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„Didactics: past, present and future perspectives",

12th edition

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Stela SPÎNU – "Nicolae Testemițanu" State University of Medicine and Pharmacy of the Republic of Moldova
Liana TĂUȘAN – Technical University of Cluj-Napoca, Romania
Ioana TODOR – "1 Decembrie 1918" University of Alba Iulia, Romania
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Contents

Keynote speakers 7

Oral presentations..... 10

Keynote speakers

TEACHING MEDICAL TERMINOLOGY IN THE AGE OF AI: NEW PERSPECTIVES AND EDUCATIONAL OPPORTUNITIES

Chiriac Argentina
Lopatiuc Alina
The State University of Medicine and Pharmacy Nicolae Testemitanu from Republic of Moldova

Abstract

The integration of digital technologies into higher medical education has evolved beyond basic digitalization, increasingly focusing on Artificial Intelligence (AI) as a core support for acquiring specialized linguistic competencies. For non-native students, the challenge is twofold: mastering a dense terminological apparatus and applying it within authentic clinical contexts. This paper analyzes the impact of AI-based tools on the teaching-learning process of medical language, evaluating the extent to which they can supplement or enhance traditional pedagogical methods.

The analysis focuses on the capacity of AI to generate interactive scenarios and simulated doctor-patient dialogues, providing students with an autonomous practice environment free from the pressure of immediate formal assessment. However, implementing these resources in an academic setting raises urgent methodical concerns. Beyond the mere accessibility of information, risks emerge regarding the accuracy of pragmatic nuances and the potential erosion of critical thinking in favor of pre-formatted responses. The study's conclusions advocate for a hybrid approach, where AI does not substitute the didactic act but serves as a tool for personalized learning, contingent upon a rigorous selection of resources and the preservation of direct human interaction—essential to shaping the communicative profile of future physicians.

Keywords: artificial intelligence, medical language, non-native students, university didactics, medical terminology, linguistic competence.

ASSESSMENT THROUGH THE STUDENT'S PERSPECTIVE: BETWEEN AUTONOMY, REFLECTION, AND RESPONSIBILITY

Letitia Muntean – Trif
University "1 Decembrie 1918" Alba Iulia

Abstract

This paper explores the transformation of the assessment paradigm in primary education, shifting from traditional teacher-centered evaluation to a participatory approach carried out "through the eyes of the student." Within this framework, formative assessment becomes a key instrument for supporting deep learning, emphasizing students' active involvement in their own assessment process. The study highlights the role of self-assessment and peer assessment in developing autonomy, responsibility, and critical thinking, as well as in fostering metacognitive skills. Relevant instructional strategies for primary education are examined, including self-correction, guided self-grading, reflective journals, and objective peer appraisal, illustrated through examples from classroom practice. The findings indicate that involving students in the assessment process leads to increased learning motivation, a better understanding of success criteria, and the development of a reflective attitude toward their own performance. At the same time, the paper addresses challenges in implementing these practices, such as subjectivity in assessment and the need for appropriate teacher guidance. The study concludes that assessment, understood as a process of learning and self-regulation, significantly contributes to the development of autonomous and responsible learners, capable of managing their own educational pathways.

Keywords: formative assessment; self-assessment; learning autonomy; metacognition; reflection; responsibility; feedback

Oral presentations

"DEVELOPING COMPETENCES THROUGH ERASMUS+ PROJECTS: A GOOD PRACTICE EXAMPLE IN THE EDUCATIONAL ENVIRONMENT"

Niculina Maria Boncea
Tiberiu Popoviciu" Informatics High School Cluj-Napoca

Abstract

In the context of contemporary education, Erasmus+ projects represent an essential instrument for the development of professional, intercultural, and socio-emotional competences of teachers and students. This paper highlights the importance of participation in Erasmus+ projects as a key factor in the modernization of education and presents an example of good practice resulting from the implementation of the project *"Effective Classroom Management Strategies for Teachers and Educational Staff."* The main objective of the project was to enhance classroom management competences by promoting modern, student-centered educational strategies, such as the growth mindset, differentiated instruction, the flipped classroom, conflict management, and socio-emotional learning. The results of the project demonstrate the positive impact of European cooperation on the quality of the educational process, on teachers' continuous professional development, and on the creation of an inclusive and collaborative educational climate.

Keywords: Erasmus+, good practice, classroom management, growth mindset, socio-emotional learning, inclusive education

HEALTH EDUCATION AND BEHAVIORAL CHANGE MANAGEMENT IN THE TRANSPORT SECTOR: A THEORETICAL SYNTHESIS AND THE IMBCT MODEL

Roxana Aldea-Capotescu
Corina Doroga
CF Clinical Hospital Cluj-Napoca

Abstract

The transport sector represents a professional ecosystem with critical health risks, where traditional safety training must be translated into a complex health education framework. This article provides an exhaustive analysis of the specialized literature (2010–2025), investigating the intersection of transport psychology, occupational health, and emerging technologies (AI/mHealth). The Integrated Model of Behavioral Change in Transportation (IMBCT) is proposed as both a didactic and strategic tool. This model grounds behavioral change on the pillars of the Theory of Planned Behavior and the Transtheoretical Model, utilizing biometrics and micro-learning to overcome the logistical barriers faced by mobile employees.

The results highlight the necessity of transitioning from isolated individual interventions to organizational educational programs that synergistically address stress, sleep disorders, and sedentary lifestyles. The findings emphasize the role of the psychologist as a behavioral specialist, capable of integrating AI monitoring with resilience strategies, thereby ensuring a sustainable workforce and enhanced public safety through the optimization of the human factor.

Keywords: health education, transport psychology, artificial intelligence, IMBCT, occupational stress, mHealth.

STRUCTURING AND ANTICIPATING THE INSTRUCTIONAL PROCESS: THE VALUE OF DIDACTIC DESIGN IN EDUCATIONAL PRACTICE

Florin Cheia
University of Craiova

Abstract

This paper examines the role of didactic design as a central component in structuring and anticipating the instructional process within contemporary educational practice. By analyzing theoretical contributions and current pedagogical models, the study highlights how systematic planning enhances instructional coherence, supports student-centered learning, and increases the adaptability of teaching strategies to diverse learning needs. A particular emphasis is placed on the predictive function of didactic design, conceptualized as a dynamic process that allows teachers to anticipate cognitive, emotional, and situational variables that influence learning outcomes. The results underline that effective instructional design is not merely a technical exercise but a strategic, anticipatory, and reflective practice that significantly improves the quality and efficiency of the educational act.

