

COORDINATORS

CĂPĂȚÎNĂ SIMONA

ISTRATE DOINA MIRABELA

NEW PARADIGMS IN EDUCATION: FROM COMPETENCIES TO CONSCIOUSNESS

Best Practices Methodological Guide



ISBN 978-630-6733-93-4



TEACH&LEARN
GALAȚI
2026



**ERASMUS + SCHOOL EDUCATION ACCREDITATION PROJECT WITH
REFERENCE 2025-1-RO01-KA121-SCH-000327154**

“The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the National Agency and Commission cannot be held responsible for any use which may be made of the information contained therein”.

The papers included in this volume are part of the international symposium NEW PARADIGMS IN EDUCATION: FROM COMPETENCIES TO CONSCIOUSNESS. The content of each article belongs exclusively to the signing authors, who assume full responsibility for what has been published.

The editors of this volume do not assume responsibility for the scientific content, the opinions expressed, or the accuracy of the information presented in the individual papers.

TABLE OF CONTENTS

No.	ARTICLE TITLE	AUTHOR	INSTITUTION	Page
1	From Interdisciplinary Learning to Meaningful Education: Connecting Emotions, Knowledge, and Real-Life Experiences in the Classroom	Doina Geru	Teacher Training Centre Galati	10
2	Teaching Present Continuous Tense Through Student-Centered and Innovative Methods	Altan Okur	Toki Sehit Suleyman Yilmaz Anatolian High School, Hatay, Turcia	15
3	Monitoring the Instructional-Educational Process from the Perspective of Digitalization	Corina Gavrila	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	19
4	Integrating Mindfulness, Wellbeing, and Emotional Intelligence into the Teaching of Biological Sciences	Cioromila Florentina	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	24
5	From Physics Concepts to Digital Games: A Game-Based Learning Experience Through Educational Video Game Design	Arcangelo Passarella	Liceo Scientifico Renato Caccioppoli, Napoli, Italia	29
6	Digital Tools and Artificial Intelligence in Teaching Vocational Subjects in the Food Industry Domain	Coman Mariana	Colegiul de Industrie Alimentara Elena Doamna, Galati	34
7	The Role of Early Education in Developing Socio-Emotional Competencies in Preschool Children	Ciociu Ionela	Gradinita cu Program Prelungit Codrita, Galati	38
8	Innovative Learning Methods in Language Teaching	Ayla Algan	Madalyon Koleji, Turcia	42
9	Teaching Psychology Through Modern Creative and Digital Methods	Istrate Doina Mirabela	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	47
10	Creative, Innovative and Digital Approaches in English Language Teaching, Learning and Assessment: From Competences to Consciousness	Boboceu Daniela	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	51

No.	ARTICLE TITLE	AUTHOR	INSTITUTION	Page
11	Applying the Learning Stations Method to the Topic Inventory Objects Used in Mise-en-Place Setting	Armasu Elena	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	56
12	Artificial Intelligence in High School Mathematics Teaching: Opportunities, Tools and Perspectives	Avram Liliana	Colegiul de Industrie Alimentara Elena Doamna, Galati	61
13	Philosophy and Film: Harmonizing the Image with the Philosophical Idea	Bogdan Silion	Liceul Teoretic Emil Racovita, Galati	65
14	Bringing Literature to Life: Interactive Methods and Student Engagement in Middle School Romanian Language and Literature Classes	Cobzaru Vladut	Scoala Gimnaziala Inv. V. Huianu Calugareni, jud. Bacau	70
15	Modern Interactive Methods in Mathematics Activities for Preschool Children	Bejan Cristina	Gradinita cu P.P. Prichindel / Codrita, Galati	76
16	Podcast Creation as an Innovative Digital Method for Developing Media Literacy and Critical Thinking Skills in Primary Education	Honorina Mitrovic	Primary School Bora Stankovic, Belgrad, Serbia	77
17	Integrating Media into Teaching Literacy Elements. Strategies for a Modern Classroom	Elena Antoneta Grigoras	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	80
18	Using the Storytelling Method in Teaching Ancient History	Iulian Grigoras	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	83
19	Working with Worksheets in Primary Education	Dumitru Victor Gabriel	Scoala Gimnaziala nr. 13, Bucuresti	85
20	Inclusive Digital Technologies in Education for Food Science and Tourism - Innovative Strategies for Students with SEN	Enica Marilena	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	91
21	Integrating AI-Driven Scenarios and Interactive Simulations in High School	Orhan Cicek	Toki Sehit Suleyman Yilmaz Anatolian High School, Hatay, Turcia	95

No.	ARTICLE TITLE	AUTHOR	INSTITUTION	Page
	Physics: A Practical Approach to Mechanical Waves and Resonance			
22	Application of Modern Methods in Technological Disciplines	Fediuc Elena	Scoala Gimnaziala nr. 13, Bucuresti	101
23	Integrating Children with Special Educational Needs in Kindergarten: Challenges, Strategies and Good Practices	Hurduc Gina	Kindergarten with extension program No. 64, Galati	105
24	Artificial Intelligence in High School Mathematics Education: Opportunities, Tools, and Pedagogical Implications	Iroveanu Aura	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	110
25	From AI Literacy to AI Consciousness: Building Ethical and Responsible AI Use Through International eTwinning Projects	Selma Alhan	Borsa Istanbul Anatolian High School, Istanbul, Turcia	114
26	Citizens in Action! Interactive Teaching Methods in Civic Culture at the Gymnasium Level	Trestianu Gabriel	Scoala Gimnaziala Regina Maria, Vintileasca, jud. Vrancea	117
27	Digitalisation in Early Childhood Education: Opportunities and Limitations	Vasile Mariana	Kindergarten with extension program No. 64, Galati	122
28	Storytelling - Strategies for Managing Bullying in Preschool Children	Rosca Mihaela Cristina	Extended Program Kindergarten No. 64, Galati	126
29	The Theory of Multiple Intelligences in the Step by Step Educational Alternative	Nacu Gianina	Scoala Gimnaziala Nr. 17, Galati	131
30	Building Peace in an Age of Global Crises: Interfaith Dialogue, Recognition of the Other, and Education for Fraternity	Vincenzo Radaelli	Liceo Scientifico Renato Caccioppoli, Napoli, Italia	135

No.	ARTICLE TITLE	AUTHOR	INSTITUTION	Page
31	Emotional Intelligence in Students and Teachers: Foundations, Impact, and Educational Implications	Ramona Minjineanu	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	140
32	Project-Based Learning and Digitalization - Modern Teaching Strategies for the Marketing Policies Discipline	Onose Catalina	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	145
33	Digital Educational Platforms in High School Mathematics: Enhancing Teaching and Learning Through Technology	Olaru Andreea	Liceul cu Program Sportiv, Bacau	149
34	From Competencies to Consciousness - The Path Toward a Complete Education	Dogaru Nicuta Aura	CNI Matei Basarab, Rm. Valcea	153
35	Stimularea Elevilor cu CES in Cadrul Orelor de Limba Engleza	Munteanu Nicoleta Dana	Scoala Gimnaziala Sfantul Ierarh Nicolae, Vladesti, jud. Galati	157
36	Applying Creative Methods in School Counselling Activities in Kindergarten	Lupusor Roxana Monica	C.J.R.A.E. Galati - Gradinita cu Program Prelungit nr. 9, Galati	160
37	Dascaulul intre Competenta si Constiinta	Malcoci Cristina	Gradinita-cresta Garofita Nr. 1, Horesti, raionul Ialoveni, Rep. Moldova	164
38	Didactic Approach to Preparing Students for High Performance	Mihai Neculita	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	167
39	Education as a Space of Diversity - Challenges and Solutions for an Inclusive School	Alina Mihailescu	Colegiul National Matei Basarab, Ramnicu Valcea	172
40	The Specifics of Integrated Activity - Integrated Curriculum, Integrated Approach	Mihalache Cristina-Valentina	Scoala Gimnaziala Nr. 17, Galati	175
41	The Benefits of Outdoor Activities for Learning (Impact Study)	Mitache Angi-Papusica	Scoala Gimnaziala Ion Creanga, Galati	178

No.	ARTICLE TITLE	AUTHOR	INSTITUTION	Page
42	From Mathematical Competence to Mathematical Consciousness: New Paradigms in 21st-Century Education	Diacanu Gianina	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	181
43	From the Classic Blackboard to the Virtual Environment: Innovative Training Methods	Marian Pavel	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	185
44	The International Symposium as a Space of Pedagogical Dialogue: Between Competencies and Consciousness	Capatina Simona	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	189
45	Creative Methods in Preschool Education	Iorga Alina Daniela	Gradinita cu Program Prelungit Nr. 9, Galati	194
46	Creativity, Meaning, and Consciousness - The Pillars of the New Education	Pasat-Peiu Rita	Colegiul Iulia Hasdeu, Cahul, Rep. Moldova	197
47	Digital Tools Used in Romanian Language and Literature Classes	Toma Mariana	Scoala Gimnaziala Unirea, Branistea	201
48	From Competencies to Consciousness. The Condition of Women Between 1800 and 1914. Dramaturgy	Cristina Rosu	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	205
49	Dumitru Motoc High School - Sustainable Partnerships in the Local Community	Iliea Mariana Lidia	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	209
50	Education as a Space of Plurality. Challenges and Solutions for an Inclusive School	Alina Mihailescu	Colegiul National de Informatica Matei Basarab, Ramnicu Valcea	214
51	The Use of Digital Tools in Teaching Contemporary History: Didactic Applications Through NotebookLM, Concept Maps, and Infographics	Ilie Girnet	Colegiul Iulia Hasdeu, Cahul, Rep. Moldova	217
52	Strategies for Integrating Students with Special Educational Needs into Mainstream Education - A Case Study	Grozav Iulia	Scoala Gimnaziala Sfantul Ierarh Nicolae, Vladesti, jud. Galati	224

No.	ARTICLE TITLE	AUTHOR	INSTITUTION	Page
53	Student Assessment in the Age of Artificial Intelligence. Challenges and Creative Solutions for Romanian Literature Classes in High School	Catalina Elena Enache	Liceul Tehnologic Paul Dimo, Galati	228
54	Modern Methods and Digital Tools in the Exercise Firm	Dragus Oana Veronica	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	236
55	Multiple Intelligences and Digitalization - New Paradigms in Promoting School Success in Biology Lessons	Chelban Aliona	Colegiul Iulia Hasdeu, Cahul, Rep. Moldova	239
56	The Role of Sustainable Development in Shaping the Personality of a Student	Diculescu Anca Loredana	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	245
57	Creativity in the Contemporary Educational Process	Ardeleanu-Blaga Nicuta	Colegiul de Industrie Alimentara Elena Doamna, Galati	249
58	The Use of the Moodle Platform in Assessment Management in Economic Disciplines	Ana Creciuneac	Colegiul Iulia Hasdeu, Cahul, Rep. Moldova	253
59	From Monologue to Dialogue: The Evolution of Communication to Dialogue	Di Grandi Nicoleta	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	258
60	Curricular Adaptation and Competence-Based Focus in the Preparatory Grade: The Integration of Students with SEN - A Case Study	Calapod Valeria	Scoala Gimnaziala Sfantul Ierarh Nicolae, Vladesti, jud. Galati	262
61	Digitizing the Spark of Communication: Digital Strategies and Tools for the Active Involvement of Students in Oral Production (A1/A2)	Stanciuc Tatiana, Bostanel Sabrina	Colegiul Iulia Hasdeu, Cahul, Rep. Moldova	266
62	Classroom Management and the Integration of Students with SEN: Challenges and Strategies at the Start of Secondary School	Calapod Spiru	Scoala Gimnaziala Nr. 1, Cavadinesti, jud. Galati	271

No.	ARTICLE TITLE	AUTHOR	INSTITUTION	Page
63	Gastronomy as a Destination. An Innovative Approach to Culinary Heritage in Tourism Education	Ivasc Marilena, Andronic Mariana	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	275
64	Integrating the STEAM Approach in Early Childhood Education	Elena Condurache	Gradinita-cresta Garofita Nr. 1, Horesti, raionul Ialoveni, Rep. Moldova	279
65	Femicide, a Painful Phenomenon in Contemporary Society	Moraru Dorina	Liceul de Turism si Alimentatie Dumitru Motoc, Galati	284
66	Digital strategies and active methods for training future professionals in tourism and food service	Niță Aurelia	Liceul de Turism si Alimentatie Dumitru Moțoc, Galati	290

FROM INTERDISCIPLINARY LEARNING TO MEANINGFUL EDUCATION: CONNECTING EMOTIONS, KNOWLEDGE, AND REAL-LIFE EXPERIENCES IN THE CLASSROOM

Doina Geru

Head of Teacher Training Centre Galati

Abstract

Contemporary education faces the challenge of transforming learning from a process focused primarily on content acquisition into an experience that fosters meaning, engagement, and personal development. This paper explores the role of interdisciplinary learning and emotional engagement in creating relevant educational experiences for students. Drawing on educational neuroscience, social-emotional learning, and constructivist approaches, the paper presents practical strategies that help teachers connect academic content with students' emotions, interests, and real-life contexts. Through interdisciplinary activities, reflective practices, collaborative learning, and motivation-enhancing strategies, educators can cultivate classrooms where students become active participants in the learning process.

Keywords: *interdisciplinary learning, emotional engagement, student motivation, meaningful learning, social-emotional learning, educational innovation*

Introduction

The rapid social, technological, and cultural changes of the 21st century require educational systems to move beyond fragmented disciplinary knowledge toward integrated and meaningful learning experiences. Students increasingly need opportunities to connect concepts across subjects, develop critical thinking, collaborate effectively, and understand the relevance of school learning to their lives.

Research in educational psychology and neuroscience suggests that learning is not solely a cognitive process but also an emotional one. Emotions significantly influence attention, memory,

motivation, and academic achievement. Consequently, educational practices that integrate emotional awareness and interdisciplinary connections can enhance both engagement and learning outcomes.

This paper examines how interdisciplinary approaches and emotionally responsive teaching can contribute to more meaningful and relevant learning experiences.

1. Interdisciplinary Learning as a Framework for Meaningful Education

Interdisciplinary education seeks to integrate knowledge, methods, and perspectives from different disciplines in order to address complex questions and authentic problems.

Rather than teaching subjects in isolation, educators can design learning experiences that encourage students to explore common themes through multiple lenses. For example, a topic such as water can be investigated through:

Discipline	Possible Connection	Learning Activity
Language and Literature	Symbols, metaphors, narratives	Reflective journals
English Language	Emotional vocabulary, poetry, storytelling	Creative writing
Chemistry	pH, water composition	Laboratory experiments
Geography	Soil, ecosystems, environmental issues	Field investigations
Music	Emotional atmosphere and soundscapes	Soundtrack creation
Visual Arts	Colors and symbolic representation	Conceptual posters
Counseling/Ethics	Values, choices, responsibility	Guided reflection

Such interdisciplinary experiences help students recognize the interconnectedness of knowledge and understand how academic concepts operate within real-world contexts.

2. The Relationship Between Emotions and Learning

Educational neuroscience demonstrates that emotions and cognition are deeply interconnected. Positive emotional states enhance attention, memory consolidation, creativity, and motivation, whereas anxiety and fear can inhibit learning.

Teachers frequently encounter behaviors that are interpreted as disciplinary problems. However, many challenging behaviors may represent underlying emotional needs rather than intentional misconduct.

