by children and the effects they have on their educational experience, adapting activities to the characteristics of the group and to the cultural resources available in the child's immediate environment.

Keywords: folk pedagogy; pedagogical action research; values; traditions; education; cultural heritage; Generation Alpha.

VALORIZING THE NON-INVASIVE IMPACT METHODOLOGY IN PRIMARY EDUCATION

CIUBOTARU Natalia, assistant professor, PhD, “Ion Creangă” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0000-0001-5733-1802, e-mail: ciubotaru.natalia@upsc.md

PRISACARU Alla, PhD student, Moldova State University, ORCID ID: 0009-0009-1850-3486, e-mail: alla.prisacaru@gmail.com

Abstract. This article addresses the issue of optimizing language development in primary school students, emphasizing the gradual transition from situational speech to contextual, conscious, and voluntary communication. In the context of the bilingual educational environment specific to the Republic of Moldova, difficulties in verbal expression are often heightened by anxiety and insufficient linguistic resources. To overcome these barriers, the non-invasive impact methodology is proposed - a flexible system of pedagogical procedures that are fragmentarily integrated into regular lesson structures without requiring extra hours or special equipment. The paper details the theoretical foundation and conceptual principles of the approach, as well as the adaptation of the physical environment as an active learning factor. A simple four-step lesson model is proposed: activation, experiencing, expression through interaction, and reflection. Furthermore, specific methodological tools are analyzed, with a focus on the „Intention – Action – Reflection” cycle, alongside strategies for managing the bilingual context, shyness, or student dominance. The study highlights the importance of redefining the teacher's role into that of a condition creator, observer, and partner, while also emphasizing the need for ongoing professional reflection. The consistent application of this methodology ensures a significant qualitative boost in students' communicative competence, facilitating the acquisition of curricular content within a safe psychological environment.

Keywords: non-invasive impact methodology; primary education; voluntary communication; situational speech; bilingual environment; communicative competence.

TEACHING METHODS FOR STIMULATING INTEREST IN READING IN LOWER SECONDARY EDUCATION

GOLUBIȚCHI Silvia, University Professor, Doctor Habilitatus,
“Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova,
ORCID ID: 0000-0002-3650-0141, golubitchi.silvia@upsc.md

VICOL Nina, Romanian Language and Literature Teacher, Teaching Grade II, Horodca Gymnasium,
Republic of Moldova, ORCID ID: 0009-0009-2293-3219, vicol.nina74@gmail.com

ROȘCAN Beatris-Gealina, Primary school teacher, “Constantin Brâncoveanu” Secondary School No. 23,
Constanța, PhD Candidate, “Ion Creangă” State Pedagogical University of Chișinău, ORCID ID: 0009-
0007-6470-7610, e-mail: biaroscan@yahoo.com

Abstract. The article addresses the issue of stimulating reading interest among middle school students, highlighting its importance for the development of communication skills, critical thinking, creativity, and learner autonomy. In the context of increasingly diverse information sources and the growing presence of digital content, fostering a positive attitude towards reading requires the use of varied, interactive, and student-centered teaching approaches. The article examines several instructional strategies, including the selection of texts according to students’ interests and age-specific characteristics, interactive and collaborative reading, games and creative activities, the use of digital technologies, reading clubs and communities, as well as reading projects. These approaches contribute to transforming reading into an active, engaging, and meaningful experience, encouraging personal involvement, the expression of opinions, and the development of reading autonomy. The study emphasizes the teacher’s role in creating educational contexts that foster students’ sustained interest in books and reading.

Keywords: reading; reading interest; reading motivation; teaching strategies; interactive learning; reading culture.

TRAINING PROFESSIONALS FOR SUSTAINABLE ENGAGEMENT IN INTERSECTORAL PARTNERSHIPS: FROM PEDAGOGICAL REFLECTION TO TRANSFORMATIVE ACTION

SCUTARU Albina, PhD candidate, University Assistant, “Ion Creangă” State Pedagogical University of Chișinău, Republic of Moldova, ORCID: 0000-0003-4157-2286, e-mail: scutaru.albina@upsc.md