Keywords: didactic design, instructional process, systematic planning

THE NUTRITION EDUCATOR – A KEY ELEMENT IN PROMOTING THE HEALTH OF PRIMARY SCHOOL STUDENTS

Eusebiu Chereches
Constantin Cucoș
University Al. I. Cuza, Iaşi

Abstract

The nutrition educator is an essential member of the educational staff in promoting the health of primary school pupils, as they contribute to the early formation of healthy eating habits, the development of nutrition literacy, and the prevention of diet-related health problems. Their role goes beyond the simple transmission of information, encompassing the design, implementation, and evaluation of evidence-based educational interventions tailored to the children's age and socio-cultural context. Their competencies include knowledge of nutrition, food safety, physical activity, and food policies, as well as the use of behavior change theories, effective communication, and participatory approaches. In the primary school setting, the nutrition educator can support the development of healthy eating behaviors and a health-promoting educational environment, with long-term beneficial effects on pupils' growth, development, and well-being.

Keywords: nutrition, education, nutrition educator, health.

DEVELOPMENT OF RELATIONAL COMPETENCIES IN FOREIGN LANGUAGE TEACHING: PEDAGOGICAL AND PSYCHO-SOCIAL PERSPECTIVES

Cristina Ciobanu
Doctoral School of Humanities and Educational Sciences, Moldova State University

Abstract

Contemporary education is characterized by profound transformations generated by the dynamics of social, cultural, and technological changes. In this context, the school no longer has only the role of transmitting knowledge, but also that of developing essential competencies necessary for students' social and professional integration. Among these, relational competencies occupy a central place, as they facilitate communication, cooperation, and effective interaction in various social and cultural contexts. The teaching of foreign languages provides a particularly favorable educational framework for the development of these competencies, since the learning process inherently involves constant interaction, communication, and collaboration among participants.

The present article analyzes the pedagogical and psycho-social dimensions involved in the development of students' relational competencies within the process of teaching and learning foreign languages. The research approach is based on the analysis of specialized literature in the fields of pedagogy, educational psychology, and foreign language didactics, as well as on the identification of teaching strategies capable of harnessing the relational potential of learning activities. The research methodology includes theoretical methods such as analysis and synthesis, as well as empirical methods including questionnaires, classroom observation, and a psycho-pedagogical experiment.

The results of the analysis highlight the need to integrate interactive and collaborative teaching strategies that stimulate authentic communication, cooperation, and the development of empathy among students. The valorization of the pedagogical and psycho-social dimensions of the educational process contributes to the creation of a positive educational climate that supports the development of relational

competencies and the formation of students capable of interacting effectively in diverse social and intercultural contexts.

Keywords: relational competencies, foreign language teaching, pedagogical dimension, psycho-social dimension, communication, collaboration.

VOCATIONAL COUNSELING AND CAREER GUIDANCE FOR 8TH AND 12TH GRADE STUDENTS

Alexandra-Andreea Cîndea
St. Simion Ștefan Orthodox Theological Seminary, Alba-Iulia

Abstract

This paper highlights the role of educational counseling in the school and career orientation of students in the 8th and 12th grades, stages that represent important transition points in the educational path. At these levels, students are required to make significant decisions regarding the continuation of their studies, such as selecting a high school profile, choosing a university program, or a career path. Educational counseling supports students in the process of self-knowledge, helping them identify their interests, abilities, and personal values, while also providing information about educational opportunities and labor market requirements. The paper outlines the key steps in counseling and orientation, encompassing evaluating school choices, developing decision-making skills, and creating a practical career plan. It also highlights teamwork between school counselors, teachers, and families to help students make smart choices about their education and future jobs.

Keywords: educational counseling; school and career guidance; adolescents; vocational orientation; decision-making skills; career planning.

DIDACTICS – FROM TRADITION TO NEW EDUCATIONAL PERSPECTIVES

Svetlana Cravcenco
Nicolae Testemițanu State University of Medicine and Pharmacy from Republic of Moldova

Abstract

Didactics, as a fundamental field of educational sciences, reflects the permanent evolution of the teaching-learning process, located between the traditional values of education and the new pedagogical perspectives. The study highlights the importance of capitalizing on established didactic principles and strategies, which have demonstrated efficiency in the formation of students' competencies, simultaneously with the integration of modern approaches centered on the student, on interactivity and on the use of diversified educational resources.

In this context, the research analyzes how the didactic tradition can constitute a solid foundation for innovation, contributing to the optimization of the instructional-educational process and its adaptation to the requirements of contemporary society. At the same time, the role of the teacher in organizing and directing learning activities, as well as the need for a balance between classical methods and modern didactic strategies, are highlighted.

The results emphasize that the harmonious combination of tradition with new educational perspectives favors the development of critical thinking, creativity and autonomy in learning, contributing to the formation of a personality capable of responding to the current challenges of education and society.

Keywords: didactics, evolution, digital education, knowledge, perspectives

DEVELOPING ECOLOGICAL BEHAVIORS IN PRESCHOOL CHILDREN THROUGH ACTIVE LEARNING EXPERIENCES

Ioana Delia Cristea
Anamaria Andreea Vas
GPP Step by Step No. 12, Alba Iulia, Romania

Abstract

Environmental education represents an essential component of early childhood education, contributing to the development of responsible attitudes toward nature and the surrounding environment. The present paper highlights the role of active learning experiences in fostering ecological behaviors in preschool children.

Through practical activities based on recycling and reuse of materials, preschool children were involved in creative and collaborative learning contexts that encouraged environmental awareness and responsible behavior. Recyclable materials such as cardboard boxes, plastic containers, and paper were transformed into educational resources, including recycling bins, models of buildings, and thematic constructions inspired by the local environment.

These activities stimulated creativity, cooperation, and active participation, facilitating the understanding of waste sorting, recycling, and environmental protection.

The results emphasize the importance of experiential learning in developing ecological awareness and sustainable attitudes from an early age.