For example:

- Refusal to participate may reflect anxiety or fear of failure.
- Verbal aggression may signal frustration, stress, or a need for recognition.
- Lack of motivation may stem from emotional exhaustion or the perceived irrelevance of learning.
- Excessive comparison with peers often reflects insecurity and low self-confidence.

When teachers respond with empathy, emotional validation, and supportive instructional strategies, students are more likely to engage positively in learning activities. This perspective encourages educators to shift from asking: “What is wrong with this student?” to: “What might this behavior be communicating?” Such **reframing** supports the development of psychologically safe learning environments where students feel respected, understood, and capable of growth.

3. Transforming the Teacher–Student Relationship

A meaningful educational environment is built upon trust, belonging, and collaboration. Teachers play a central role in shaping classroom culture through their responses to students’ emotional and academic needs. Effective practices include:

- Creating psychologically safe spaces for participation.
- Validating effort rather than focusing exclusively on performance.
- Providing opportunities for student choice and autonomy.
- Encouraging collaborative problem-solving.
- Normalizing mistakes as part of the learning process.
- Offering constructive and growth-oriented feedback.

These practices contribute to stronger teacher–student relationships and support students’ academic resilience and self-regulation.

4. Modern Strategies for Student Motivation

Motivation is one of the strongest predictors of academic engagement and achievement. Contemporary research highlights the importance of active, student-centered learning approaches. Some of the most effective motivational strategies include:

- Project-Based Learning
- Students engage in authentic investigations that culminate in meaningful products or solutions.
- Storytelling
- Narratives provide emotional connection, increase memory retention, and support deeper understanding.
- Gamification

- Game elements such as challenges, rewards, and progress tracking increase engagement and persistence.
- Real-Life Connections
- Students become more motivated when learning addresses authentic problems and everyday experiences.
- Choice and Autonomy
- Allowing students to make decisions about their learning fosters ownership and intrinsic motivation.
- Collaborative Learning
- Peer interaction enhances both academic achievement and social development.
- Digital Creation
- Developing multimedia products encourages creativity and digital literacy.
- Reflection

Metacognitive reflection helps students understand their learning processes and identify future goals. These strategies can be adapted across disciplines and educational levels to increase relevance and engagement.

5. From Abstract Concepts to Authentic Learning

One of the greatest challenges for educators is transforming abstract content into meaningful experiences. An effective learning activity should ideally be:

- Practical
- Visual
- Interdisciplinary
- Relevant to students' lives

For example, abstract concepts such as *sustainability*, *identity*, *justice*, or *change* can become the focus of interdisciplinary projects that combine scientific inquiry, artistic expression, ethical reflection, and community engagement. Such approaches allow students not only to understand concepts intellectually but also to apply them in authentic contexts.

Conclusion

Meaningful learning emerges when students can connect knowledge with personal experience, emotion, and real-life challenges. Interdisciplinary approaches provide opportunities for students to view complex issues from multiple perspectives, while emotionally responsive teaching creates the conditions necessary for engagement and growth. Education becomes transformative

when students recognize themselves in the learning process, emotions are connected to knowledge, theory meets real-life experience and teachers become facilitators of discovery rather than mere transmitters of information.

Ultimately, the future of education lies not only in what students learn but also in how they experience learning and how that learning contributes to their development as thoughtful, empathetic, and capable individuals.

Reflective Questions for Educators

- 1. How does the teacher–student relationship change when problematic behavior is interpreted as an expression of an emotion or unmet need rather than as disrespect?*
- 2. How can we transform classrooms into spaces of safety, meaning, and collaboration?*
- 3. What interdisciplinary opportunities exist within our current curriculum?*
- 4. How can we better connect academic content to students’ lived experiences?*
- 5. What strategies can increase students’ sense of autonomy, competence, and belonging?*

Selected References

- Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How People Learn: Brain, Mind, Experience, and School*. National Academy Press.
- Immordino-Yang, M. H. (2016). *Emotions, Learning, and the Brain*. W. W. Norton.
- Nicolescu, B. (2008). *Transdisciplinarity: Theory and Practice*. Hampton Press.
- OECD. (2019). *Future of Education and Skills 2030: OECD Learning Compass*.
- Sousa, D. A. (2022). *How the Brain Learns* (6th ed.). Corwin.
- Tokuhamma-Espinosa, T. (2018). *Neuromyths: Debunking False Ideas About the Brain*. W. W. Norton.
- UNESCO. (2021). *Reimagining Our Futures Together: A New Social Contract for Education*.
- Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). *Building Academic Success on Social and Emotional Learning*. Teachers College Press.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for Educational Practice of the Science of Learning and Development. *Applied Developmental Science*, 24(2), 97–140.

TEACHING PRESENT CONTINUOUS TENSE THROUGH STUDENT-CENTERED AND INNOVATIVE METHODS

By Altan OKUR

Department of ELT, Toki Şehit Süleyman Yılmaz Anatolian High School

Hatay, Türkiye

Abstract

The Present Continuous Tense is one of the fundamental grammar topics taught in secondary school English classes. It helps students describe actions that are happening at the moment of speaking and allows them to communicate effectively in everyday situations. Traditional grammar teaching often relies on memorization and written exercises, which may not always motivate students. Therefore, teachers should adopt innovative and student-centered teaching methods that encourage active participation and meaningful communication. This paper discusses several effective strategies for teaching the Present Continuous Tense to 9th-grade students, including visual learning, role-playing activities, collaborative learning, and the use of digital tools.

Introduction

Grammar is an important part of learning a foreign language because it provides the structure needed for communication. Among the grammar topics taught in secondary education, the Present Continuous Tense is particularly significant because students frequently use it in daily conversations. The tense enables learners to talk about actions that are happening now, temporary situations, and planned future arrangements.

Despite its importance, many students find grammar lessons challenging and sometimes boring. Traditional teaching methods often focus on explaining rules and completing exercises from textbooks. Although these methods can help students learn grammatical structures, they may not provide enough opportunities for communication and real-life language use.

Modern educational approaches emphasize student-centered learning, where students actively participate in the learning process. By using innovative teaching techniques, teachers can make grammar lessons more engaging and effective. Such methods help students understand grammar not only as a set of rules but also as a practical tool for communication.

Teaching the Present Continuous Tense

The Present Continuous Tense is formed using the following structure:

Subject + am/is/are + verb (-ing)

Examples:

- * I am studying English.
- * She is reading a book.
- * They are playing football.

The tense is commonly used to describe actions happening at the moment of speaking.

Examples:

- * The teacher is explaining the lesson.
- * The students are listening carefully.

Teachers should provide students with plenty of opportunities to use these structures in meaningful contexts. Learning grammar becomes more successful when students can connect grammatical forms with real-life situations.

Student-Centered Teaching Methods

1. Visual Learning

Visual materials can make grammar instruction more interesting and understandable. Teachers can use pictures, photographs, videos, and illustrations showing people performing various activities.

For example, a teacher may display a picture of a park where people are walking, running, reading, and playing games. Students can describe the actions they observe:

- * The boy is riding a bicycle.
- * The woman is reading a newspaper.
- * The children are playing football.

This activity encourages observation, speaking practice, and active participation. Visual learning also helps students remember grammar structures more effectively because they associate language with images.

2. Role-Playing Activities

Role-playing is another effective strategy for teaching the Present Continuous Tense. Students work in pairs or groups and act out different situations.

Example:

At Home

Student A: What are you doing?

Student B: I am watching television.

Student A: What is your sister doing?

Student B: She is studying in her room.

Through role-playing, students practice speaking naturally while using the target grammar structure. This method also increases confidence and reduces anxiety in language learning.

3. Collaborative Learning

Collaborative learning allows students to work together and learn from one another. Teachers can divide the class into small groups and provide each group with a task.

For instance, students may receive a picture and create ten sentences describing what the people in the picture are doing. Afterward, groups present their sentences to the class.

Examples:

- * The man is drinking coffee.
- * The girls are talking to each other.
- * The teacher is helping a student.

Group activities encourage communication, teamwork, and peer learning, all of which contribute to language development.

4. Digital Tools in Grammar Teaching

Technology has become an important part of modern education. Many students enjoy using digital tools during lessons because they make learning more interactive and enjoyable.

Teachers can use online quizzes, educational games, and interactive presentations to practice the Present Continuous Tense. Students receive immediate feedback on their answers, allowing them to recognize and correct mistakes quickly.

For example, students may complete an online activity where they choose the correct sentence:

What is the boy doing?

A. He plays football.

B. He is playing football.

C. He playing football.

Such activities make grammar practice more engaging and increase student motivation.

Sample Classroom Activity

A sample classroom activity involves students interviewing their classmates.

Students ask questions such as:

- * What are you doing after school?
- * What are you studying these days?
- * What is your best friend doing right now?

Students then report their classmates' answers to the class using the Present Continuous Tense.

Example:

“Ahmet is studying for his mathematics exam.”

“Zeynep is helping her mother at home.”

This activity combines grammar practice with meaningful communication and helps students use English in realistic situations.

Conclusion

The Present Continuous Tense is an essential part of English language learning. While traditional teaching methods may help students memorize grammar rules, student-centered and innovative approaches provide more meaningful learning experiences. Visual learning, role-playing activities, collaborative tasks, and digital tools encourage active participation and improve language skills.

When students engage in communicative and interactive activities, they are more likely to understand and remember grammatical structures. Therefore, English teachers should incorporate a variety of modern teaching techniques to make grammar instruction both effective and enjoyable.

References

Harmer, Jeremy (2015). The Practice of English Language Teaching. Pearson Education.

Richards, Jack C. & Rodgers, Theodore S. (2014). Approaches and Methods in Language Teaching. Cambridge University Press.

MONITORING THE INSTRUCTIONAL-EDUCATIONAL PROCESS FROM THE PERSPECTIVE OF DIGITALIZATION

Teacher Corina Gavrilă,
Liceul de Turism și Alimentație "Dumitru Moțoc", Galați, Romania

Abstract

The accelerated integration of digital technologies into education has fundamentally transformed the way teachers plan, deliver, and monitor the instructional-educational process. This article examines the implications of digitalization for educational monitoring, exploring the opportunities and challenges that arise when digital tools are used to assess student progress, manage classroom activities, and generate data-driven insights. Drawing on current educational research and practice, the study argues that effective digital monitoring requires not only adequate technological infrastructure but also a shift in pedagogical thinking — from summative evaluation to continuous, formative feedback. Special attention is given to the role of learning management systems (LMS), digital portfolios, and real-time assessment platforms in supporting teachers and learners. The article also addresses ethical concerns related to data privacy and the risk of reducing education to measurable outcomes, advocating for a balanced, human-centered approach to digital monitoring.

Keywords: *digitalization, educational monitoring, formative assessment, learning management systems, digital tools, instructional process, data-driven education*

1. Introduction

The digital revolution has permeated virtually every domain of contemporary life, and education is no exception. Over the past two decades, schools and universities worldwide have progressively adopted digital platforms, devices, and applications to support teaching and learning. The COVID-19 pandemic dramatically accelerated this process, compelling educators to rely entirely on digital environments — a circumstance that exposed both the potential and the limitations of existing infrastructures (OECD, 2020).

Within this context, the monitoring of the instructional-educational process has undergone profound changes. Traditionally understood as periodic evaluation through tests and grades, monitoring is now being reconceptualized as a continuous, multidimensional process enabled by digital data collection. As Means et al. (2014) argued, "technology-enhanced learning environments create new possibilities for capturing fine-grained data on student behavior and performance" (p. 6).

This shift challenges teachers to develop new competencies and raises important questions about the purpose and ethics of educational monitoring.

This article investigates the theoretical underpinnings and practical dimensions of digitally-mediated monitoring, offering a critical perspective on its integration into school practice.

2. Theoretical Framework: Monitoring and Assessment in the Digital Age

Educational monitoring refers to the systematic collection, analysis, and use of information about student learning and teaching effectiveness in order to inform pedagogical decisions. From a constructivist perspective, monitoring is not merely a measurement tool but an integral component of the learning process itself (Vygotsky, 1978). Digital technologies do not change this fundamental purpose; rather, they expand the range and granularity of data available to educators.

Black and Wiliam (1998), in their seminal meta-analysis, demonstrated that formative assessment — ongoing feedback embedded within instruction — yields significant learning gains. Digital tools, particularly Learning Management Systems (LMS) such as Google Classroom, Moodle, or Microsoft Teams, allow teachers to implement formative monitoring at scale. These platforms record participation, submission timelines, quiz results, and collaborative activities, offering a real-time picture of the learning process. Monitorizarea procesului instructiv educativ din perspectiva digitalizăriiHattie and Timperley (2007) emphasized the importance of feedback quality, noting that "feedback is one of the most powerful influences on learning and achievement" (p. 81). Digital environments can automate immediate feedback for certain types of tasks, freeing teachers to focus on higher-order interventions where human judgment is irreplaceable.

3. Digital Tools for Monitoring the Instructional Process

A wide range of digital instruments are currently employed to monitor educational processes. These can be categorized as follows:

3.1. Learning Management Systems (LMS)

LMS platforms represent the most comprehensive digital infrastructure for educational monitoring. They enable teachers to create and distribute learning materials, set assignments, conduct assessments, and track individual and group progress through integrated analytics dashboards. According to Turnbull et al. (2021), LMS analytics can help identify at-risk students early and allow timely pedagogical intervention.

3.2. Digital Portfolios

Digital portfolios allow students to document their learning journey through collected artifacts — essays, projects, recordings, and reflections — over time. As a monitoring tool, the e-portfolio supports longitudinal observation of competency development, aligning with the principle that

learning is process-oriented rather than product-oriented (Barrett, 2010). They also promote student agency and metacognitive awareness.

3.3. Real-Time Assessment Platforms

Applications such as Kahoot!, Quizizz, Mentimeter, and Socrative allow teachers to assess comprehension during lessons through interactive quizzes and polls. These tools provide instant feedback to both teachers and students, creating a dynamic monitoring loop within the instructional hour. Research suggests that gamified assessment tools increase student engagement and motivation, while simultaneously generating valuable formative data (Wang & Tahir, 2020).

3.4. Video and Behavioral Analytics

Emerging technologies, including eye-tracking, sentiment analysis, and AI-driven attention monitoring, are beginning to enter educational settings, particularly in online environments. While these offer unprecedented detail about learner engagement, they raise serious ethical questions regarding privacy and surveillance that must be carefully navigated (Selwyn, 2019).

4. Challenges and Ethical Considerations

Despite the evident advantages of digital monitoring, significant challenges remain. First, the digital divide — unequal access to devices, connectivity, and digital literacy — means that technology-based monitoring can exacerbate existing educational inequalities (UNESCO, 2021). Students from disadvantaged backgrounds may be systematically underrepresented or misrepresented in digital data.

Second, there is a risk of what Biesta (2010) called "learnification" — the reduction of education to measurable learning outcomes at the expense of broader humanistic goals. When monitoring becomes an end in itself, driven by institutional accountability pressures, it may distort teaching practice and narrow the curriculum.

Third, data protection and privacy concerns are paramount. The collection of granular behavioral data on minors requires robust legal and ethical frameworks. In the European context, GDPR regulations impose strict obligations on educational institutions regarding data collection, storage, and use (European Commission, 2018). Teachers and school administrators must be trained not only in using digital monitoring tools but also in the legal and ethical dimensions of their application.