Abstract. Ensuring child well-being requires strengthening the capacity of professionals in education, social assistance, healthcare, local public administration, and public safety to act collaboratively within intersectoral partnerships. This article approaches professional training as a reflective, collaborative process aimed at transforming professional and institutional practices. The study seeks to substantiate training directions that facilitate the transition from the critical analysis of professional experiences to the design and implementation of coherent intersectoral actions centred on children’s needs and best interests. The methodological approach integrates a review of specialised literature, analysis of the regulatory framework, pedagogical reflection, case studies, problem-based learning, and pedagogical action research. The paper highlights the competencies required for sustainable involvement in partnerships: interprofessional communication, clarification of responsibilities, participatory decision-making, joint planning, management of complex situations, monitoring of interventions, and reflective evaluation of outcomes. Training is conceptualised as a cyclical process that combines problem identification, reflection on existing practices, development of solutions, their implementation in authentic contexts, and revision of interventions based on the evidence obtained. This approach supports the transition from fragmented sectoral interventions towards an organisational culture grounded in shared responsibility, mutual trust, and continuous learning. The study concludes that transformative action becomes possible when pedagogical reflection is supported by functional cooperation mechanisms, distributed leadership, and systematic evaluation. These conditions

enable professionals to convert individual learning into coordinated practices and contribute to the continuity, effectiveness, and long-term sustainability of intersectoral partnerships focused on child well-being.

Keywords: professional training; intersectoral partnership; pedagogical reflection; transformative action; action research; child well-being.

PEDAGOGICAL CHARISMA: THE GENERATOR OF SUSTAINABLE EMOTIONAL CULTURE IN THE DIGITAL ERA

MUNTEANU Olga, PhD Student, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova, ORCID: 0009-0006-3542-9618, olgamunteanu80@gmail.com

BOROZAN Maia, University Professor, Doctor Habilitatus, Head of the Laboratory of Pedagogical Research and Innovation, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova, ORCID: <https://orcid.org/0000-0003-2704-0304>, e-mail: mayacojocari@yahoo.com

Abstract. This paper examines pedagogical charisma in relation to the development of a sustainable emotional culture within the contemporary educational environment, shaped by digitalization, academic pressures, and emotional vulnerability. The affective dimension is explored as a constitutive component of the educational experience, influencing the institutional climate, interpersonal relationships, and engagement in the learning process. Emotional culture is approached as a set of norms, practices, and mechanisms of affective regulation that structure interactions within the educational community. The study proposes an interpretation of pedagogical charisma as a relational resource capable of contributing to the stability of the emotional climate and strengthening cooperation. The conceptual analysis highlights emotional expressiveness, authenticity, vision, and the capacity to mobilize others as relevant dimensions of charismatic influence. The relationship between charisma and emotional intelligence is also examined through the lenses of empathy, self-regulation, and relationship management. In the digital society, the development of pedagogical charisma requires the adaptation of communication and interaction practices, with the teacher becoming a mediator between technology, knowledge, and the learning experience.

Keywords: pedagogical charisma; emotional culture; emotional sustainability; educational environment.

STUDENTS’ EMOTIONAL AUTONOMY IN THE CONTEXT OF SOCIAL MEDIA USE: PEDAGOGICAL LANDMARKS AND DEVELOPMENT DIRECTIONS THROUGH ACTION RESEARCH

STOICA Claudia-Elena, PhD candidate, Early Childhood Educator, “Ion Creangă” State Pedagogical University of Chişinău; Extended-Program Kindergarten No. 23, Ploieşti, Romania

BOROZAN Maia, University Professor, Doctor Habilitatus, Head of the Laboratory of Pedagogical Research and Innovation, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova, ORCID: <https://orcid.org/0000-0003-2704-0304>, e-mail: mayacojocari@yahoo.com

Abstract. The article examines students’ emotional autonomy in the context of social media use and proposes a pedagogical framework for its development through action research. Emotional autonomy is approached as the capacity to maintain confidence in one’s own choices and emotional meanings, to regulate affective reactions, and to express emotions responsibly without excessive dependence on external validation. The analysis integrates developmental perspectives on autonomy, self-determination theory, emotion regulation research, and recent evidence concerning adolescents’ social media experiences. Social platforms are interpreted as ambivalent environments: they may support agency, identity exploration, belonging and access to learning, but may also intensify social comparison, pressure for visibility, dependence on feedback, impulsive expression and vulnerability to peer evaluation. The paper formulates pedagogical landmarks centered on emotional awareness, critical digital literacy, autonomy-supportive communication, self-regulation and ethical participation. An action-research design is proposed, organized through iterative cycles of diagnosis, planning, intervention, observation and reflection. The model can be used by teachers and

school counsellors to investigate and progressively improve students’ emotionally autonomous digital behavior while respecting privacy and research ethics.

Keywords: emotional autonomy; social media; action research; emotion regulation; digital education; students.