Keywords: environmental education, preschool education, recycling, active learning, ecological awareness

APTITUDE ASSESSMENTS, SELECTION AND MODELING FACTOR IN PREUNIVERSITY EDUCATION

Razvan Diaconu-Popovici
A.I. Cuza, University, Iassy

Abstract

The proposed study addresses the fundamental issue of systems for assessing the level of skills acquired in the case of young people in the preuniversity educational training phase. The importance of knowing the cognitive stage reached by students in the preuniversity education system, at the end of middle school or during high school, constitutes an intrinsec logic specific to psychoeducational training, in the context of the rise of digital technologies and artificial intelligence in contemporary society. What are the reasons for assessing students, in order to know their cognitive potential? First, we highlight the establishment of the native and acquired intellectual level, at the time of the assessment. Second, we project their socio-professional trajectory, motivations, interests specific to active life, of which they would be an integral part. Third, the development of socio-professional skills reflects a dynamic attached to the needs and options from the existing palette, in the most fields of activity.

Keywords: assessment, skills, abilities, motivation, competences, education.

THE PROCESSUAL DIMENSION OF INTERCULTURAL COMPETENCE: IMPLICATIONS FOR CONTEMPORARY UNIVERSITY DIDACTICS

Olga Dicusară
Moldova State University, Chisinau, Republic of Moldova

Abstract

The article addresses intercultural competence from a dynamic perspective, highlighting its relevance for contemporary higher education, characterized by cultural diversity, academic mobility, and global interconnectedness. The theoretical approach advocates moving beyond descriptive or purely functional perspectives, proposing an understanding of intercultural competence as an evolving, continuous, and contextualized process, shaped by authentic educational experiences, intercultural interactions, and the student's critical reflection on their own cultural frameworks. The emphasis is placed on gradual cognitive, attitudinal, and identity transformations occurring throughout the learning trajectory, rather than on immediate outcomes or isolated behaviors.

From this perspective, intercultural education becomes inseparable from the subjective experience of learning and the ability to adapt in diverse contexts, which entails integrating intercultural competence as an organizing principle of the curriculum, teaching strategies, and assessment, in order to support student development in an environment oriented toward pluralism, social responsibility, inclusion, and lifelong learning.

Keywords: diversity, intercultural competence, processual dimension, higher education pedagogy, academic staff, students.

TOWARDS SUSTAINABLE CAMPUS MOBILITY: A THEORETICAL PERSPECTIVE OF PSYCHO-SOCIAL DETERMINANTS OF TRANSPORT MODE CHOICE AMONG UNIVERSITY STUDENTS

Corina Doroga
Roxana Aldea-Capotescu
CF Clinical Hospital Cluj-Napoca

Abstract

The transition to sustainable urban mobility represents a key challenge for contemporary urban planning, given its potential benefits for public health and quality of life through reduced congestion, fewer accidents, and improved air quality. Understanding the psychological factors influencing individuals' willingness to replace car use with sustainable alternatives—such as walking, cycling, or public transport—is essential for the development of effective transport policies.

University students constitute an important target group for sustainable mobility, as studying in cities other than their place of origin generates regular travel demand. Moreover, the study years represent a formative stage during which long-term mobility habits and attitudes are shaped. This highlights the importance of examining travel behavior within university communities. In smaller university cities, spatial characteristics such as shorter distances and the availability of alternative transport modes may further encourage the adoption of active mobility.

This article reviews theoretical models and empirical research on the psychosocial determinants of students' sustainable transport choices in small and medium-sized university cities. Drawing on behavioral frameworks including Theory of Planned Behavior (Ajzen, 1991), Norm Activation Model (Schwartz, 2007), Value-Belief-Norm Theory (Stern, 2000), the analysis emphasizes the combined influence of ecological values, social norms, perceived behavioral control, and contextual factors. The findings offer useful insights for future research and for development of local urban transport policies and university initiatives aimed at promoting sustainable mobility.

Keywords: sustainable mobility, pro-environmental behavior, students' transport, urban mobility policies

METHODOLOGICAL STRATEGIES AND DIDACTIC VALENCES IN TEACHING ROMANIAN AS A FOREIGN LANGUAGE TO MEDICAL STUDENTS: A SYSTEMIC APPROACH

Ina Driga
University of Medicine and Pharmacy "Nicolae Testemițanu"

Abstract

This paper addresses the complexity of the teaching-learning process of Romanian as a foreign language within the medical academic context, a didactic niche defined by the intersection of philology and specialized terminology. The study starts from the premise that international medical students face a double cognitive task: mastering a vast body of theoretical medical knowledge while simultaneously assimilating the Romanian language as an essential vehicle for professional communication and clinical relationship-building.

In this framework, the research analyzes the language as a structured system operating on two fundamental coordinates: the paradigmatic axis (the selection of lexico-semantic units) and the syntagmatic axis (their combination within the flow of speech). The practical exercise method emerges as the optimal pedagogical solution, facilitating the transition from simple memorization to applied linguistic competence.

The paper details the taxonomy of structural exercises — imitation, substitution, transformation, and expansion — demonstrating how they contribute to the establishment of the automatisms necessary for medical history taking (anamnesis).

A central point of the article is the analysis of specific linguistic barriers, such as phonetic alternations in verbal inflection, genitival agreement, and terminological confusions caused by interference with the native language (e.g., hematologist vs. gemologist or pneumologist vs. pulmonologist). By implementing the model of progressive syntagmatic extension, the didactic process successfully transforms the student from a passive receiver into an active participant, capable of using medical language with precision and rigor.

The study's conclusions emphasize that the efficiency of learning Romanian at the "Nicolae Testemițanu" State University of Medicine and

Pharmacy is directly proportional to the practical applicability of the methodological strategies adopted by the department.

Keywords: medical terminology, paradigmatic axis, syntagmatic axis, structural exercises, professional linguistic competence.

READING AMONG YOUNG PEOPLE IN ROMANIA (2025): TRENDS, PREFERENCES, AND INITIATIVES

Anamaria Groza (Grigoriu)
West Universiy of Timișoara

Abstract

This article aims to offer an in‑depth analysis of reading habits among young people in Romania in 2025, highlighting the strong contrast between the high interest they declare and their actual reading behavior. Although most adolescents state that reading is important for personal development, only a small percentage read regularly, as social media, gaming, and video content significantly compete for their attention. Printed books remain the preferred format, yet digital content—articles,posts, reviews—increasingly shapes literary tastes. Popular genres include adventure, fantasy, revitalized classics, and self-help, while comics and manga continue to gain traction.