Finally, effective digital monitoring presupposes sufficient teacher training and institutional support. Without ongoing professional development, digital tools risk being used in superficial or counterproductive ways, reproducing traditional summative evaluation in digital form rather than enabling the transformative formative practices the technology makes possible.

5. Conclusions

The digitalization of the instructional-educational process offers genuine opportunities to transform educational monitoring from a periodic, product-focused activity into a continuous, nuanced, and student-centered practice. Tools such as LMS platforms, digital portfolios, and real-time assessment applications can, when thoughtfully deployed, support timely feedback, personalized instruction, and evidence-informed pedagogy.

However, realizing this potential requires more than technological investment. It demands a rethinking of pedagogical values, careful attention to equity and ethics, and sustained professional development for educators. As Selwyn (2019, p. 3) cautioned, "digital technology does not automatically lead to better education — its benefits are contingent on the quality of its integration into educational practice."

The future of educational monitoring in the digital age must be built on a balance between data richness and human wisdom — combining the analytical power of digital tools with the irreplaceable judgment, empathy, and relational intelligence of the teacher.

References

- Barrett, H. C. (2010). Balancing the two faces of ePortfolios. *Educação, Formação & Tecnologias*, 3(1), 6–14.
- Biesta, G. J. J. (2010). *Good Education in an Age of Measurement: Ethics, Politics, Democracy*. Paradigm Publishers.
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74. <https://doi.org/10.1080/0969595980050102>
- European Commission. (2018). *General Data Protection Regulation (GDPR) — Guidelines for the Education Sector*. Publications Office of the European Union.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
- Means, B., Bakia, M., & Murphy, R. (2014). *Learning Online: What Research Tells Us About Whether, When and How*. Routledge.
- OECD. (2020). *Education at a Glance 2020: OECD Indicators*. OECD Publishing. <https://doi.org/10.1787/69096873-en>
- Selwyn, N. (2019). *Should Robots Replace Teachers? AI and the Future of Education*. Polity Press.

- Turnbull, D., Chugh, R., & Luck, J. (2021). Learning management systems: A review of the research methodology literature in Australia and China. *International Journal of Research & Method in Education*, 44(2), 164–178. <https://doi.org/10.1080/1743727X.2020.1737002>
- UNESCO. (2021). *Reimagining Our Futures Together: A New Social Contract for Education*. UNESCO Publishing.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning — A literature review. *Computers & Education*, 149, 103818. <https://doi.org/10.1016/j.compedu.2020.103818>

INTEGRATING MINDFULNESS, WELLBEING, AND EMOTIONAL INTELLIGENCE INTO THE TEACHING OF BIOLOGICAL SCIENCES

**Prof. Cioromila Florentina,
"Dumitru Moțoc" Tourism and Food Industry High School**

ABSTRACT

This paper examines the integration of mindfulness, wellbeing, and emotional intelligence into the teaching of biological sciences at the high school level, arguing that contemporary education must address not only the cognitive development of students but also their socio-emotional needs. The study identifies biology as a particularly suitable discipline for this integration, given its natural connections to the human body, physiological processes, health, and the human-environment relationship. Six concrete pedagogical activities are proposed — spanning the nervous system, the endocrine system, the respiratory system, health education, ecology, and the impact of emotions on physical health — each designed to bridge scientific content with students' lived experiences. The paper further outlines the benefits of this approach for students, teachers, and the school as a whole, while honestly acknowledging practical barriers such as time constraints, insufficient teacher training, and systemic pressure toward standardized assessment. The conclusion affirms that mindfulness, wellbeing, and emotional intelligence are not supplementary additions to biology teaching but integral resources for authentic learning and the holistic development of young people.

Keywords: *mindfulness, wellbeing, emotional intelligence, biology education, socio-emotional competencies, holistic development, self-regulation, health education, conscious attention, resilience*

Contemporary education places increasing emphasis on the holistic development of the student, aiming not only at the accumulation of knowledge, but also at the formation of the socio-emotional skills necessary to adapt to the challenges of today's society. Mindfulness, wellbeing, and emotional intelligence promote the development of conscious attention and well-being, contributing

to the improvement of the educational process and the school climate. The Biology discipline offers numerous opportunities for integrating these concepts, through the study of the human body, health, and the relationship between human beings and the environment. This article analyzes the ways in which mindfulness, wellbeing, and emotional intelligence can be applied in biology lessons at the high school level.

Rationale

The twenty-first century school is called upon to respond to complex challenges generated by the accelerated pace of social, technological, and cultural change. Students frequently face stress, anxiety, difficulties in concentration, and adaptation problems — aspects that influence both academic performance and personal development.

Socio-emotional education thus becomes an essential component of the instructional and educational process. The mindfulness, wellbeing, and emotional intelligence approach proposes the development of fundamental competencies such as self-awareness, emotional self-regulation, empathy, conscious attention, and resilience.

Biological sciences offer a particularly favorable framework for integrating these educational dimensions. The study of the human body, physiological processes, and the relationship between organism and environment facilitates direct connections between scientific content and students' personal experiences.

Mindfulness in Education

Mindfulness represents the capacity to pay attention to present experience in a conscious and non-judgmental way. In the educational environment, this practice contributes to the development of attention, self-control, and emotional balance.

Numerous studies highlight that mindfulness exercises can lead to: reduced stress levels, increased concentration, improved memory, development of empathy, and stimulation of motivation for learning. For high school students, mindfulness can represent an effective tool for managing academic pressure and the challenges specific to adolescence.

Wellbeing and Academic Success

The concept of wellbeing encompasses physical, emotional, social, and psychological dimensions. A student who enjoys adequate wellbeing is more motivated, more engaged, and more capable of coping with difficulties.

In school, promoting wellbeing involves: developing a positive educational climate, cultivating healthy relationships, encouraging a balanced lifestyle, and supporting mental and emotional health.

Emotional Intelligence

The concept of emotional intelligence refers to the ability to identify, understand, and manage one's own emotions and to recognize the emotions of others.

The main components of emotional intelligence are: self-awareness, emotional self-regulation, motivation, empathy, and social competencies. These competencies can be systematically developed through educational activities integrated within school subjects.

Relevance for Biological Sciences

Biology is one of the subjects that allows for authentic connections between scientific knowledge and students' life experiences.

Topics such as: the functioning of the nervous system, the health of the organism, the effects of stress, nutrition, lifestyle-related diseases, and the human-environment relationship create favorable contexts for developing socio-emotional competencies. By integrating mindfulness and emotional intelligence, biology lessons become more interactive, more relevant, and more closely aligned with students' real needs.

Methods of Integration into Biology Lessons

1. The Nervous System and Emotions

In the study of the nervous system, the specialist teacher can address the relationship between the brain and emotions.

Activity: *"The Emotions Map"* — Students identify emotions experienced in different school situations and discuss the associated physiological responses: accelerated heart rate, perspiration, muscular tension, changes in breathing. The activity fosters self-awareness and understanding of the biological mechanisms of emotions.

2. The Endocrine System and Stress

Lessons on the endocrine glands offer the opportunity to analyze the role of hormones in the body's reactions under different life conditions.

Activity: *"The Stress Journal"* — Students monitor for one week: stressful situations, bodily reactions, emotions felt, and strategies used to manage stress. Results are discussed and interpreted from a biological perspective.

3. The Respiratory System and Mindfulness Exercises

Breathing represents one of the simplest and most effective mindfulness techniques.

Activity: *"Conscious Breathing"* — At the beginning of the lesson, students sit comfortably, inhale slowly through the nose, exhale slowly through the mouth, and observe bodily sensations. The exercise lasts 2–3 minutes and contributes to increased attention and readiness for learning.

4. Health Education and Wellbeing

Topics concerning a healthy lifestyle allow for the integration of the wellbeing concept.

Activity: *"The Wellbeing Barometer"* — Students assess: sleep quality, nutrition, physical activity, time spent online, and social relationships. They then formulate personal goals for improving their lifestyle.

5. Ecology and Mindfulness in Nature

Contact with nature contributes significantly to reducing stress and developing wellbeing.

Activity: *"The Conscious Explorer"* — During an outdoor activity, students observe: plants, insects, sounds, scents, shapes, and colors. Observations are noted and discussed from both an ecological and emotional perspective.

6. Respiratory Diseases and the Impact of Emotions on Health

In lessons on respiratory diseases, students can analyze the connection between stress and health. Discussion topics include: the effects of stress on immunity, the influence of emotions on health, and the importance of psychological balance in preventing illness. Students thus come to understand that physical and emotional health are interdependent.

Benefits of Integration

Implementing the principles of mindfulness, wellbeing, and emotional intelligence in biology lessons leads to multiple benefits.

For students: development of attention and concentration, reduction of academic anxiety, increased motivation for learning, development of self-control, improvement of interpersonal relationships, and greater responsibility for personal health.

For teachers: improvement of the educational climate, reduction of conflicts, increased student engagement, and development of a positive teacher–student relationship.

For the school: promotion of a culture of wellbeing, increased sense of social belonging, support for mental health, and improvement of academic results.

Challenges and Recommendations

Integrating these concepts may encounter certain difficulties: lack of time, insufficient teacher training, resistance to change, and excessive emphasis on assessment. To overcome these, the following are recommended: participation in training programs, use of short and accessible activities, interdisciplinary collaboration, and inclusion of reflection and feedback in teaching practice.

Conclusions

The integration of mindfulness, wellbeing, and emotional intelligence into biology lessons represents a modern and necessary direction for education. By drawing on the specific content of the subject, the teacher can simultaneously contribute to the development of students' scientific and socio-emotional competencies.

Mindfulness, wellbeing, and emotional intelligence should not be viewed as elements separate from the educational process, but as resources that support authentic learning and the harmonious development of young people. In this way, biology lessons become spaces for exploration, reflection, and personal growth, preparing students not only for examinations, but for life itself.

Selected Bibliography

- Kabat-Zinn, J. (2013). *Mindfulness for Beginners*. Sounds True.
- Goleman, D. (1995). *Emotional Intelligence*. Bantam Books.
- Seligman, M. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. Free Press.
- Weare, K. (2013). *Developing Mindfulness with Children and Young People*. Routledge.
- OECD (2021). *Beyond Academic Learning: First Results from the Survey of Social and Emotional Skills*.
- Ministry of Education — *Guidelines for the Development of Socio-Emotional Competencies in Schools*.

FROM PHYSICS CONCEPTS TO DIGITAL GAMES: A GAME-BASED LEARNING EXPERIENCE THROUGH EDUCATIONAL VIDEO GAME DESIGN

Arcangelo Passarella

Liceo Scientifico "Renato Caccioppoli", Naples, Italy

Abstract

Innovative teaching methodologies are increasingly required to engage students and promote meaningful learning in STEM disciplines. This paper presents a Game-Based Learning experience carried out with students of class 3H at Liceo Scientifico "Renato Caccioppoli" in Naples, Italy. The project involved students in the design and development of educational video games focused on Physics and Mathematics topics studied during the school year. Rather than simply using educational games, students became creators of digital learning resources. Through collaborative work, creative problem solving, and the use of digital technologies and Artificial Intelligence tools, students transformed scientific concepts into interactive learning experiences. The project demonstrated how game design can foster deeper understanding of disciplinary content while simultaneously developing digital, creative, and collaborative competencies.

Introduction

One of the major challenges in teaching Physics and Mathematics is maintaining student motivation while promoting a deep understanding of abstract concepts. Traditional instructional approaches often position students as passive recipients of information, limiting opportunities for active knowledge construction.

Recent educational research highlights the effectiveness of Game-Based Learning (GBL) as an approach capable of increasing engagement, motivation, and learning outcomes. However, many implementations focus on students playing educational games designed by others. In contrast, this project adopts a constructionist perspective in which students become designers and developers of educational video games.

The underlying assumption is that creating a game requires a profound understanding of the concepts it intends to teach. Students must analyze content, identify key ideas, anticipate misconceptions, and transform knowledge into interactive challenges.

Educational Context

The project was implemented during Physics and Mathematics lessons with students from class 3H at Liceo Scientifico "Renato Caccioppoli" in Naples.

The initiative originated from the desire to combine scientific learning with creativity, digital technologies, and collaborative work. Students were challenged to create educational mini-games capable of explaining, reinforcing, or assessing scientific concepts studied during the school year.

Topics addressed included:

- Kinematics
- Dynamics
- Newton's Laws
- Forces and Motion
- Energy
- Mathematical Functions
- Algebraic Relationships
- Logical and Scientific Reasoning

The final products were collected and shared through a dedicated online platform called "Fun Mini Games", allowing students to showcase their work and make it available to peers and other learners.

Methodology

The project followed a Project-Based Learning framework integrated with Game-Based Learning principles.

Phase 1: Knowledge Acquisition

Students first explored and studied specific Physics and Mathematics topics through classroom lessons, laboratory activities, exercises, and discussions.

Special attention was devoted to conceptual understanding, since students would later need to transform theoretical knowledge into game mechanics.

Phase 2: Game Design

Working in small collaborative groups, students designed educational games based on selected scientific concepts.

During this phase they were required to:

- define educational objectives;
- identify target users;
- create game narratives and challenges;
- establish rules and scoring systems;
- design levels and progression mechanisms;
- ensure scientific accuracy.

This stage encouraged critical thinking and creativity while requiring students to revisit disciplinary concepts from a different perspective.

Phase 3: Digital Development

Students used digital tools and emerging Artificial Intelligence platforms to create interactive mini-games.

The development process involved:

- interface design;
- creation of game logic;
- integration of scientific content;
- testing and debugging;
- usability improvements.

The use of AI-supported development environments allowed students with limited programming experience to transform their ideas into functional digital products.

Phase 4: Testing and Evaluation

The completed games were tested by classmates and other students.

Peer feedback was collected regarding:

- educational effectiveness;
- game usability;
- scientific correctness;
- engagement and enjoyment.

Students subsequently refined their projects based on the feedback received.

Results

The project generated significant educational benefits.

Improvement of Scientific Understanding

Creating educational games required students to repeatedly analyze and apply scientific concepts. This process reinforced learning and promoted deeper conceptual understanding compared to traditional study methods.

Students demonstrated greater confidence when explaining topics such as Newton's Laws, motion analysis, and mathematical relationships.

Development of Digital Competencies

The project promoted the acquisition of several digital skills, including:

- digital content creation;
- computational thinking;
- user-centered design;
- responsible use of Artificial Intelligence tools;
- problem solving in digital environments.

Increased Motivation and Engagement

Students showed high levels of participation throughout the project. The possibility of creating a tangible product and sharing it publicly increased their sense of ownership and responsibility.

Many students devoted additional time outside regular classroom activities to improve their games and add new features.

Collaborative Learning

Working in teams fostered communication, negotiation, and collaborative decision-making skills. Students learned to distribute tasks, manage deadlines, and integrate different competencies within a shared project.

Discussion

The experience confirms that Game-Based Learning can be particularly effective when students are not merely players but creators of educational games.

The transition from knowledge consumers to knowledge producers represents one of the most valuable aspects of the project. Designing a game requires students to reorganize information, identify conceptual connections, and transform theoretical knowledge into meaningful interactions.