THE DIDACTIC GAME AS A STRATEGY FOR INVESTIGATING PERSONAL AUTONOMY IN PRESCHOOL-AGED CHILDREN

STOICA Liliana, PhD Student, “Ion Creanga” State Pedagogical University of Chisinau, ORCID ID: 0009-0002-2384-7135, e-mail: liliana2646@yahoo.com

Abstract. Personal autonomy represents an important dimension of child development, reflected in the ability to make choices, take initiative, act independently, assume age-appropriate responsibilities, and regulate one’s own behaviour. In preschool education, the development and investigation of personal autonomy require educational contexts that are natural, motivating, and appropriate to the particularities of early childhood. This paper examines the didactic game as a strategy for investigating personal autonomy in preschool-aged children. The study adopts a theoretical and methodological perspective and analyses the potential of game-based situations to create relevant contexts for observing autonomous behaviours. Particular attention is given to manifestations such as initiative, independent choice, decision-making, task completion, responsibility, and self-regulation. The paper also outlines methodological directions for integrating didactic games into pedagogical research on personal autonomy and proposes relevant indicators that may support the systematic observation and interpretation of children’s behaviour. The analysis highlights the methodological value of the didactic game as a child-centred context for exploring personal autonomy while respecting the developmental characteristics and specific learning needs of preschool-aged children.

Keywords: personal autonomy; didactic game; preschool age; pedagogical research; early childhood education.

PSYCHOPEDAGOGICAL STRATEGIES FOR SUPPORTING COMMUNICATION IN PRESCHOOL CHILDREN WITH AUTISM SPECTRUM DISORDER

STROESCU Daniela-Iulia, Senior Speech and Language Therapist, General Directorate of Social Assistance and Child Protection, Constanta, Romania; PhD Candidate in Special Education, “Ion Creanga” State Pedagogical University of Chisinau, Republic of Moldova, ORCID ID: 0009-0000-6878-7004, e-mail: stroescudaniela@yahoo.com

Abstract. The study aims to analyze the relationships between verbal/preverbal cognitive development and the expressive and receptive components of language, as well as to highlight their implications for the psychopedagogical support of communication in preschool children with ASD. The empirical component included 60 children with ASD aged 5–6 years. The relationships between verbal/preverbal cognitive development and expressive and receptive language, assessed using the PEP-3, were analyzed. Correlational analysis revealed positive and statistically significant associations between verbal/preverbal cognitive development and expressive language ($p = 0.513$; $p < 0.001$), receptive language ($p = 0.375$; $p = 0.003$), as well as between the expressive and receptive components of language ($p = 0.558$; $p < 0.001$).

The results highlight the relevance of individualized psychopedagogical strategies aimed at developing functional communication and promoting its use in everyday educational and social contexts.

Keywords: autism spectrum disorder; communication; language, functional communication; psychopedagogical strategies; preschool children.

MYTH, SYMBOL, AND THE HUMAN CONDITION IN GEORGE MENIUC’S TOAMNA LUI ORFEU: GUIDELINES FOR INTERPRETIVE READING IN THE 12TH GRADE

STEPANOV Liudmila, First-Degree Teacher of Romanian Language and Literature,

“Mihai Eminescu” Theoretical High School, Cimișlia, Republic of Moldova,

ORCID ID: 0009-0002-7850-6135, e-mail: liudmilastepanov@gmail.com

TABURCEANU Polina, University Lecturer, “Ion Creanga” State Pedagogical University of Chisinau,

ORCID: 0000-0001-9475-3481, e-mail: taburceanu.polina@upsc.md

Abstract. George Meniuc’s poem Toamna lui Orfeu (Orpheus’s Autumn) is one of the representative works of the author’s lyric poetry and belongs to the study of Modernism in 12th grade. The poem draws on the myth of Orpheus and Eurydice to construct a meditation on love, loss, memory, time, and the condition of the creator. The title brings together two essential symbols: “autumn,” associated with the passage of time, maturity, and the approach to existential limits; and “Orpheus,” an embodiment of the poet and, by extension, of the creator who seeks through art to recover what existence has taken away. The journey through successive spaces – train, airplane, ship – becomes an inner journey, oriented toward the past and the image of the beloved. In this context, reading the poem at the high-school level can go beyond identifying themes and artistic devices, guiding students toward interpreting symbols, intertextuality, and the relationship between individual experience and universal myth. This article proposes several guidelines for an interpretive reading of the text, tailored to the competencies and learning outcomes of 12th-grade literary education.

Keywords: Orpheus; myth; symbol; condition of the creator; interpretive reading.