The article emphasizes the essential role of schools, families, peers, and online influencers in shaping reading habits, as well as the major disparities between urban and rural areas in terms of access to books. Educational initiatives—book donation campaigns, reading clubs, digital platforms—contribute to renewing interest in reading, but challenges persist, such as limited cultural infrastructure, academic pressure, and fragmented attention. The central conclusion is the need for an integrated national strategy that promotes functional literacy, reading for pleasure, and critical thinking skills adapted to the digital age.

Keywords: access to books, digital influence, literary preferences, reading frequency, youth literacy

PARENTAL EDUCATION AS SUPPORT FOR THE CHILD'S EMOTIONAL HEALTH AND RESILIENCE

Ramona Iulia Herman
"1 December 1918" University of Alba-Iulia

Abstract

Parental education has evolved from a set of informal parenting recommendations into an evidence-based field aimed at promoting children's emotional health and preventing psychological difficulties. This article explores the role of parental education as a key factor in supporting children's emotional well-being and resilience. Drawing on contemporary research in developmental psychology and family studies, the paper examines how parenting practices, emotional regulation within the family, and the quality of the parent–child relationship influence children's emotional development and adaptive functioning. The study highlights the importance of emotionally supportive parenting, emotional validation, and balanced parenting approaches that combine protection with the gradual development of autonomy. The concept of resilience is approached from an ecological perspective, emphasizing the role of family relationships, emotional modeling, and access to supportive resources in fostering children's capacity to cope with adversity. The article also discusses the impact of parental stress on parenting practices and the potential of psychoeducational and online parenting interventions to enhance parental competencies and reduce children's emotional and behavioral difficulties. The article underlines that parental education programs focusing on emotional regulation, supportive parenting styles, and family–school partnerships can contribute significantly to strengthening children's resilience and emotional health. In a context characterized by increasing social stress and rapid change, parental education becomes an essential preventive strategy that supports both parental well-being and the healthy emotional development of children.

Keywords: parental education, emotional health, autonomy, resilience, educational interventions.

COMMUNICATIVE COMPETENCE IN THE MEDICAL FIELD: THE CONTRIBUTION OF SPECIALIZED LANGUAGE TO THE TRAINING OF FUTURE DOCTORS

Alina Lopatiuc
Argentina Chiriac
Nicolae Testemițanu State University of Medicine and Pharmacy from Republic of Moldova

Abstract

The development of a future doctor's professional profile extends beyond the mere accumulation of clinical data, fundamentally involving the mastery of specialized communication mechanisms. Within this educational ecosystem, medical language is not merely an inventory of technical terms but serves as an essential tool for ensuring precision in clinical interaction and interdisciplinary collaboration.

This paper investigates the role of specialized language in consolidating the communicative competence of medical students, emphasizing the need to transpose rigorous terminology into action-centered learning scenarios. It explores didactic strategies that facilitate the transition from passive memorization to the active use of the medical lexicon through techniques such as specialized text deconstruction, medical history simulations (anamnesis), and the analysis of case studies within simulated professional contexts.

Integrating these coordinates into the teaching of Romanian as a Language for Specific Purposes (LSP) facilitates an efficient transfer of competencies—from term recognition to its pragmatic and appropriate use within the clinical context. The study's conclusions highlight that the success of a future specialist's linguistic training lies precisely in this synergy between terminological rigor and communicative functionality, both of which are indispensable elements for a safe and empathetic medical practice.

Keywords: communicative competence, medical language, medical students, Romanian language didactics (LSP), clinical terminology, professional interaction.

RECONFIGURING HIGHER EDUCATION PEDAGOGY THROUGH CREATIVE PARTNERSHIPS: COLLABORATIVE LEARNING EXPERIENCES

Alina Georgeta Mag
University "Lucian Blaga" Sibiu

Abstract

Contemporary transformations in higher education call for a rethinking of traditional pedagogical practices and a shift towards more relational, collaborative, and creative approaches to learning. This paper explores the role of creative partnerships in reconfiguring university pedagogy, with a focus on fostering meaningful student engagement and enhancing the quality of the educational experience.

Drawing on a qualitative, reflective perspective, the study examines the implementation of collaborative practices designed to support student interaction, co-creation, and a sense of belonging within the academic environment. Attention is given to creative learning contexts that encourage dialogue, storytelling, and shared reflection, enabling students to actively participate in knowledge construction rather than passively receiving information.

The findings highlight that creative partnerships contribute to reducing academic stress, strengthening interpersonal connections, and promoting deeper, more authentic learning experiences. Moreover, such approaches support the development of critical thinking, adaptability, and collaborative competencies, which are essential in contemporary higher education.

The paper argues for the integration of creative and collaborative pedagogies as a sustainable direction for educational innovation, emphasizing their potential to transform both teaching practices and student learning experiences.

Keywords: creative partnerships; collaborative learning; higher education; university pedagogy; student engagement; co-creation; relational pedagogy

METHODS OF ASSESING LINGUISTIC COMPETENCES IN TEACHING ROMANIAN AS A FOREIGN LANGUAGE FOR MEDICAL STUDENTS

Olga Melnic
Nicolae Testemițanu State University of Medicine and Pharmacy from Republic of Moldova

Abstract

The assessment of linguistic competences represents an essential component in the process of teaching and learning Romanian as a foreign language, especially for medical students, for whom accurate and effective communication is crucial in their future professional activity. This article analyzes the main assessment methods used to evaluate the level of linguistic competence among international medical students studying Romanian as a foreign language. The study highlights the importance of using diverse assessment methods that reflect not only theoretical knowledge but also the ability to apply the language in academic and professional contexts. Methods such as written tests, oral assessment, language portfolios, case studies, doctor–patient dialogue simulations, and continuous assessment during teaching activities are examined. The article also emphasizes the need to adapt evaluation tools to the specific characteristics of medical terminology and to the students' level of linguistic competence. The findings show that the use of diversified and contextualized assessment methods contributes to the objective evaluation of linguistic competences and encourages students' progress in learning Romanian. In conclusion, effective assessment of linguistic competences for medical students should focus on practical communication and on the use of language in situations specific to the medical field.