Furthermore, the integration of Artificial Intelligence tools significantly lowered technical barriers, enabling students to focus on creativity and educational design rather than solely on programming complexity. The project also demonstrates how STEM education can benefit from interdisciplinary approaches that combine scientific knowledge, digital literacy, creativity, and design thinking.

Conclusion

The "Fun Mini Games" project illustrates how educational video game design can become a powerful learning strategy in Physics and Mathematics education. By transforming students into creators of digital educational resources, the project fostered deeper conceptual understanding, increased engagement, and promoted the development of essential twenty-first century skills.

The experience suggests that Game-Based Learning, when integrated with Project-Based Learning and supported by digital technologies, can provide meaningful opportunities for active and authentic learning. Future developments may include the integration of immersive technologies, advanced AI tools, and international collaboration projects within Erasmus+ initiatives, allowing students to co-design educational games across different countries and cultures.

References

- Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. *The Clearing House*, 83(2), 39–43.
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From Game Design Elements to Gamefulness: Defining Gamification. *Proceedings of the 15th International Academic MindTrek Conference*.

Gee, J. P. (2007). What Video Games Have to Teach Us About Learning and Literacy. Palgrave Macmillan.

Kapp, K. M. (2012). The Gamification of Learning and Instruction. Pfeiffer.

Papert, S. (1980). Mindstorms: Children, Computers and Powerful Ideas. Basic Books.

DIGITAL TOOLS AND ARTIFICIAL INTELLIGENCE IN TEACHING VOCATIONAL SUBJECTS IN THE FOOD INDUSTRY DOMAIN

Classroom Perspectives and Opportunities

**Prof. Coman Mariana,
Colegiul de Industrie Alimentară "Elena Doamna", Galați**

Abstract

This article addresses the integration of digital tools and artificial intelligence (AI) in the teaching of vocational subjects within the food industry profile of Romanian technological high schools. The paper argues that digitalization and AI are no longer future trends but are already embedded in real production processes — including quality control, food safety management, and automated manufacturing lines — making their integration into the classroom a pedagogical necessity rather than an option. The article identifies four categories of digital tools with demonstrated impact on teaching quality: process simulation platforms (such as Labster), food safety management software that replicates HACCP digital logic, e-learning platforms and multimedia content (Google Classroom, Moodle, Microsoft Teams), and data visualization tools for laboratory analysis and quality control. The second part of the article examines the role of AI-based tools, particularly large language models, as legitimate didactic assistants. It presents three productive uses for the technology teacher: generating assessment scenarios, supporting differentiated instruction, and accelerating lesson preparation. At the same time, the article clearly delineates the ethical and epistemological limits of AI use, emphasizing that critical thinking, verification of technical data against official sources, and intellectual responsibility must remain non-negotiable standards. The article concludes that the technology teacher's role is evolving from information transmitter to orchestrator of a complex learning environment, and that the informed, critical adoption of digital tools and AI constitutes a fundamental professional responsibility.

Keywords: *digital tools, artificial intelligence, food industry education, vocational teaching, HACCP, process simulation, e-learning, large language models, differentiated instruction, technological high school*

1. Introduction

The food industry is one of the most highly regulated and technically complex sectors of the Romanian and European economy. The vocational training of students in technological high schools with a food industry profile involves not only the transmission of solid theoretical knowledge, but also the development of practical competencies directly applicable in a professional context. Within this framework, digitalisation and artificial intelligence (AI) no longer represent mere future trends — they are already present in production processes, quality control, and food safety management. Consequently, the integration of digital tools and AI into teaching practice becomes a pedagogical necessity, not an option.

2. Why Is Digital Integration Necessary in Teaching Food Industry Subjects?

The school curriculum for the technological profile — food industry domain — includes subjects such as Current Laboratory Operations in the Food Industry, Biochemistry of Food Products, Microbiology, and Food Quality Verification. These specialist modules address processes that, in reality, are monitored and optimised with the help of advanced information systems: temperature sensors connected to SCADA systems, traceability software, HACCP management applications, and automated production lines.

If students are trained exclusively through traditional methods — lecture and printed textbook — there is a risk of a significant gap between the competencies acquired at school and the actual requirements of the labour market. The integration of digital tools into teaching does not aim to replace the teacher's expertise, but to create a learning environment more faithful to the real professional context.

3. Useful Digital Tools in Teaching Specialist Subjects

From direct teaching experience, I have identified several categories of digital tools with a real impact on the quality of instruction:

- **Technological process simulators.** Platforms such as Labster, or simulators integrated into European educational packages, allow students to virtually reproduce operations such as pasteurisation, fermentation, or vacuum packaging, without safety risks and without high

material costs. This is particularly valuable in schools with limited technological laboratory equipment.

- **Food safety management applications.** Educational software that reproduces the logic of a digital HACCP plan — hazard identification, establishment of critical control points, monitoring records — offers students an experience close to real practice in production facilities.
- **E-learning platforms and multimedia content.** Google Classroom, Moodle, or Microsoft Teams can be used for distributing study materials, organising formative assessments, and ensuring teaching continuity. Didactic videos presenting real production lines (available on manufacturers' platforms or on specialised educational channels) effectively complement textbook explanations.
- **Data visualisation tools.** Spreadsheets (Microsoft Excel, Google Sheets) used for analysing laboratory results, calculating process parameters, or interpreting quality control charts develop transferable competencies with direct applicability in inspection and production.

4. Artificial Intelligence — A Real Teaching Assistant

AI-based tools — in particular conversational assistants of the Large Language Model (LLM) type — have already entered teaching practice, regardless of whether teachers choose to explicitly acknowledge them or not. Students use them, and teachers have a professional duty to understand these tools before regulating or integrating them.

From the perspective of a teacher of technological subjects, AI can be used in several legitimate and productive ways. Firstly, it can generate assessment topic variants — scenarios for identifying biological, chemical, or physical hazards in a given product, problems involving the calculation of production yield, or case studies on non-conformities in a processing facility. Secondly, AI can support the differentiation of instruction: a student with difficulties can request additional explanations adapted to their own pace, without requiring individual teacher intervention during the lesson. Thirdly, the teacher themselves can use AI as a documentation and lesson preparation tool, to rapidly synthesise up-to-date technical information — with the caveat that any normative data (concentrations, temperatures, legal deadlines under EU regulations) must always be verified against the official source.

There are, of course, clear limits that must be communicated to students. AI does not replace critical thinking and does not guarantee the accuracy of specialist technical information. Its use must

be embedded within an explicit ethical framework — respecting copyright, avoiding plagiarism, and taking responsibility for one's own intellectual products

Conclusions

The integration of digital tools and artificial intelligence in the teaching of specialist subjects in the food industry is not a passing trend — it is a requirement of the real professional context in which our graduates will work. The teacher of technological subjects remains the central actor in the didactic process, but their role is transforming: from transmitter of information, they become the orchestrator of a complex learning environment, in which digital sources and AI tools are resources subordinate to pedagogical objectives, not ends in themselves. The critical and informed adoption of these tools represents, in my view, a fundamental professional responsibility for every teacher in Romanian technological education.

Bibliography

1. Banu, C. (coord.) (2009) — *Manualul inginerului de industrie alimentară* — a reference work for the technological foundations of the field.
2. European Commission (2020) — *Digital Education Action Plan (2021–2027)* — the European strategic framework for the digitalisation of education, with references to vocational education and training.
3. Pribeanu, C., Balog, A. (2018) — a Romanian study on digital technologies in education, published in the *Romanian Journal of Human-Computer Interaction*.
4. Regulation (EC) No. 852/2004 — the European regulatory framework for HACCP, relevant to quality control subjects.
5. Selwyn, N. (2016) — *Is Technology Good for Education?* — a balanced critical analysis, useful for establishing the pedagogical foundations of digital integration.

THE ROLE OF EARLY EDUCATION IN DEVELOPING SOCIO-EMOTIONAL COMPETENCIES IN PRESCHOOL CHILDREN

Teacher in Early Childhood Education: Ciocoiu Ionela,
Kindergarten with Extended Program “Codruța”, Galați

Abstract

Early childhood education represents a fundamental stage in the harmonious development of the child, with a significant impact on the formation of personality, social-emotional competencies, and future academic success. This article examines the role of early childhood educators in fostering socio-emotional skills in preschool children, emphasizing the importance of implementing modern educational strategies based on play, interaction, and meaningful learning experiences. The paper highlights key socio-emotional competencies developed at preschool age — including empathy, cooperation, emotional self-regulation, and effective communication — and argues that their early cultivation produces long-term positive outcomes in academic performance and social adaptation. Special attention is given to the role of the teacher as facilitator, emotional model, and supportive figure, as well as to the influence of the educational environment and the family–kindergarten partnership. The article also addresses practical challenges faced by educators in diverse classroom contexts and underscores the need for continuous professional development in the field of emotional education. The conclusion reaffirms that investment in early childhood education is, fundamentally, an investment in the future of society.

Keywords: *early childhood education, socio-emotional competencies, preschool development, emotional intelligence, play-based learning, teacher role, kindergarten, family-school partnership, emotional self-regulation, empathy*

1. Introduction

Early education is internationally recognized as the period of the most intense human brain development. According to research in neuroscience, experiences in the first years of life decisively influence the cognitive and emotional structure of the individual.

In this context, kindergarten is no longer seen only as a space for supervision and care, but as a complex educational environment in which the child develops life competencies. The role of the preschool teacher becomes essential, as they act as a learning facilitator, behavioral model, and emotional support for the child.

2. The Importance of Socio-Emotional Competencies in Child Development

Socio-emotional competencies represent the set of abilities that allow individuals to recognize, express, and manage emotions, build positive relationships, and make responsible decisions.

At preschool age, these competencies are manifested through:

- the ability to recognize basic emotions (joy, sadness, anger, fear)
- developing empathy toward other children
- the ability to cooperate in group play activities
- resolving conflicts through communication rather than aggression

Studies show that early development of these competencies has long-term positive effects, contributing to better academic performance, improved social adaptation, and a reduction in behavioral problems.

3. The Role of the Teacher in Developing Socio-Emotional Competencies

The preschool teacher plays a central role in facilitating socio-emotional development. The emotional relationship between the child and the teacher represents the foundation of a safe and stimulating educational environment.

Effective teaching strategies include:

a) Learning through play

Play is the fundamental activity of the preschool child. Through role-play activities, children learn to understand different perspectives, negotiate rules, and express emotions naturally.

b) Group activities

Collaborative activities contribute to the development of teamwork, communication skills, and respect for others.

c) Stories and guided discussions

Educational stories help children identify characters' emotions and reflect on their own feelings.

d) Routines and clear rules

Establishing daily routines provides children with emotional security and predictability, reducing anxiety.

4. The Educational Environment and Its Influence on Socio-Emotional Development

A positive, safe, and stimulating educational environment is essential for the child's harmonious development. The classroom space should encourage interaction, cooperation, and free emotional expression.

In addition, the relationship with parents plays an important role. The family–kindergarten partnership contributes to the consistency of educational messages and supports the child's emotional development.

5. Challenges in Developing Socio-Emotional Competencies

In practice, teachers face several challenges:

- the diversity of emotional development levels within the same group
- lack of sufficient time for individualized activities
- the influence of family and social environment on the child's behavior
- the need for continuous professional training in emotional education

Overcoming these difficulties requires an integrated approach based on collaboration and continuous professional development.

6. Conclusions

Early education plays an essential role in shaping children's socio-emotional competencies, contributing to the development of a balanced and socially adapted personality. Kindergarten represents the first environment in which the child learns social rules, moral values, and appropriate behaviors.

The role of the preschool teacher is fundamental, as they are responsible for creating a safe, empathetic, and stimulating environment in which every child can develop harmoniously.

Investing in early education is, in essence, an investment in the future of society.

Bibliography

1. Goleman, D. (2006). *Emotional Intelligence*. Curtea Veche Publishing.
2. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
3. UNICEF (2021). *Early Childhood Development Framework*.
4. UNESCO (2020). *Early Childhood Care and Education Report*.
5. Piaget, J. (1962). *Play, Dreams and Imitation in Childhood*. Norton.
6. MECTS (2019). *Curriculum for Early Childhood Education*. Bucharest.

INNOVATIVE LEARNING METHODS IN LANGUAGE TEACHING

Ayla ALGAN,
English Language Teacher, Madalyon Koleji, Türkiye

Purpose

The aim of this article is to guide readers by demonstrating the impact of innovative methods in language education for young learners, highlighting how these modern approaches promote more effective and lasting learning.

The techniques and methods used in this article on language teaching have been shaped by both the theoretical frameworks of certain linguists and the real-world experiences gathered through practical classroom applications.

Introduction

In today's world of rapidly developing educational technologies, language acquisition is no longer just a process of memorizing grammar rules. Project-based learning and digital education methods stand out as two of the most powerful tools for students to learn a language actively, permanently, and naturally.

1. The role of project-based learning in students' language acquisition

Project-based learning enables students to learn the language through experience by researching, designing, and creating solutions to real-world problems.

- **Using language as a tool:** Language should be a tool, not an aim. In project-based learning, language is not an end goal in itself, but rather a tool that students use to achieve their goals (PBLWorks, 2019). As a result, language learning becomes a natural part of the project process, allowing students to develop their language skills indirectly.

- **Integration of the four basic skills:** Throughout the project, students utilize the four basic language skills: reading, listening, speaking, and writing. They particularly focus on using speaking and writing skills through communication with partners from different countries, such as in Erasmus programs.
- **Motivation and responsibility:** In the project-based learning process, since students work on real-world problems, the meaningful goals in this process lead them to develop a natural interest and sense of responsibility. In this way, they adopt language learning not as a task, but a personal goal (PBLWorks, 2019).

2. The role of digital learning methods in learning language

Digital tools break down the barriers of the traditional classroom, bringing language into a global and accessible dimension.

- **Cross-border access :** Through digital tools, the students go beyond the limits of the physical classroom, accessing resources from all over the world, thus bringing language learning into a global context (Council of Europe, 2020).
- **Personalized learning :** Through AI-powered applications, the students engage in learning language at their own pace, tailored to their interests and needs (Council of Europe, 2020).

3. The synergy of two methods : digital projects

When project-based and digital learning techniques come together, language learning reaches its maximum level. The combination of these two approaches allows students to connect with the real world, providing them with meaningful and practical experiences. The power of digital tools, when combined with project-based learning, supports students' cross-border collaboration and interaction. For example, online meetings in Erasmus projects ,virtual collaborations, and joint platforms demonstrate how digital education, in a global context, fosters a collaborative and cooperative learning environment (European Commission, 2021).

Digital & Project-Based Learning in Language Acquisition

Methods & Applications	Digital Tools Used	Contribution to Language Acquisition
International Projects (e.g., Erasmus+)	TwinSpace, Zoom, Canva	Establishing real communication with peers from different countries, cultural awareness, and practicing formal/daily language (European Commission, 2021).
Simulation and Design Projects	Modeling tools, AI image generators	Presenting a designed idea or concept in a foreign language, improving technical vocabulary.
Digital Content Creation	Podcast tools, video editing (CapCut)	Improving fluent speaking, pronunciation, and turning written scripts into spoken language.

"Erasmus+ Projects for Language Acquisition"

The different stages of an Erasmus+ project contribute to students' language development in many ways. The entire process, from the moment a student applies for the project until they complete their mobility, contributes significantly to language development.

1. Erasmus+ Interviews and the Application Phase

This initial phase serves as the first formal platform where students put their academic and professional language skills to the test.

- **Academic Language and Self-Expression:** While preparing for the interview, students learn formal vocabulary and structures to effectively describe themselves, their interests, and their motivations for joining the project.
- **Overcoming Language Anxiety:** Facing a jury in a foreign language helps students manage their communication anxiety and builds the confidence needed to speak under pressure (European Commission, 2019).
- **Spontaneous Speaking Skills:** Answering unexpected questions during the interview directly sharpens real-time thinking and conversational reflexes.

2. Erasmus+ Preparation and Digital Collaboration Phase

The preparatory work conducted before the actual travel provides an excellent opportunity for developing written communication and digital language skills.

- **Written Communication and Netiquette:** Students actively use written language while interacting with peers from partner countries via TwinSpace, emails, or forums. They learn to pay closer attention to grammar and precise word choices (European Commission, 2019).
- **Technical and Subject-Oriented Vocabulary:** Depending on the project's focus (e.g., technology, environment, or simulation designs), students research international sources and acquire specific technical terminology not found in standard school curricula.
- **Listening Practice through Online Meetings:** Preparatory meetings held on platforms like Zoom or Teams significantly improve listening comprehension by exposing students to various international accents.

3. Erasmus+ Mobility (The Period Abroad)

This is the ultimate stage of language acquisition, where theoretical knowledge transforms entirely into practical, "authentic" life experience.

- **Natural Language Acquisition:** Language stops being a classroom subject and becomes a vital tool for daily survival and socialization. Students begin to acquire the language naturally through continuous immersion (Krashen, 1982).
- **Daily Language and Idiomatic Expressions:** Spending time with foreign peers allows students to pick up daily conversational language, idioms, expressions, and humor that are rarely found in official textbooks (European Commission, 2019).

- **Accent Flexibility and Global Communication:** Interacting with people from diverse countries (such as Spain, Italy, or Poland) who use English as a second language develops adaptability to different accents and strengthens global communication skills (*English as a Lingua Franca*).

- **Conclusion**

In conclusion, language learning in the modern era has shifted from passive memorization to dynamic, real-world engagement. The powerful integration of project-based learning and digital educational methods transforms students from passive listeners into active communicators. As observed through the various stages of Erasmus+ projects—ranging from the high-stakes environment of initial interviews to digital collaborative preparations and immersive overseas mobility—students do not merely study a language; they live it. By navigating real-world problems, collaborating across borders, and adapting to global contexts, young learners develop not only linguistic proficiency but also the vital 21st-century skills of autonomy, digital literacy, and cultural adaptability. Ultimately, these innovative approaches prove that when language is used as a practical tool to achieve a meaningful goal, meaningful and lasting language acquisition naturally follows.

REFERENCES

- Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Council of Europe Publishing. <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea14a>
- European Commission. (2019). *The Erasmus+ higher education impact study*. Publications Office of the European Union. <https://data.europa.eu/doi/10.2766/162>
- European Commission. (2021). *Digital Education Action Plan (2021–2027): Resetting education and training for the digital age*. European Union. <https://education.ec.europa.eu/focus-topics/digital-education/action-plan>
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press. http://www.sdkrashen.com/content/books/principles_and_practice.pdf

PBLWorks. (2019). *Gold Standard PBL: Essential project design elements*. Buck Institute for Education. <https://www.pblworks.org/what-is-pbl/gold-standard-project-design>

TEACHING PSYCHOLOGY THROUGH MODERN CREATIVE AND DIGITAL METHODS

Prof. Istrate Doina Mirabela,

Liceul de Turism și Alimentație "Dumitru Moțoc", România

Abstract

This article explores the integration of creative and digital methods in teaching psychology as a school subject, arguing that active, technology-enhanced learning produces deeper semantic encoding and superior knowledge retention compared to traditional lecture-based approaches. Drawing on established theoretical frameworks — including Sweller's Cognitive Load Theory, Mayer's Dual Coding Principle, Deci and Ryan's Self-Determination Theory, and Vygotsky's Social Constructivism — the paper demonstrates that digital tools and creative strategies can simultaneously reduce cognitive overload and stimulate intrinsic motivation. The article presents a range of evidence-based methods recommended for psychology classrooms: interactive case studies, gamification through platforms such as Kahoot!, Quizlet and Blooket, digital storytelling, mind mapping, and role-play simulations of classic psychological experiments. A detailed lesson plan on ego defense mechanisms (10th grade) is provided as a concrete example, illustrating how Mentimeter, Padlet, role-play, and metacognitive reflection can be seamlessly combined in a single instructional sequence. The findings suggest that teaching psychology through creative and digital methods is not a pedagogical trend, but a theoretically grounded response to the learning needs of today's digital natives and to the demands of a rapidly transforming society.

Keywords: *psychology education, digital methods, gamification, cognitive load theory, self-determination theory, active learning, digital tools, creative teaching strategies, metacognition, social constructivism*

Psychology, as a school subject, offers students an essential conceptual framework for understanding human behaviour, cognitive processes, and emotional dynamics. However, traditional

teaching methods — centred predominantly on lecture and memorisation — tend to reduce the perceived relevance of psychological content (Halpern, 2014). Recent research in neuroscience and educational psychology demonstrates that the active engagement of students, through creative and digital methods, produces deeper semantic encoding and superior retention of knowledge (Mayer, 2009).

The digital transformation of education, significantly accelerated after 2020, has brought to the fore tools such as e-learning platforms, gamification applications, and virtual collaboration spaces. Their integration into the teaching of psychology is not an end in itself, but a means of responding to the needs of the current generation of students — digital natives with predominantly visual and interactive learning styles (Prensky, 2001).

1. Theoretical Foundations

Cognitive load theory (Sweller, 1988) emphasises that didactic material must be structured so as not to exceed the capacity of working memory (approximately 7 ± 2 units of information, according to Miller, 1956). Multimedia methods — combined with the dual-channel principle proposed by Mayer (2009) — reduce cognitive overload by distributing information across simultaneous visual and auditory channels.

Self-determination theory (Deci & Ryan, 1985) shows that intrinsic motivation is supported by autonomy, competence, and relatedness. Creative and digital methods can stimulate all three of these fundamental needs: the student has the freedom to choose their mode of expression (autonomy), receives immediate feedback (competence), and works in a team (relatedness).

Finally, the social constructivism proposed by Vygotsky (1978) holds that authentic learning takes place within the zone of proximal development, through social interaction and negotiation of meaning — principles that underpin collaborative digital activities.

2. Creative and Digital Methods in Teaching Psychology

The specialist literature recommends a series of strategies with proven effectiveness:

- **Interactive case study** — the analysis of real clinical or behavioural cases through collaborative platforms (Google Classroom, Padlet) stimulates critical thinking and the application of concepts in authentic contexts (Halpern, 2014).

- **Gamification** — the use of applications such as Kahoot!, Quizlet, or Blooket transforms formative assessment into an engaging experience, increasing motivation and involvement (Hamari et al., 2016).
- **Digital storytelling** — the creation of short videos or presentations in which students explain psychological concepts through their own experiences activates metacognition and the Feynman technique (the simplified explanation of concepts).
- **Digital mind maps** — tools such as MindMeister or Canva facilitate the visual representation of relationships between concepts, activating dual verbal-spatial processing (Novak & Gowin, 1984).
- **Simulations and role-play** — the re-enactment of classic experiments (Milgram, Asch) in an adapted, ethical, and safe format places the student at the centre of the knowledge-acquisition process (Moreno & Mayer, 2007).

3. A Concrete Example of a Teaching Activity

Topic: Defence Mechanisms of the Ego (Psychology, Year X)

Operational objectives: students will identify a minimum of 5 defence mechanisms, illustrate them with examples from daily life, and represent them creatively.

Stage 1 — Activation (10 min): The teacher launches a live poll on Mentimeter with the question: "When you feel emotionally attacked, what do you usually do?" Students' anonymous responses are displayed in real time as a word cloud, generating curiosity and anchoring personal experiences.

Stage 2 — Collaborative exploration (15 min): Teams of 4 students each receive on Padlet one defence mechanism (repression, projection, rationalisation, regression, sublimation). Each team researches the definition, finds an example from popular culture (film, series, advertisement), and posts it with an image and a brief explanation.

Stage 3 — Consolidation through storytelling (15 min): Each team presents a short role-play (2–3 minutes) in which they demonstrate the mechanism studied. The rest of the class identifies the mechanism in real time, using Kahoot! as an immediate formative assessment tool.

Stage 4 — Metacognitive reflection (5 min): Students individually complete a digital exit journal (Google Forms): "Which mechanism do you think you use most often? Why is it important to know it?" Responses are anonymous and serve the teacher as a formative assessment instrument.

This teaching sequence integrates gamification, digital collaboration, role-play, and metacognitive reflection, demonstrating that the teaching of psychology can successfully transcend the boundaries of the traditional textbook, becoming a relevant, memorable, and profoundly human experience.

In conclusion, we can affirm that teaching psychology through creative and digital methods does not represent a pedagogical trend, but a theoretically grounded response to the current needs of students and to the demands of a rapidly transforming society. The integration of digital tools — Kahoot!, Padlet, Mentimeter, Canva — alongside creative strategies such as role-play, storytelling, and mind mapping, produces active, motivating, and lasting learning. The teacher becomes, in this context, less a transmitter of knowledge and more a facilitator of discovery.

References

- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. Plenum Press.
- Halpern, D. F. (2014). *Thought and Knowledge: An Introduction to Critical Thinking* (5th ed.). Psychology Press.
- Hamari, J., Koivisto, J., & Sarsa, H. (2016). Does gamification work? A literature review of empirical studies on gamification. *Proceedings of the 47th Hawaii International Conference on System Sciences*, 3025–3034.
- Mayer, R. E. (2009). *Multimedia Learning* (2nd ed.). Cambridge University Press.
- Miller, G. A. (1956). The magical number seven, plus or minus two: Some limits on our capacity for processing information. *Psychological Review*, 63(2), 81–97.
- Moreno, R., & Mayer, R. E. (2007). Interactive multimodal learning environments. *Educational Psychology Review*, 19(3), 309–326.
- Novak, J. D., & Gowin, D. B. (1984). *Learning How to Learn*. Cambridge University Press.
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1–6.

CREATIVE, INNOVATIVE AND DIGITAL APPROACHES IN ENGLISH LANGUAGE TEACHING, LEARNING AND ASSESSMENT: FROM COMPETENCES TO CONSCIOUSNESS

Prof. Boboceă Daniela,
Liceul de Turism și Alimentație "Dumitru Moțoc", Galați, Romania

Abstract

Contemporary education is increasingly moving beyond the simple acquisition of knowledge and competencies towards the development of learners' awareness, responsibility and critical thinking. In English language education, creative, innovative and digital approaches offer valuable opportunities for meaningful learning experiences that foster communication, collaboration, media literacy and active citizenship. This paper explores practical examples of project-based learning, podcast creation, digital storytelling, media education and participation in European educational projects. These approaches contribute not only to language development but also to the formation of reflective, responsible and digitally literate learners. The integration of technology into teaching, learning and assessment supports the transition from competence-based education to consciousness-oriented education, aligned with the challenges of the twenty-first century.

Keywords: English language teaching, digital education, media literacy, podcasting, project-based learning, digital storytelling, educational awareness.

Introduction

The rapid development of digital technologies has transformed the educational landscape and redefined the skills required for lifelong learning. While traditional education focused primarily on the acquisition of knowledge and competencies, contemporary educational paradigms emphasize learners' ability to think critically, act responsibly and participate actively in society.

The theme of the symposium, "*New Paradigms in Education: From Competences to Consciousness*", highlights the need to develop not only academic skills but also awareness, reflection and ethical responsibility. In English language education, this shift requires teachers to create learning environments that encourage communication, creativity, collaboration and critical engagement with information.

According to the European Commission (2022), education systems should promote digital competence, critical thinking, active citizenship and responsible participation in digital environments.

English language teaching provides an ideal context for achieving these objectives through meaningful and authentic learning experiences.

Project-Based Learning and European Educational Projects

Project-Based Learning (PBL) is one of the most effective approaches for promoting authentic language use and student engagement. Markham (2011) argues that project-based learning enables students to develop communication, collaboration and problem-solving skills while working on meaningful tasks connected to real-life situations.

In English language classes, students can design projects such as:

“My Community Through European Eyes”;

“Sustainable Schools for a Sustainable Future”;

“Cultural Diversity in Europe”;

“Young Digital Citizens”.

Such projects encourage learners to conduct research, analyse information, collaborate with peers and present their findings in English.

Participation in European initiatives such as eTwinning and Erasmus+ further enhances language learning by providing authentic communication opportunities with students from different countries. Through international collaboration, learners develop intercultural competence, tolerance and a broader understanding of European values. English becomes a genuine means of communication, negotiation and cooperation rather than simply a school subject.

For example, students involved in eTwinning projects can work together with peers from other countries to create digital magazines, cultural presentations, collaborative blogs or awareness campaigns on environmental and social issues. These activities promote not only language proficiency but also empathy, cultural awareness and responsible citizenship.

Podcast Creation as a Tool for Language Learning and Media Education

Podcasting has become an increasingly valuable educational tool in foreign language teaching. Creating podcasts encourages students to use English in authentic communication contexts while developing digital and media literacy skills.

Students may create podcasts on topics such as environmental protection, healthy lifestyles, online safety, cultural traditions, school life and educational experiences, European citizenship.

The process involves researching information, evaluating sources, writing scripts, recording audio content and editing the final product. Consequently, students develop speaking, listening, writing and pronunciation skills simultaneously.

Podcast creation also represents an effective way of integrating media education into language learning. Students learn how information is selected, organised and presented to an audience. They become aware of issues such as misinformation, bias, source credibility and ethical communication.

By becoming creators of digital content rather than passive consumers, learners develop a stronger sense of responsibility and critical awareness, which are essential components of education for the digital age (Dudeney, Hockly & Pegrum, 2013).

Digital Storytelling and Learner Reflection

Digital storytelling is a powerful pedagogical approach that combines language learning with creativity and personal expression. According to Ohler (2013), digital storytelling supports communication skills, creativity, reflection and learner engagement.

In English language classrooms, students can create digital stories such as:

“A Day That Changed My Life”;

“My Future Self”;

“The Person Who Inspires Me”;

“My Cultural Identity”;

“My Dream for the Future”.

To create these stories, learners write texts in English, select images, record narrations and combine multimedia elements into coherent narratives.

Particularly effective tools for digital storytelling are **StoryJumper** and **Book Creator**, which enable students to design interactive digital books incorporating text, images, audio recordings and illustrations. These platforms encourage creativity while providing authentic opportunities for language production.

For younger learners, digital books created through StoryJumper or Book Creator can become collaborative class projects in which students write chapters, record dialogues and illustrate stories together. Older students can use these tools to create autobiographical narratives, cultural presentations or thematic projects connected to social issues.

Beyond linguistic development, digital storytelling encourages learners to reflect on personal experiences, values and aspirations. In this way, students become more aware of their identities and their role within society, moving from competence development towards consciousness development (Ohler, 2013).

Media Literacy in English Language Education

The digital age has created unprecedented access to information. However, access alone does not guarantee understanding. Learners must be able to evaluate information critically, identify misinformation and understand how media influence opinions and behaviours.