Keywords: Romanian as a foreign language, linguistic competence assessment, medical students, evaluation methods, medical terminology, communicative competence, language teaching, higher education

THE EARLY CHILDHOOD TEACHER - ROLES, SKILLS AND GOOD PRACTICES IN DEVELOPING PRESCHOOLER AUTONOMY

Elena-Nicoleta Mircea
Faculty of Educational Sciences, "Dimitrie Cantemir" Christian University of Bucharest

Abstract

In early childhood education, the role of the teacher is essential for the transformation of the child from a passive receiver into an active participant in his or her own development. The autonomy of the preschooler is not only an educational objective, but a foundation for self-esteem and future school success.

In early education, the teacher plays multiple roles, becoming a facilitator and play partner, organizing the context in which the child can explore freely, intervening only as a mature partner who respects the rules of the game, being a reflective observer and monitoring individual progress to adjust the support offered, without taking over the child's tasks, becoming an emotional anchor for preschool children, providing security and supporting the development of preschool children's self-confidence and becoming a role model, demonstrating through their own actions how to manage small everyday challenges.

In the teaching activity, associated with his/her roles, the Early Childhood Education Teacher exercises a set of specific skills, in accordance with the professional profile of the Early Childhood Education Teacher. The professional profile of the Early Childhood Education Teacher represents an adaptation of the generic profile, depending on the specific roles of the teacher who works in this segment of education and the age and development peculiarities of children from birth to 6 years, given that this interval presents large differences in the development of children by age substages, for 7 areas of competence:

D1. Knowing children and how they develop and learn
D2. Curriculum and teaching process
D3. Learning environment and well-being
D4. Counseling children, collaboration with family/guardians and the community
D5. Ethics, reflexivity and continuous learning
D6. Institutional development

D7. Digital technology in education

Keywords: early childhood education teacher, specific roles and competencies, areas of competence, good practices in early childhood education

OPINIONS OF TEACHERS IN THE MAN AND SOCIETY CURRICULAR AREA REGARDING EDUCATION FOR DESIRABLE VALUES AND BEHAVIOURS IN THE DIGITALIZATION ERA

Mihaela-Gabriela Neacșu
Corina Costache
National University of Science and Technology Politechnik Bucharest
Mușata-Dacia Bocoș
Babeș-Bolyai University, Cluj-Napoca

Abstract

The article presents the results of an ascertaining educational research, carried out with the aim of surveying the opinions of teachers who teach subjects from the *Man and Society* curricular area in three areas of Romania – Bucharest, Argeș and Cluj, regarding education for desirable values and behaviours in young people, in the era of digitalization. The objectives of the research mainly aimed at investigating professional practices for successfully integrating moral, social and cultural values into the axiological system of the young people they work with, in the context of formal and non-formal activities, in order to achieve formative educational goals: character shaping, supporting self-knowledge processes, developing social integration, communication, collaboration and cooperation skills, forming and developing responsible, empathetic, ethical prosocial attitudes and appropriate social and prosocial behaviours, developing autonomy of knowledge, in real and virtual environments.

The research results provide an inventory of practical ways and means to promote moral, social and cultural values in young people, to support the internalization of these values, in the context of flexible teaching approaches, diverse learning environments and experiences, and an active, responsible and sustainable school-family-community partnership.

Keywords: education for values, desirable behaviours, digitalization era, diverse learning experiences.

NEURODIDACTIC STRATEGIES FOR ENHANCING LEARNING MOTIVATION AMONG TEACHER-TO-BE STUDENTS

Mihaela-Gabriela Neacșu
Ionuț-Marius Bulgaru
Georgiana Dumitru
Ana Apetroaiei
National University of Science and Technology Politechnik Bucharest

Abstract

The paper presents the partial results of a pedagogical study conducted with the aim of identifying the effectiveness of stimulating neurodidactic strategies applied to students from Argeș County who are undergoing initial training for a teaching career. These strategies are intended to further motivate students for continuous learning and for the development of a professional identity.

The objectives of the study derive from its overall purpose and refer to methodological approaches based on neurolearning, which academic educators use in order to create a climate of trust that is positive and conducive to learning and well-being in the classroom or seminar environment. These approaches also include providing constant feedback and encouraging students by acknowledging their efforts in the learning process, promoting an inquiry-based learning approach that invites students to engage in personal and group reflection, while stimulating curiosity and a sense of self-efficacy.

The main results of the research highlight the value of neurodidactic strategies applied to students, which contribute to optimizing academic teaching so that the training process becomes more attractive, more engaging, more dynamic, and more motivating for future teachers.

Keywords: neurodidactic strategies, learning motivation, learning neurodynamics, human brain research, learning science

PREVENTION OF LEARNING DIFFICULTIES IN WRITING AND READING OF SECOND GRADE STUDENTS.

Elisa Maria Nagy
Tiberiu Popoviciu" Informatics High School Cluj-Napoca

Abstract

The title of this paper is “Prevention of Learning Difficulties in Writing and Reading of Second Grade Students.” I have chosen this topic because it is highly relevant in today's educational context, where many children experience learning difficulties. In this paper, I placed particular emphasis on early intervention. The causes of these difficulties are often unknown and can develop at any age. I also emphasized the importance of teachers and specialists collecting accurate data about students in order to establish a correct diagnosis.

The aim of this study is to identify and formulate activities that help prevent difficulties in reading, writing, and comprehension. First, I used several assessment methods to evaluate the writing and reading levels of second-grade students, who are approximately 8 years old and have low academic achievement. The methods used include: case study, N. Gheorghiţă lexical evaluation, BOVET, LOBROT, comprehension evaluation, and TECC. The results were predictable considering the students’ academic performance. Some students demonstrate low reading skills but acceptable comprehension, while others read well but have deficient comprehension.

Following the evaluation of the second-grade students, I developed various activities aimed at improving writing, reading, and comprehension skills. I explained the importance of providing students with attention, affection, motivation, and positive feedback for every desirable behavior in order to better manage problems in difficult situations. I then proposed several didactic exercises designed to remediate, prevent, and improve the fundamental skills necessary for progressing to the next educational levels.