Dudeney, Hockly and Pegrum (2013) emphasize that digital literacy includes the ability to access, analyse, evaluate and create digital content responsibly. Therefore, media literacy should become an integral component of English language education.

Practical classroom activities may include analysing online news articles, comparing information from multiple sources, identifying persuasive language in advertisements, discussing the impact of influencers and social media, evaluating the credibility of websites and creating awareness campaigns on digital safety.

For example, students may compare different online sources covering the same event and discuss how language choices influence audience perception. Such activities simultaneously develop reading comprehension, vocabulary acquisition, critical thinking and responsible digital citizenship.

Media literacy education supports the transition from competence development to consciousness development because students learn not only how to use information but also how to question, interpret and evaluate it responsibly.

Assessment for Learning in Digital Contexts

Contemporary educational approaches view assessment as a process that supports learning rather than merely measuring achievement. In English language teaching, assessment should encourage reflection, self-regulation and continuous improvement.

One effective strategy is the use of digital portfolios. Students can collect projects, podcasts, digital stories, presentations, certificates and reflective journals in a single online space. This allows both teachers and learners to monitor progress over time and identify areas for further development.

Self-assessment activities can also be integrated regularly into classroom practice. Learners may reflect on questions such as:

What have I learned today?

What was difficult for me?

What strategies helped me succeed?

What can I improve next time?

Such reflective practices contribute to learner autonomy and support the development of educational awareness. Assessment thus becomes a tool for growth, helping students understand not only what they know but also how they learn and how they can continue to improve.

Conclusions

Creative, innovative and digital approaches have the potential to transform English language education into a meaningful and engaging learning experience. Project-based learning, participation in European educational projects, podcast creation, digital storytelling and media literacy activities

support the development of communication skills while fostering critical thinking, responsibility and active citizenship.

The educational challenges of the twenty-first century require more than the acquisition of competencies. Learners need the ability to reflect, evaluate information critically, communicate responsibly and participate actively in democratic and digital societies. Through the purposeful integration of innovative methodologies and technologies, English language education can contribute significantly to the formation of conscious, reflective and responsible individuals prepared for the complexities of contemporary life.

References

Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.

Dudeney, G., Hockly, N., & Pegrum, M. (2013). *Digital Literacies*. London: Routledge.

European Commission. (2022). *Digital Education Action Plan 2021–2027: Resetting education and training for the digital age*. Luxembourg: Publications Office of the European Union.

Markham, T. (2011). Project Based Learning: A Bridge Just Far Enough. *Teacher Librarian*, 39(2), 38–42.

Ohler, J. (2013). *Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity* (2nd ed.). Thousand Oaks, CA: Corwin.

APPLYING THE LEARNING STATIONS METHOD TO THE TOPIC "INVENTORY OBJECTS USED IN MISE-EN-PLACE SETTING"

Prof. ing. Armașu Elena,
Liceul de Turism și Alimentație „Dumitru Moțoc” Galați

Abstract

This article explores the application of the Learning Stations method in practical training for students enrolled in the Waiter qualification within the vocational education system. The study focuses on the topic "Inventory Objects Used in Mise-en-Place Setting," which forms the foundation of practical skills required in restaurant service. The article draws on experience gained during the Erasmus+ "Creativity Lab" training course, which provided the opportunity to explore creative and interactive teaching approaches. The Learning Stations method organizes the lesson around multiple work points, each with a clearly defined task, prepared materials, and a set working time. Students rotate through four stations: identifying inventory objects, classifying them by category, applying hygiene and handling rules, and performing the actual mise-en-place setup. The method promotes active learning, immediate feedback, peer observation, and the direct use of professional objects in a realistic work context. The teacher assumes the roles of organizer, guide, and evaluator, monitoring both the process and the outcomes of each group. The article argues that this method effectively supports the development of professional competencies — including technical accuracy, hygiene awareness, attention to detail, communication, and teamwork — while bridging the gap between school preparation and real workplace demands.

Keywords: *Learning Stations, practical training, vocational education, mise-en-place, inventory objects, restaurant service, active learning, Erasmus+, professional competencies, waiter qualification*

The professional training of students in vocational and technical education requires a constant connection between specialised knowledge and practical activities. In the field of food service, students must learn not only the names of the items used in service, but also their correct use, handling, sanitation and arrangement.

For the **Waiter** qualification, the topic “Inventory items used in mise-en-place” has an important role, as it supports the development of practical skills required in restaurant activity.

Students must correctly identify tableware, cutlery, glassware, table linen and auxiliary items, classify them and use them properly when preparing the table.

Participation in the Erasmus training course “**Creativity Lab**” gave me the opportunity to deepen my knowledge of creative and interactive teaching methods. Among the methods addressed during the course, **Learning Stations** is particularly suitable for practical training, because it allows students to work in groups, rotate through different tasks and practise professional skills in a concrete way.

The Learning Stations Method in Practical Training

The **Learning Stations** method involves organizing the lesson into several working points. Each station has a clear task, prepared materials and a set working time. Students work in small groups and rotate through all the stations proposed by the teacher. This method supports active learning. Students do not only receive information, but work directly with objects, observe, compare, discuss and check their answers. The teacher can more easily monitor the work of each group, correct mistakes on the spot and provide immediate feedback.

In practical training lessons, the method is useful because it brings the lesson closer to professional reality. Students learn through direct action, and the activity becomes clearer and easier to understand.

Applying the Method to the Topic “Inventory Items Used in Mise-en-place”

The selected topic is part of **Module IV: Service Systems**, for 10th grade F, qualification **Waiter**, vocational education. The activity takes place in the practical training workshop, where students can work with items specific to service activities. Through this lesson, students are expected to identify the inventory items used in a restaurant, classify them into categories, observe hygiene rules and use them correctly when preparing the mise-en-place.

To apply the method, the class can be divided into four groups. Each group goes through four learning stations.

Station 1: Identifying Inventory Items

At the first station, students receive several items used in service activities: plates, cutlery, glasses, napkins, tablecloths, trays, tongs or carafes. Their task is to name each item and explain its role.

The activity helps students strengthen their professional vocabulary and recognize the objects they will use in practical work. The teacher can immediately correct possible confusions, for example between types of glasses, plates or cutlery.

Station 2: Classifying Inventory Items

At the second station, students group the inventory items into categories: tableware, cutlery, glassware, table linen and auxiliary items. The task develops their observation and organizational skills.

Students understand that each object has a place, a role and a precise function in setting up the mise-en-place. At the same time, the activity contributes to forming an orderly professional attitude, which is necessary in the waiter's profession.

Station 3: Hygiene and Handling Rules

At the third station, students analyse the rules of hygiene and correct handling of inventory items. They discuss hand hygiene, professional attire, cleanliness of objects, handling of glasses and cutlery, and maintaining order at the workplace. Students may receive problem situations, such as:

a glass with water marks;

a piece of cutlery touched in the area that comes into contact with the customer;

a dirty napkin;

an incompletely arranged table.

Their task is to identify the problem and propose the correct solution.

Station 4: Preparing the Mise-en-place

The last station has a practical character. Students prepare a table, following the basic rules for positioning the plate, cutlery, glasses and napkin.

After completing the task, each group can check the table prepared by another group, using a simple observation sheet. The criteria may include correct positioning of items, cleanliness, order, symmetry and compliance with hygiene rules.

This stage helps students observe mistakes in a constructive way and understand that quality service requires attention to detail.

The Teacher's Role and Activity Assessment

In the Learning Stations method, the teacher acts as organizer, guide and evaluator. The teacher prepares the materials, explains the tasks, sets the working time and monitors how students collaborate. Assessment can be carried out through direct observation, worksheets, practical tasks and oral feedback. The teacher observes both the final result and the students' working process: correct identification of objects, classification, observance of hygiene rules, preparation of the mise-en-place and involvement in group activity.

Immediate feedback has an important role. Students can correct on the spot the wrong position of a piece of cutlery, the incorrect choice of a glass or the improper handling of an inventory item. In this way, mistakes become learning opportunities.

Benefits of the Method for Students in the Waiter Qualification

Using the Learning Stations method contributes to the development of students' professional competences. They learn through direct action, use inventory items, discuss within the group and check their own answers.

The method develops professional vocabulary, attention to detail, observation skills, communication and collaboration. Students understand that preparing the mise-en-place is not a decorative activity, but an important stage of the service offered to the customer. In the waiter's profession, the quality of service depends on technical accuracy, but also on professional behaviour. Cleanliness, order, attention, respect for the customer and teamwork are aspects that must be formed during school training.

Conclusions

The Learning Stations method can be effectively used in Practical Training, especially for topics that involve observation, classification and practical application. In the case of the topic

“Inventory items used in mise-en-place”, the method gives students the opportunity to learn actively and to better understand the connection between school training and the requirements of the profession.

The Erasmus training course “**Creativity Lab**” confirmed the usefulness of creative and interactive methods in the professional training of students. These methods do not reduce the rigour of practical training, but support it through clear, applied activities that are close to real work situations. For students in the Waiter qualification, the Learning Stations method contributes to the development of competences needed in professional activity: recognizing inventory items, using them correctly, observing hygiene rules, communicating and collaborating. In a field where the relationship with the customer remains essential, the formation of these competences is particularly important.

References

1. European Commission. *Erasmus+ School Education Staff Training Opportunities*. Official Erasmus+ platform.
2. European Commission. *Erasmus+ Programme Guide. Key Action 1: Learning Mobility of Individuals*. Official Erasmus+ platform.
3. Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. 2nd edition. Alexandria, VA: ASCD.
4. IDEC Lifelong Learning Centre. (2025). *Training Course “Creativity Lab”. General Programme, Piraeus, Greece, 10-14 March 2025*. Course material.
5. “Dumitru Moțoc” High School of Tourism and Food Service, Galați. (2025). *Yearly Planning, Module IV “Service Systems”, 10th Grade F, vocational education, school year 2025-2026*. Internal document.

ARTIFICIAL INTELLIGENCE IN HIGH SCHOOL MATHEMATICS TEACHING:

Opportunities, Tools and Perspectives

Prof. Avram Liliana,

Colegiul de Industrie Alimentară "Elena Doamna" Galați

Abstract

This article examines the integration of artificial intelligence tools in high school mathematics teaching, arguing that AI represents not a replacement for the teacher but an amplification of pedagogical capacity. The paper opens by contextualizing the challenge faced by Romanian mathematics teachers — heterogeneous classrooms, uneven learning paces, and difficulties in identifying individual conceptual gaps — and presents the theoretical framework of Artificial Intelligence in Education (AIED), distinguishing AI-driven adaptive systems from traditional educational software. Four categories of tools are examined in detail: Khan Academy's Khanmigo, which uses Socratic questioning to guide students through problems without providing direct answers; GeoGebra with AI modules, enabling interactive geometric constructions and real-time function visualization; Wolfram Alpha, used for symbolic computation and graphical representation of advanced mathematical concepts; and large language models such as ChatGPT and Gemini, applicable for differentiated problem generation and virtual tutoring. The article provides three concrete didactic integration examples across 10th, 11th, and 12th grade topics — analytical geometry, sequences and series, and probability and statistics — illustrating how AI tools can support both remediation and enrichment. The final section balances the key advantages of AI integration (immediate personalized feedback, reduced mathematics anxiety, adaptive learning pathways) against its risks (over-reliance on automated solutions, circumvention of mathematical reasoning, unequal technology access). The article concludes that effective implementation requires a clear pedagogical framework in which AI serves as a tool under the teacher's direction, while mathematical rigor and critical thinking remain the central standards of education.

Keywords: *artificial intelligence in education, mathematics teaching, adaptive learning, Intelligent Tutoring Systems, GeoGebra, Khan Academy, large language models, differentiated instruction, high school mathematics, pedagogical integration*

In recent years, artificial intelligence has transcended the boundaries of the technology industry and has begun to profoundly reshape educational systems worldwide. Mathematics, a subject often considered difficult by students, represents fertile ground for pedagogical innovation, and AI tools offer the possibility of personalising the teaching-learning process on an unprecedented scale.

At the level of Romanian high schools, mathematics teachers face heterogeneous classes, varying rates of knowledge acquisition, and difficulties in identifying individual conceptual gaps. AI-based technologies can respond to these challenges through immediate feedback, adaptive learning pathways, and dynamic visualisations that facilitate deep understanding of abstract notions.

Artificial Intelligence in Education — Conceptual Framework

By artificial intelligence in education (AIED — Artificial Intelligence in Education), we understand the use of machine learning algorithms, natural language processing, and adaptive systems to support the teaching process. Unlike traditional educational software, AI systems do not follow a fixed script: they analyse student behaviour, identify patterns, and adjust content in real time (Holmes et al., 2019).

The main applications of AI in mathematics include: intelligent tutoring systems (ITS), automatic problem-solving with step-by-step explanations, generation of problems adapted to the student's level, and predictive analysis of performance.

AI Tools Usable in Mathematics Lessons

1. Khan Academy & Khanmigo

Khan Academy integrates an AI assistant called Khanmigo, which guides students through mathematics problems without providing direct answers, but instead through Socratic questioning. In a lesson on quadratic equations, a student who gets stuck on the discriminant receives questions such as "What happens if Δ is less than zero?" — stimulating critical thinking rather than supplying a ready-made solution.

2. GeoGebra with AI Modules

GeoGebra Classic allows the construction of interactive geometric figures and function graphs. The new AI modules can automatically generate exercise materials, provide contextualised

hints, and evaluate students' constructions. Practical example: in a lesson on the sine function, students can manipulate parameters and observe graphical transformations in real time, while the AI can identify misunderstood concepts based on recorded interactions.

3. Wolfram Alpha and Wolfram|Alpha Pro

Wolfram Alpha performs advanced symbolic calculations and provides graphical representations for functions, limits, derivatives, and integrals. In the chapter "Limits and Continuity" in Year XI, the teacher can use Wolfram Alpha to visually demonstrate the behaviour of functions in the neighbourhood of points of discontinuity, comparing the algorithmic approach with classical mathematical reasoning.

4. ChatGPT and Large Language Models (LLMs)

Language models such as ChatGPT or Gemini can be used as virtual tutors for explaining concepts, generating problems at different difficulty levels, or even as tools for curricular differentiation. One example: the teacher can request the generation of 10 probability problems with increasing levels of complexity, adapted to a student who has mastered permutations but has difficulties with combinations.

Examples of Didactic Integration

Topic: Analytic Geometry (Year X)

- Tool: GeoGebra + AI module
- Activity: Students construct the geometric locus of points equidistant from two parallel lines; the AI validates the construction and provides hints if the steps are incorrect.

Topic: Sequences and Series (Year XI)

- Tool: ChatGPT + Wolfram Alpha
- Activity: Students formulate hypotheses about the convergence of a sequence, and the AI calculates the limit and displays the graph of the evolution of the terms, allowing comparison of intuition with the formal result.

Topic: Probability and Statistics (Year XII)

- Tool: Khanmigo

- Activity: Adaptive problems adjust the level of difficulty based on previous responses, ensuring both remediation for students with gaps and deepening for advanced students.

Advantages, Risks, and Conditions for Implementation

The main advantages of using AI in mathematics teaching are: immediate and personalised feedback, reduction of mathematics anxiety through adaptive pathways, freeing the teacher from repetitive tasks, and creating time for quality interactions. At the same time, there are risks that cannot be ignored: students' excessive dependence on automated solutions, the risk of bypassing mathematical reasoning, unequal access to technology, and the need for continuous professional development of teachers (Luckin et al., 2016).

Effective implementation requires a clear pedagogical framework: AI must be a tool in the teacher's hands, not a substitute for the teacher. It is the teacher who remains responsible for setting objectives, interpreting results, and cultivating authentic mathematical thinking.

The integration of artificial intelligence in the teaching of mathematics at high school level does not represent a revolution that replaces the teacher, but an evolution that amplifies their capabilities. AI tools offer personalisation, visualisation, and feedback on a scale impossible to achieve through traditional methods. The key to success lies in the pedagogical training of teachers, in critical thinking towards technology, and in maintaining mathematical rigour as the central standard of education.

Bibliography

1. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Center for Curriculum Redesign, Boston.
2. Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence Unleashed: An Argument for AI in Education*. Pearson Education, London.
3. Seldon, A., & Abidoye, O. (2018). *The Fourth Education Revolution*. University of Buckingham Press.
4. Woolf, B. P. (2010). *Building Intelligent Interactive Tutors*. Morgan Kaufmann, Burlington.
5. GeoGebra (2023). AI Features in GeoGebra. Available at: <https://www.geogebra.org>
6. Khan Academy (2023). Khanmigo – AI-Based Teaching Assistant. Available at: <https://www.khanacademy.org/khanmigo>

PHILOSOPHY AND FILM: HARMONIZING THE IMAGE WITH THE PHILOSOPHICAL IDEA

**Bogdan Sillion, profesor de socio-umane, doctor în Filosofie,
Liceul Teoretic „Emil Racoviță” Galați**

Abstract:

This article presents an innovative pedagogical framework based on an elective course titled "Philosophy and Film," implemented since 2018 at the "Emil Racoviță" Theoretical High School in Galați, Romania. Designed by a socio-human sciences teacher with a PhD in Philosophy, the curriculum aims to overcome the rigidities of traditional, abstract philosophical instruction by "liquefying" complex concepts through the lens of cinematography, mirroring the theories of Gilles Deleuze. To accommodate high school schedules, the instructional methodology relies on editing and screening curated cinematic excerpts, frames, and stills—utilizing video editing software like DaVinci Resolve and CapCut—to spark philosophical debates.

The course utilizes a deeply interdisciplinary and transdisciplinary approach, blending humanities, digital technology, arts, and science. The ultimate learning outcome involves a cooperative, project-based task where students work in production teams to create a original 10-minute short film. This task requires students to integrate distinct filming techniques with core philosophical ideas, accompanied by a script, promotional poster, and trailer. The academic cycle culminates in a gamified, festive evaluation modeled after the Academy Awards. Results demonstrate significant student engagement, high-quality collaborative output, and external validation through awards in literary creation, video editing competitions, and cultural publications. This study provides an adaptable model for educators seeking to implement multimodal, creative, and student-centered approaches in secondary philosophical education.

Keywords: *philosophy in education; cinematography in pedagogy; transdisciplinary learning; project-based learning; digital literacy; video editing in schools.*

The elective course *Philosophy and Film*, which I have been teaching at Liceul Teoretic "Emil Racoviță" in Galați to Year XI and/or Year XII students since 2018, was born out of my passion for philosophy and cinematography. I also benefited, of course, from the understanding of the school principals, who were not too difficult to convince of the usefulness of this elective for high school students. Although it was initially conceived as a supporting tool for the Year XII philosophy classes,

the elective surpassed the limits of a simple supplementary subject and became a discipline in its own right, with a profoundly inter- and transdisciplinary character.

It all began with my constant preoccupation with debating and writing, in a philosophical manner, about the films I was watching. When I noticed that, in writing about films, I was not merely engaging in criticism but clarifying, expressing, and interpreting philosophical concepts, I thought I could share my experience with students precisely in order to make their philosophy lessons more enjoyable. I started, as was natural, from my experience as a social sciences teacher, with a greater number of philosophy classes. At times, the concepts of philosophy and the technical language used in this "queen" of the humanities make it somewhat rigid, rendering it less accessible to young people unaccustomed to travelling through the most rarefied regions of thought. For this reason, I considered that a "liquefying" of hard philosophical concepts — a transposition of them into images, or, as Gilles Deleuze might suggest, a staging of them through images — would succeed in personalising them better, making them more intelligible and more approachable for students.

So I set out in search of a method for integrating films and directors' frames into extended philosophical categories. The first task was to find the right method for this endeavour. I therefore associated some of the most celebrated artistic films I had watched with the philosophical stakes and themes studied in Year XII. The association of films with philosophical schools, concepts, and ideas exceeded all expectations. In a short time, I managed to identify over 100 films that would lend themselves to philosophical debate. However, since with one lesson per week I would not have had time to screen entire films or to debate existential stakes starting from a film I could only assume the students might have seen, I ultimately decided to show only a few frames from celebrated films during class — frames that would help me illustrate the chosen philosophical concept. I undertook an intensive course in film and image editing, during which I learned to work with several video editing programmes and tools for cutting and assembling film excerpts. In this way, I quickly became familiar with Movie Maker, CapCut, Clipchat, Adobe, and later with DaVinci Resolve and Movavi. All of these — with the possible exception of DaVinci, which is used by professionals in editing and image post-production — are easy-to-use programmes that can be learned through free tutorials or through the well-known "trial and error" technique. When pressed for time, I also made use of celebrated film stills, which I discussed, commented on, and explored in depth, either as supports for philosophical explanations or as entry points into directorial and editing techniques, as well as technical explanations regarding the construction of a film.

In the course of carrying out the learning activities within the elective, I realised that students needed to benefit from new experiences — both in terms of knowledge and of collaboration, teamwork, the valorisation of creativity, or simply the drafting of a cinematographic essay. And so,

after brief interactive sessions presenting various techniques, schools of thought, or examples of good practice in writing texts about films (reviews, essays, or critiques), I asked students to complete various projects for the elective. My students began to write about the films they were watching, to draw various comparisons and analogies with the ideas of the philosophers studied, to analyse film stills, to present the films they had watched using a film analysis sheet, and, towards the end of the activities, to produce their own short films using various filming techniques.

I would like to describe briefly this short film production project. First and foremost, what I asked them to do was to produce a film of maximum 10 minutes, in teams of at least 5, in which each member has clearly defined roles (director, screenwriter, actor, image editor, sound editor, cameraman, etc.), incorporating at least one cinematographic technique from those presented during the course and one philosophical idea. The films were to be accompanied by posters and a short trailer. The theme seems extremely complex because it draws on knowledge from multiple fields: computing (for editing and post-production), the arts (poster creation or image editing), literature (creating a screenplay and the film's story), psychology (the art of acting), and physics (optics, filming angles). In reality, complexity blends with creativity, making the activity very interesting and stimulating for young people. And what results is a team product that is entirely innovative and of great social value. With the productions they created, my students entered competitions, and the texts written about the films they had watched were published in cultural magazines. Some students capitalised on their screenwriting experience by entering literary creation competitions, where they won numerous prizes and distinctions.

At the end of the activities, I organised an Oscar Awards Ceremony for the short films produced. I created diplomas using my Adobe content creation skills and purchased Oscar statuettes, thereby awarding students by category, simulating — in a playful manner and in a festive atmosphere — the real ceremony of the American Academy of Motion Picture Arts and Sciences. It all started, therefore, from an attempt to do philosophy "differently" — to demonstrate the hypothesis that any concept, any idea can be disseminated and even reproduced, transferred, or transformed into an image, and vice versa. Ultimately, simply doing what you love and transmitting your passion to your students is the teacher's mission.

Appendix:

The algorithm for editing a short film is as follows:

1. Technical Preparation and Organisation (Media)

- *Audio-Video Synchronisation:* Use DaVinci's automatic algorithm (Waveform Sync or Timecode) to match the sound from lavalier/boom microphones with the camera footage.

- *Logging the material*: Rename clips according to the script sheet (e.g., Scene 1 – Shot 2 – Take 3).
- *Sorting into Bins*: Create separate directories for: Raw Video, External Audio, Music, Sound Design (SFX), and Timelines.

2. Assembly Cut

- *Selecting takes (Circle Takes)*: Choose only the best takes in terms of acting performance and focus.
- *Creating the structure*: Place all scenes on the timeline in the chronological order of the screenplay.
- *The result*: The film will be much longer than the final version (often twice the length), but the story is complete.

3. Rough Cut and Fine Cut

- *Rough Cut*: Begin eliminating dead time, overly long pauses, and frames that do not serve the action.
- *Fine Cut (Pacing)*: Adjust the rhythm of scenes. In tension scenes, use fast cuts; in dramatic scenes, allow the shot to breathe.
- *Editing techniques*:
 - *L-Cut & J-Cut*: An audio transition algorithm where you hear the voice of the character from the next shot before seeing them (or vice versa), to achieve fluidity.
 - *Match Cut*: Cuts based on similar visual compositions between two different scenes.

4. Picture Lock

- *Golden rule*: Once the visual structure is approved, Picture Lock is declared.
- *Why?* From this point on, not a single second of the film's length is modified, so that the sound and colour teams can work on a fixed timeline.

5. Sound Design (Fairlight)

- *Dialogue Clean-up*: Use AI voice isolation tools to clean background noise from the location.
- *Foley and SFX*: Add sounds of footsteps, clothing, slamming doors, or specific ambient sounds (e.g., forest, empty room) for realism.
- *Final mix*: Set the dialogue in the foreground (between -12dB and -18dB) and the music in the background.

6. Colour Correction and Grading (Color)

- *Primary correction*: Equalise light and contrast between different cameras used in the same scene (Shot Matching).

- *Creative grading (the Look)*: Apply the colour palette that reflects the psychological mood of the film (e.g., cool/bluish tones for thriller, warm/golden tones for drama/nostalgia).

Bibliography:

Bazin, André, *What Is Cinema?*, 2 vols., Polirom, 2022

Deleuze, Gilles, *Cinema I: The Movement-Image*, Tact, 2012

Deleuze, Gilles, *Cinema II: The Time-Image*, Tact, 2013

Silion, Bogdan, *Cinemasophia*, Eikon, 2025

Web Sources:

<https://blog.f64.ro/2022/01/20/fluxul-de-editare-video-pasii-de-urmat/>

<https://www.adobe.com/ro/creativecloud/video/discover/how-to-make-movie.html>

<https://www.blackmagicdesign.com/products/davinciresolve>

<https://www.youtube.com/watch?v=MCDVcQIA3UM>

**BRINGING LITERATURE TO LIFE:
INTERACTIVE METHODS AND STUDENT ENGAGEMENT
IN MIDDLE SCHOOL ROMANIAN LANGUAGE AND LITERATURE CLASSES**

**Prof. Cobzaru Vlăduț,
Școala Gimnazială “Înv. V Huianu”-Călugăreni, jud. Bacău**

ABSTRACT

Romanian Language and Literature is among the most significant disciplines in middle school education, charged with the dual mission of developing students' linguistic competence and nurturing their capacity for literary understanding, critical thinking, and creative expression. Yet it is also a subject that students frequently experience as distant, passive, and disconnected from their lived realities. This paper argues that the systematic integration of interactive teaching methods can fundamentally transform the Romanian Language and Literature classroom -- from a space of receptive listening into one of active discovery, dialogue, and personal meaning-making. Drawing on contemporary pedagogical research and classroom practice, the study examines a range of interactive strategies particularly suited to this discipline: collaborative reading and discussion techniques, drama and role play, creative writing workshops, digital storytelling, debate, and project-based approaches that connect literary texts to students' own experiences. The paper further addresses the challenges teachers face in implementing interactive methods within the constraints of a prescribed curriculum and standardised assessment, and offers practical recommendations for achieving a productive balance between rigor and engagement. The conclusion affirms that when students are treated as active participants in the literary encounter rather than passive recipients of pre-determined interpretations, both their motivation and their language competencies are measurably enhanced.

Keywords: *interactive methods, Romanian Language and Literature, middle school, student engagement, collaborative learning, creative writing, active teaching, literary education*

Ask a group of middle school students what they think of their Romanian Language and Literature classes, and the responses are likely to be revealing. Some will speak enthusiastically of stories that moved them, of poems that lodged in their memory, of debates about characters that

spilled over into the school corridor. Others -- perhaps the majority -- will describe lessons of silent reading, teacher-led explanation, and the anxious memorisation of literary analysis formulas for examinations. The gap between these two experiences points to a pedagogical challenge that is both urgent and solvable.

Romanian Language and Literature occupies a distinctive position in the middle school curriculum. It is, simultaneously, a skills-based subject (developing reading, writing, speaking, and listening competencies) and a humanities discipline (inviting students into the experience of literature as a form of human self-understanding). Both dimensions demand active intellectual engagement; neither is well served by passive, receptive approaches to teaching.

This paper makes the case for a thoroughgoing commitment to interactive teaching methods in the Romanian Language and Literature classroom at the middle school level (grades V-VIII). It argues that such methods are not a departure from the serious business of literary and linguistic education, but its most effective expression -- and that the evidence from both research and practice strongly supports their systematic adoption.

The theoretical case for interactive teaching in language and literature education rests on a convergence of insights from constructivist learning theory, reader-response criticism, and motivational psychology. Constructivism, in the tradition of Piaget and Vygotsky, holds that understanding is not transmitted from teacher to student but constructed by the learner through active engagement with material, tasks, and peers. Applied to literature, this means that a text has no fixed, teacher-owned meaning waiting to be transferred; its meaning is made in the encounter between text and reader, and that encounter is richer when it is collaborative, dialogic, and personally invested.

Reader-response theory, developed by scholars such as Louise Rosenblatt (1978), reinforces this view. Rosenblatt distinguished between efferent reading -- reading for information -- and aesthetic reading -- reading for the experiential quality of the encounter with the text. Literary education, she argued, must foreground the aesthetic dimension, inviting students to bring their personal experiences, emotions, and imaginative responses to the text, rather than simply extracting pre-approved meanings from it. Interactive methods are the natural pedagogical expression of this orientation.

Motivational research consistently identifies autonomy, competence, and relatedness -- the three basic psychological needs identified in Self-Determination Theory (Deci & Ryan, 1985) -- as the foundations of intrinsic motivation in learning. Middle school students, navigating the complex terrain of early adolescence, are particularly sensitive to the degree of agency they are afforded in the classroom. Lessons in which students make choices, collaborate with peers, create original work, and

see their contributions valued are lessons in which motivation flourishes. Lessons in which they passively receive and reproduce are lessons in which it withers.

Interactive teaching methods directly address all three motivational needs: they give students genuine choices and creative latitude (autonomy); they provide achievable challenges and the satisfaction of successful performance (competence); and they embed learning in collaborative, socially meaningful activity (relatedness). This is not a peripheral benefit of interactivity -- it is central to why it works.

One of the most powerful interactive methods available to the literature teacher is structured collaborative discussion -- particularly the Socratic seminar, in which students engage in sustained, open-ended dialogue about a text under the facilitation (rather than direction) of the teacher. In the Socratic seminar model, the teacher poses an interpretive question that has no single correct answer, and students are invited to develop, challenge, and refine their responses through dialogue with each other. The teacher's role shifts from authority to questioner, drawing out student thinking rather than supplying conclusions.