In conclusion, the evaluation of students and the obtained results demonstrate that some students encounter learning difficulties even in second grade, when the fundamental process of learning to read and write should already be completed. In the third and fourth grades, the focus shifts toward refining and deepening abilities and skills already acquired.

This paper also proposes activities that can be implemented from preparatory classes up to second grade, provided they are adapted to the particular needs of students who experience reading, writing, and comprehension difficulties.

Keywords: prevention, dificulties in writing snd reading, second grade students, comprehension, reading, writing, skills, evaluation, motivation, particular needs.

THE IMPACT OF OPEN EDUCATIONAL RESOURCES ON TEACHING PRACTICES

Monica Elisabeta Păduraru
Bucharest University of Economic Studies, Department of Teacher Training

Abstract

Open Educational Resources (OER) have emerged as a transformative force in higher education, promising to democratize access to knowledge and catalyze pedagogical innovation. While much of the early literature focused on cost savings for students, there is an increasing need to understand how the adoption of OER influences the actual teaching practices, instructional design, and pedagogical philosophies of educators. This literature review synthesizes empirical research on how Open Educational Resources (OER) influence teaching practices, examining pedagogical transformation, cost and accessibility improvements, student outcomes, and institutional factors. Drawing from 30 high-relevance studies identified through a comprehensive multi-database search, the review reveals that OER adoption catalyzes significant shifts toward constructivist, student-centered, and collaborative pedagogies. Teachers using OER demonstrate increased material adaptation, reflective practice, and innovation in instructional design. Cost analyses consistently show substantial reductions in student financial burden while maintaining or improving material quality and accessibility. Student outcomes research indicates enhanced engagement, motivation, and learning satisfaction, though evidence on academic performance remains mixed. Institutional factors emerge as critical mediators of OER impact, with professional development, policy support, and organizational culture determining the depth and sustainability of pedagogical transformation. The review identifies persistent barriers including resource discoverability, technical infrastructure gaps, and insufficient institutional recognition of OER work. Future directions emphasize the need for longitudinal studies, scalable professional development models, and policy frameworks that embed OER within broader open educational practices.

Keywords: Open Educational Resources (OER), pedagogical transformation, student-centered learning, teaching practices, institutional factors

THE ROLE OF REGULAR PHYSICAL ACTIVITY IN OPTIMIZING COGNITIVE PERFORMANCE AND PSYCHO-EMOTIONAL BALANCE IN STUDENTS

Ady Constantin Rancea
Gheoghe Asachi Technical University Iasi

Abstract

Regular physical activity plays an essential role in the physical, cognitive and emotional health of students. Recent studies show that physical exercise improves attention, memory, emotional regulation and reduces academic stress.

The paper presents the neurophysiological and psychological mechanisms involved, analyzes the international literature and proposes recommendations for integrating physical activity into the university environment. The included tables and graphs illustrate the effects of different types of activity on cognitive performance and emotional balance.

Keywords: physical activity, students, cognitive performance, emotional balance, university physical education

TIME MANAGEMENT AS A DIRECTION FOR CONTINUOUS DEVELOPMENT WITHIN THE STRUCTURE OF THE SCHOOL CURRICULUM

Viorica Reaboi-Petrachi
State University of Moldova, Chișinău

Abstract

According to contemporary educational perspectives, the development of transversal competencies represents a fundamental direction in the modernization of the school curriculum. Time management is considered an essential competence for increasing learning efficiency and fostering students' autonomy. This paper approaches time management as a direction for continuous development within the structure of the school curriculum, emphasizing its theoretical foundations in pedagogy and educational psychology. Particular attention is given to the role of self-regulation, planning, and prioritization in shaping students' competencies.

The analysis extends to both the written and the taught curriculum, highlighting the need to clarify the concept, define performance indicators, and introduce appropriate methodological and assessment tools in order to ensure coherent and sustainable implementation. The systematic integration of time management into the curriculum supports the development of students' personal and professional competencies, enhances the effectiveness of the educational process, and prepares learners for the social and professional demands of the 21st century.

Keywords: time management, school curriculum, transversal competencies, written curriculum, taught curriculum, self-regulation, continuous development

REGGIO EMILIA PEDAGOGY IN EARLY CHILDHOOD EDUCATION PRACTICE: AN APPLIED STUDY ON MARITIME MEANS OF TRANSPORT

Nicoleta Livia Rus
Veronica Suciu
Step by Step Kindergarten No. 12, Alba Iulia

Abstract

The Reggio Emilia approach promotes the child as the protagonist of their own learning, valuing natural curiosity, expression through the "hundred languages," and the construction of knowledge through direct experience.

Within the thematic project "Traveler through the Universe," the week dedicated to maritime means of transport represented an authentic context for investigation and discovery, in which children were encouraged to experiment, collaborate, and find creative solutions to real-life problems.

This paper presents an educational approach implemented within the thematic project "Traveler through the Universe," focusing on the exploration of naval/maritime means of transport, carried out with the "Mugurași" preschool group. The activities were designed and conducted in accordance with the principles of the Reggio Emilia pedagogy, which promotes the child as the protagonist of their own learning, emphasizing natural curiosity, dialogue, collaboration, and direct experience as foundations for knowledge construction.

The starting point of the project was the reading of stories that generated reflections on cooperation, solidarity, and collective responsibility. The story functioned as a trigger for experiential learning, challenging children to translate the narrative message into a concrete learning situation. They initiated and constructed a large-scale boat using recyclable materials, reorganizing the educational space and assuming different roles within the collaborative process.

Throughout the activities, children explored concepts such as balance, stability, buoyancy, and spatial organization, formulating hypotheses, testing solutions, and adjusting constructions based on their observations. The project was complemented by artistic explorations, sensory experiments, and cooperative games that integrated the "multiple languages of the child" – visual, verbal, bodily, and symbolic expression.

Learning took place in an open and flexible environment, where the educator acted as a partner and facilitator of dialogue, supporting reflection and documentation of the process. Emphasis was placed on investigation and lived experience rather than on the final product.

Active family involvement, through providing materials and supporting exploration at home, strengthened the educational partnership and ensured continuity of learning.

The results highlight the relevance of the Reggio Emilia approach in early childhood education, demonstrating that experiential learning, cooperation, and reflection significantly contribute to the development of exploratory thinking, autonomy, and socio-emotional competencies in young children.

Keywords: pedagogy, early childhood, applied study

THEORETICAL FOUNDATIONS OF SOCIAL EDUCATION

Elena Sîrbu
Moldovan State University, Chisinau, Republic of Moldova

Abstract

Social education represents a fundamental dimension of the contemporary educational process, playing a significant role in the formation of individuals capable of active and responsible social participation. In the context of current social, cultural, and educational transformations, the need for a clear theoretical clarification of the concept of social education becomes increasingly important.

This paper aims to explore the theoretical foundations of social education by emphasizing its relevance within the modern educational framework. Particular attention is given to the definition of the concept of social education, based on an analysis of representative perspectives from the specialized literature and the identification of its essential characteristics.

Furthermore, the study examines the main objectives and functions of social education, highlighting its contribution to the development of social, civic, and moral competencies. The paper also addresses the key approaches and forms through which social education is implemented, underlining the diversity of educational contexts in which it operates.

In the final part, social education is analyzed in relation to the demands of contemporary education, emphasizing its importance in responding to current societal challenges. The conclusions stress the necessity of strengthening the theoretical framework of social education as a prerequisite for future applied and methodological research.

Keywords: social education, theoretical foundations, educational objectives, educational functions, contemporary education.

ICT-MEDIATED SIMULATION IN MEDICAL EFL: A MODERN DIDACTIC APPROACH TO COMMUNICATIVE COMPETENCE

Angela Sîrghi
"Nicolae Testemițanu" State University of Medicine and Pharmacy
Chisinau, Republic of Moldova

Abstract

Traditional didactics in English for Medical Purposes (EMP) have historically prioritized the rote memorization of terminology, often neglecting the pragmatic complexities of clinical discourse. For students of English as a Foreign Language (EFL), the transition to active communicative competence is frequently hindered by high levels of linguistic anxiety. This paper explores a modern didactic shift by evaluating the integration of Information and Communication Technology (ICT) through a "Bring Your Own Device" (BYOD) framework. By using generative AI interlocutors accessible via personal smartphones and computers, students are provided with a low-pressure digital environment to practice register-shifting and terminological precision. This approach allows for iterative, self-regulated learning, effectively lowering the stress and embarrassment that characterizes EFL medical education. Unlike traditional labs, this decentralized ICT model utilizes the students' own digital tools to bridge the gap between classroom theory and contemporary clinical requirements. Ultimately, the perspective offered suggests that ICT and AI-mediated tools do not merely supplement the curriculum but redefine the didactic relation between the learner, the medical lexicon, and professional communicative exigencies in a globalized healthcare context.

Keywords: Communicative Competence, Medical EFL, ICT, BYOD Pedagogy, Digital Didactics

EPISTEMIC AUTHORITY AND DIDACTIC CULTURE IN HIGHER EDUCATION. FROM ROLE-ASCRIBED TO PERFORMANCE-DEMONSTRATED AUTHORITY

Gabija Skučaitė
Vilnius Business College, Lithuania

Abstract

Contemporary higher education operates in an increasingly pluralized knowledge environment in which lecturers no longer function as the uncontested source of credible knowledge. Students routinely orient themselves not only to teachers, but also to digital platforms, peer networks, and generative AI when they interpret information and make academic judgments. This paper argues that such changes require a reconceptualization of epistemic authority. Rather than treating authority as something guaranteed by institutional role alone, the paper proposes that lecturer authority is increasingly constituted through didactic culture: the patterned way in which knowledge is selected, justified, explained, debated, and evaluated within teaching. The conceptual framework brings into dialogue Hannah Arendt's reflections on the crisis of authority, lay-epistemic theory, Bernstein's theory of pedagogic discourse, and recent scholarship on digital knowledge order, student epistemic agency, and AI in education. On this basis, the paper reframes current developments not as the simple disappearance of lecturer authority, but as its reconfiguration under new conditions of epistemic competition. The intended research will use this framework to examine how students recognize lecturer epistemic authority in contemporary higher education, how didactic practices shape that recognition, and how AI-mediated knowledge practices may alter the relationship between pedagogic performance and authority. The broader aim is to develop a conceptually sharper basis for empirical research and for current debates in the didactics of higher education.

Keywords: epistemic authority; didactic culture; higher education; pedagogic discourse; generative AI.

INTERACTIVE METHODS IN BIOETHICS TEACHING: A SYNTHESIS OF TRADITIONAL AND MODERN APPROACHES

Stela Spînu
„Nicolae Testemițanu" State University of Medicine and Pharmacy, Republic of Moldova

Abstract

At present, there is a growing need in university medical education to diversify the teaching methods used in the socio-humanistic disciplines in order to make the educational process more dynamic, increase its attractiveness, and improve teaching and learning conditions. Rapid changes in society influence young people's ideals, interests, and intellectual abilities, as well as the way they think, interpret, and understand new realities and educational needs. In this context, interactive teaching methods are of particular interest and can be effectively applied in bioethics classes. Bioethics is a relatively new discipline focused on educating future medical professionals through and for values, with human life regarded as the highest moral value. In our opinion, effective methods include brainstorming, starbursting, heuristic conversation, and the flipped learning approach. The use of these methods can contribute to the diversification of the teaching and learning process by making discussions more engaging, increasing the effectiveness of the educational process, helping medical students navigate the vast amount of available information, and encouraging creative solutions to the tasks proposed by the teacher.

Keywords: Brainstorming, Starbursting, Problem-Based Learning (PBL), Heuristic Conversation, and Flipped Learning

THE IMPORTANCE OF EDUCATION IN ENHANCING HUMAN SECURITY IN THE CONTEXT OF CONTEMPORARY CHALLENGES IN INTERNATIONAL RELATIONS

Serghei Sprincean
Institute of Legal, Political and Sociological Research of the Moldovan State University, Chisinau, Republic of Moldova

Abstract

Education plays a key role in strengthening human security, especially in the context of contemporary challenges in international relations. The concept of human security goes beyond the traditional perspective of state security and focuses on the protection and well-being of individuals, including dimensions such as economic, food, health, environmental and personal security. In this framework, education becomes a fundamental tool for preventing conflicts, reducing inequalities and promoting social stability.

First of all, education contributes to the development of critical thinking and analytical capacity, elements necessary for understanding complex global phenomena, such as migration, climate change, radicalization or disinformation. An educated population is less vulnerable to manipulation and propaganda, which reduces the risk of social tensions and internal or international conflicts. Education also promotes values such as tolerance, intercultural dialogue and respect for human rights, which are indispensable elements for maintaining peace in an interdependent world.

Secondly, equitable access to education contributes to poverty reduction and the creation of economic opportunities, factors that directly influence human security. The lack of education can generate social marginalization and instability, fueling forced migration or conflicts. By developing the skills needed in the labor market and by stimulating innovation, education supports sustainable development and the resilience of societies in the face of global crises.

In conclusion, in the context of contemporary challenges in international relations, education is a central pillar of human security. Investing in inclusive and quality education systems is not only a social

priority, but also an essential strategy for promoting stability, cooperation and peace at the global level.

Keywords: education, security challenges, human security, personal safety

ADMINISTRATIVE CITIZENSHIP: THE HIDDEN CURRICULUM OF ORGANIZATIONAL LIFE

Mehmet Recai Uygur
Vilnius Business College, Lithuania

Abstract

Beyond classrooms, modern organizations act as schools of citizenship. This paper argues that organizations do not merely coordinate work; they educate individuals into specific relationships to authority, procedure, rights, responsibility, and voice. It introduces the concept of administrative citizenship to explain how performance appraisal, compliance routines, grievance procedures, participation schemes, and HR evaluation function as a hidden curriculum of political formation. The central question is: how do administrative practices shape citizens' dispositions toward the state, public authority, and democratic participation? Drawing on organization theory, public administration, and democratic theory, the paper develops a conceptual framework that reverses a dominant assumption: political culture does not simply enter organizations from the outside; organizations actively produce it. Three mechanisms are identified, procedural habituation, moral classification, and controlled participation, through which organizational life teaches when obedience is expected, how dissent must be voiced, and which forms of agency count as legitimate. The paper builds a theoretical bridge between management studies and democratic theory. It suggests that universities, public agencies, and workplaces are pedagogical environments that shape trust in institutions, public reasoning, and democratic capacity, thereby extending didactic inquiry beyond the classroom and into organizational life.

Keywords: administrative citizenship; hidden curriculum; organizational pedagogy; political subjectivity; democratic participation.

CALCULATION OF SOME LIMITS OF SERIES, USING EULER'S GENERALIZED CONSTANTS

Teodor Dumitru Vălcan
Babeș-Bolyai University, Cluj-Napoca

Abstract

In a previous work, we generalized the well-known Euler-Mascheroni constant c0, in the positive and negative sense. In this sense, for each $\alpha\in(0,1)$, starting from two generalizations of the sequence cn that converges to c0, we obtained two sequences $c_{n,\alpha}$ and $c_{n,-\alpha}$, which converge to c_α, respectively $c_{-\alpha}$. We called these limits, c_α - the positive generalized Euler-Mascheroni constant or the positive generalized Euler constant, respectively $c_{-\alpha}$ - the negative generalized Euler-Mascheroni constant or the negative generalized Euler constant. By calculating the limits of some strings in two different ways, we obtained the integral form of these two constants c_α and $c_{-\alpha}$ and, then, we calculated these two constants for different rational values of the number α. In the next paper, with the same theme, we presented other ways of determining these generalized constants, mentioned above, and we extended the determination of these generalized constants to different values of $\alpha\geq 1$ (integers or rationals). With all the values obtained for c_α, we presented immediate applications to determining the limits of some sequences of real numbers. In this paper, continuing this approach, we will apply the results obtained in the two papers mentioned above to the calculation of limits of strings. Of course, this work is exclusively about Mathematics Didactics and can be used/recommended to all those interested in these issues: pupils, students or Mathematics teachers.

Keywords: limit, sequence, convergence, integral, Euler's constant.

OBSERVATIONS ON THE CALCULATION OF THE LIMITS OF SEQUENCES, USING EULER'S GENERALIZED CONSTANTS

Teodor Dumitru Vălcan
Babeș-Bolyai University, Cluj-Napoca

Abstract

This paper is a continuation of the three papers, which focus on c_α - the positive generalized Euler-Mascheroni constant or the positive generalized Euler constant, respectively $c_{-\alpha}$ - the negative generalized Euler-Mascheroni constant or the negative generalized Euler constant. Thus, if in the previous work we calculated the limits of some real number sequences, using these generalized constants, in this work we will show, in the form of observations, that if we know the limits of some real number sequences, determined by other methods, we can determine these generalized constants; of course depending on the structure of the respective sequences. So, here, we will judge „*inversely*", compared to how we reasoned in the previous work. Therefore, to understand these observations, it is absolutely necessary to know the results of the other three works, especially the last one. These „*methodological observations*" come to complete the set of competencies of pupils, students or teachers of Mathematics, interested in these issues. Therefore, this work is also exclusively of Mathematics Didactics and, in turn, can be used / recommended to all those interested in these issues.

Keywords: limit, sequence, convergence, integral, Euler's constant.

DEVELOPING STEM SKILLS THROUGH EXPERIMENTAL ACTIVITIES AND ARTIFICIAL INTELLIGENCE IN HIGH SCHOOL EDUCATION –APPLICATION IN PHYSICS

Alexandra-Maria Zamfir
National College "Mihai Viteazul", Turda

Abstract

The rapid development of digital technologies and artificial intelligence requires profound transformations in educational systems. STEM education responds to these challenges by promoting an interdisciplinary and applied, student-centered approach. This represents an essential element in training students for the knowledge society, aiming to develop scientific, technological and digital skills.

The development of technologies, mainly AI, has a significant effect on learning, experimental activities in physics, and the development of STEM skills in high school education. The theoretical foundations of STEM education, the role of the experiment in teaching physics, concrete ways of integrating artificial intelligence and relevant applied examples are addressed. The results highlight the potential of this approach in stimulating critical thinking, analytical skills and active learning.

In this context, AI plays a key role in education, facilitating deeper integration of technology into educational activities and promoting substantial changes in the way education is delivered.

Keywords: STEM education, physics, experimental activities, artificial intelligence (AI), school education.