Applied to Romanian literary texts -- a poem by Mihai Eminescu, a short story by Ion Creanga, a novel excerpt by Mihail Sadoveanu -- this method produces exactly the kind of engaged, personally invested literary response that reader-response theory calls for. Students learn to support their interpretations with textual evidence, to listen carefully to alternative readings, and to hold their own views provisionally -- all while developing both their spoken language competency and their critical thinking.

Dramatic approaches to literary texts -- including role play, hot seating (where a student takes on the role of a character and answers questions from classmates), and conscience alley (where students physically enact a character's moral dilemma) -- bring a dimension of embodied, emotional engagement to literature that purely analytical approaches cannot match. When a student must inhabit the perspective of Ion from Liviu Rebreanu's novel, or speak as Harap-Alb from the fairy tale, they are compelled to understand that character's motivations, emotions, and circumstances from the inside.

Research in drama-based pedagogy (Heathcote & Bolton, 1995; Wilhelm, 2002) consistently shows that such approaches deepen comprehension, increase emotional engagement with texts, and develop empathy -- the capacity to imaginatively inhabit another person's experience. For the Romanian Language and Literature classroom, where the literary canon includes rich, psychologically complex characters, these methods are particularly well-suited.

Creative writing activities that ask students to respond to, extend, or transform literary texts offer a powerful bridge between reading and writing competencies. Students might be asked to

continue a story from a new character's perspective, to rewrite a scene in a different genre, to compose a poem in response to another poem, or to write a letter from one character to another. These tasks require close, attentive reading -- students cannot transform a text they have not genuinely understood -- while simultaneously inviting personal creative expression.

The creative writing workshop model, in which students share drafts with peers, receive structured feedback, and revise their work, also develops collaborative skills and the metalinguistic awareness that comes from discussing one's own and others' writing choices. For middle school students who may be resistant to formal literary analysis, creative engagement with texts can serve as an accessible entry point to deeper interpretive work.

Project-based learning in the Romanian Language and Literature classroom might take many forms: a class literary magazine, a podcast series in which students discuss and recommend books, a digital presentation on a Romanian author's life and historical context, a short film adaptation of a literary scene, or a public debate on the contemporary relevance of a canonical text. What these projects share is an orientation toward a real, meaningful product or performance that integrates multiple competencies and connects classroom learning to the wider world.

Digital tools -- including presentation software, video editing applications, collaborative writing platforms, and even carefully moderated use of AI writing assistants -- expand the range of creative possibilities available to students while developing the digital literacy competencies that contemporary life demands. The key pedagogical principle is that technology should serve clear learning objectives, not become an end in itself.

The case for interactive methods in the Romanian Language and Literature classroom is compelling, but so are the practical challenges teachers face in implementing them. The most significant of these include the pressure of a content-heavy prescribed curriculum, the demands of standardised national examinations, the management challenges posed by active classrooms, and the uneven distribution of students' confidence and participation.

- Curriculum pressure can be addressed by recognising that interactive methods are not additions to the curriculum but alternative vehicles for covering it. A Socratic seminar on a prescribed literary text covers the same content as a teacher-led lesson, but with greater depth and retention. The key is to be deliberate about which objectives are met through interactive work.
- Examination preparation need not preclude interactive teaching. Students who have genuinely engaged with texts through discussion, drama, and creative writing are typically better equipped to write about them analytically than those who have merely memorised

pre-formulated interpretations. Interactive methods build the genuine understanding that examination answers require.

- Classroom management in active learning environments requires clear structures, explicit behavioural expectations, and well-designed tasks that maintain purposeful engagement. Noise and movement are not problems if they are purposeful; the goal is productive collaboration, not silence.
- Unequal participation can be addressed through deliberate design: roles in collaborative tasks, think-pair-share structures before whole-class discussion, written response opportunities alongside oral ones, and a classroom culture that values tentative, exploratory contributions as much as polished performances.

5. Conclusions

The Romanian Language and Literature classroom has the potential to be one of the most intellectually alive and personally meaningful spaces in the middle school. The literary texts of the Romanian cultural tradition -- from folklore and classical poetry to modern prose -- offer students encounters with the full range of human experience: love, loss, courage, injustice, beauty, belonging. Whether those encounters become genuine and transformative, or merely perfunctory and forgettable, depends in large part on the pedagogical choices of the teacher.

The interactive methods examined in this paper -- collaborative discussion, drama, creative writing, and project-based approaches -- share a common commitment to treating students as active participants in the literary encounter rather than passive recipients of authorised interpretations. The research evidence, and the testimony of experienced teachers who have adopted these methods, consistently supports their effectiveness: students learn more, retain more, and care more when they are genuinely engaged.

The invitation to teachers of Romanian Language and Literature at the middle school level is clear: to trust the richness of the texts, the curiosity of the students, and the power of genuinely interactive pedagogy to bring the two together in ways that leave a lasting mark on young minds and hearts.

BIBLIOGRAPHY

Cerghit, I. (2006). *Alternative and Complementary Teaching Methods -- Structures, Styles and Strategies*. Iasi: Polirom.

- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum Press.
- Goia, V. (2002). *Literary Didactics for Secondary and High School Education*. Cluj-Napoca: Dacia Publishing House.
- Heathcote, D., & Bolton, G. (1995). *Drama for Learning: Dorothy Heathcote's Mantle of the Expert Approach to Education*. Portsmouth, NH: Heinemann.
- Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher*, 38(5), 365-379.
- Maiorescu, T. (1987). *Critice [Literary Criticism]*. Bucharest: Minerva Publishing House. [Classic Romanian literary criticism; foundational for the canon]

MODERN INTERACTIVE METHODS IN MATHEMATICS ACTIVITIES FOR PRESCHOOL CHILDREN

Prof. BEJAN Cristina,
Grădinița cu P.P. “Prichindel”, structura Grădiniței cu P.P. “Codruța” Galați

Education is one of the fundamental rights of every child and represents the basis for personal, social, and intellectual development. In contemporary society, characterized by rapid changes and increasing demands, educational systems are required to prepare children for lifelong learning, critical thinking, creativity, and adaptability. Consequently, early childhood education plays a crucial role in building the foundations of future learning and development.

Preschool age is a period of intense cognitive, emotional, and social development. During this stage, children gradually move from concrete actions to mental operations, a process described by Jean Piaget as the preoperational stage of cognitive development. Children's thinking is closely connected to direct experience, manipulation of objects, observation, and exploration. Therefore, learning activities should be designed according to their developmental characteristics, following the principle of moving from the concrete to the abstract.

Mathematical education occupies an important place within preschool education because it contributes significantly to the development of logical thinking, problem-solving abilities, observation skills, attention, memory, and reasoning. Through mathematical activities, children acquire essential intellectual tools that help them understand relationships, quantities, shapes, patterns, and structures present in everyday life.

The importance of introducing mathematical concepts at an early age has been emphasized by numerous researchers and educators. Jerome Bruner stated that “any subject can be taught effectively in some intellectually honest form to any child at any stage of development,” highlighting the importance of adapting content to children's developmental levels. Similarly, the French mathematician André Revuz argued that fruitful concepts are easier and more effective to introduce when presented early and in their authentic scientific form. These perspectives support the idea that mathematical concepts should be introduced from an early age through appropriate educational strategies.

The primary goal of mathematics education in preschool is not merely the acquisition of isolated concepts but rather the development of cognitive processes that enable children to discover, explore, compare, classify, order, and establish relationships between objects and phenomena.

Mathematical learning at this level is closely connected to children's direct experiences and interactions with their environment.

Through activities involving sorting, matching, classifying, ordering, grouping, and comparing objects, children gradually develop the foundations of mathematical thinking. Concepts such as sets, relationships, numbers, operations, and geometric shapes emerge from practical experiences and become increasingly abstract as children's cognitive abilities develop.

In this context, the role of the preschool teacher is essential. The teacher's task is not simply to transmit information but to create meaningful learning situations that encourage exploration, discovery, and active participation. Learning should be perceived by children as an engaging and enjoyable process, often integrated into play activities, which represent the natural context of learning during early childhood.

Modern educational approaches emphasize the importance of interactive teaching methods that actively involve children in the learning process. Unlike traditional approaches centered primarily on information transmission, interactive methods encourage participation, cooperation, communication, creativity, and independent thinking. Such methods contribute not only to knowledge acquisition but also to the development of social and emotional competencies.

Within mathematics activities, interactive teaching methods provide opportunities for children to construct their own understanding through collaboration and active engagement. Methods such as the Lotus Blossom Technique, the Cube Method, Think-Pair-Share activities, the Snowball Method, Gallery Walk, and the Diamond Technique create learning environments that stimulate curiosity, problem-solving, and critical thinking.

The Lotus Blossom Technique allows children to establish relationships between concepts and explore multiple ideas derived from a central theme. The Cube Method encourages learners to describe, compare, analyze, associate, apply, and justify their ideas regarding a specific topic. Pair-work activities support communication and cooperation, while the Snowball Method promotes the gradual construction of solutions through individual and group contributions. Gallery Walk activities stimulate reflection and peer learning, whereas the Diamond Technique facilitates the synthesis and evaluation of acquired knowledge.

The effectiveness of these methods is enhanced by the use of appropriate teaching materials. Manipulatives and concrete educational resources are not merely visual aids; they become functional tools that support children's active engagement and facilitate the understanding of abstract mathematical concepts. Through direct interaction with educational materials, children develop mathematical representations that later serve as a foundation for more complex learning.

Another important aspect is the organization of learning activities. Contemporary educational practices encourage the balanced use of individual, pair, small-group, and whole-group activities according to the objectives, content, and developmental level of the children. Cooperative learning experiences contribute significantly to both cognitive and social development.

Modern didactics increasingly values active learning methods because they place children at the center of the educational process. These approaches encourage children to think, investigate, discover, and apply knowledge creatively in practical situations. Mathematics should therefore be presented not as a collection of isolated rules but as a meaningful and attractive field of knowledge connected to everyday life.

In conclusion, the integration of modern interactive methods into preschool mathematics activities represents an effective way to support children's cognitive development and to foster positive attitudes toward learning. By combining traditional teaching approaches with interactive and child-centered strategies, educators can create stimulating learning environments that encourage curiosity, independence, cooperation, and mathematical thinking from an early age.

References

Ministry of Education. (2019). *Curriculum pentru educație timpurie* [Curriculum for Early Childhood Education]. Bucharest, Romania.

Piramida cunoașterii. (2014). *Repere metodice în aplicarea curriculumului preșcolar* [The Pyramid of Knowledge: Methodological Guidelines for the Implementation of the Preschool Curriculum]. Diamant Publishing House.

Activități matematice în învățământul preșcolar. (1999). [Mathematics Activities in Preschool Education]. Polirom Publishing House, Iași.

Îndrumător metodic [Methodological Guide]. ISBN: 973-7905-15-6.

PODCAST CREATION AS AN INNOVATIVE DIGITAL METHOD FOR DEVELOPING MEDIA LITERACY AND CRITICAL THINKING SKILLS IN PRIMARY EDUCATION

**Honorina Mitrović,
Primary School “Bora Stanković”, Belgrade, Serbia**

The rapid development of digital technologies has significantly changed the way young people access and consume information. Social media platforms, online news portals, video-sharing websites, and messaging applications have become primary sources of information for many students. While these technologies provide numerous educational opportunities, they also expose learners to misinformation, disinformation, and fake news. As a result, media literacy has become one of the essential competencies that schools must develop in students.

Media literacy enables learners to critically analyze information, evaluate sources, recognize bias, and make informed decisions. Therefore, educators are increasingly searching for innovative and engaging teaching methods that can help students develop these skills. One such method is podcast creation, which combines digital technology, communication, creativity, collaboration, and critical thinking.

Within the Erasmus+ project “Breaking the Filter – Media Literacy for a Global Perspective”, students and teachers from Serbia, Romania, and Turkey participated in various activities aimed at improving media literacy competencies. One of the most successful activities was the creation and recording of a student podcast focused on misinformation and critical thinking.

Podcasting has become increasingly popular in education because it allows students to move from passive consumers of information to active creators of content. Educational podcasts encourage learners to research information, formulate opinions, express ideas clearly, and engage in meaningful discussions.

Unlike traditional classroom activities, podcast creation requires students to actively participate throughout the entire learning process. They must gather information, analyze sources, discuss ideas, prepare questions, and communicate effectively with their audience.

The educational benefits of podcasting include:

- development of communication and presentation skills;
- improvement of critical thinking abilities;
- promotion of teamwork and collaboration;
- enhancement of digital competencies;
- increased student motivation and engagement;

development of media literacy skills.

Because podcasts combine technology with active learning, they represent an innovative teaching method suitable for modern educational environments. During the Erasmus+ mobility hosted by Primary School “Bora Stanković” in Serbia in May 2026, students from Serbia, Romania, and Turkey participated in a media literacy project focused on identifying and combating misinformation.

After attending workshops on investigative journalism, fake news recognition, and digital fact-checking tools, students worked together to create and record a podcast. The school stage was transformed into an improvised recording studio where participants discussed contemporary media challenges and shared their experiences regarding information consumption.

The podcast was structured around several guiding questions:

- What is fake news and how can you recognize it?
- Where do you usually see misinformation (social media, television, friends, or other sources)?
- Why do you think people believe false information?
- Have you ever seen a fake story online? What made you doubt it?
- What is one simple thing you can do to check if information is true?
- How can schools or teachers help students become better at spotting and avoiding misinformation?

Students discussed these questions in international groups, exchanged ideas, and reflected on their personal experiences. The activity encouraged participants to think critically about the information they encounter every day and to consider practical strategies for verifying information.

The activity was implemented in four stages.

The first stage involved preparation. Students participated in lectures and workshops on investigative journalism, fake news, media manipulation, and fact-checking methods. These activities provided the necessary theoretical background for the podcast discussion.

The second stage focused on research. Students explored examples of misinformation found on social media and online platforms. They discussed how false information spreads and analyzed the potential consequences of misinformation.

The third stage involved podcast production. Participants prepared questions, organized discussion groups, distributed roles, and recorded the podcast. During the recording process, students practiced communication skills, active listening, and collaborative problem-solving.

The final stage was reflection and evaluation. Students reviewed the ideas discussed during the podcast and reflected on how media literacy skills could help them become more responsible digital citizens.

The podcast activity produced numerous positive educational outcomes. Students demonstrated a deeper understanding of media literacy concepts and became more aware of the importance of verifying information before accepting or sharing it. The activity also improved students' communication skills. Many participants reported feeling more confident expressing their opinions in front of others and engaging in structured discussions.

Working in international teams encouraged intercultural learning and cooperation. Students from different countries shared perspectives on how misinformation appears in their local media environments and compared strategies for identifying unreliable information.

Another significant outcome was the development of critical thinking skills. Rather than accepting information at face value, students learned to question sources, seek evidence, and analyze content more carefully.

Furthermore, podcast creation can be successfully integrated into foreign language teaching, allowing students to practice communication skills while simultaneously developing media literacy and critical thinking competencies.

The activity demonstrated that digital tools can be used not only for content consumption but also for content creation, empowering students to become active participants in the learning process.

Podcast creation proved to be an effective and innovative digital method for promoting media literacy among primary school students. By combining technology, communication, collaboration, and critical thinking, podcasts provide meaningful learning experiences that engage students and encourage active participation.

The Erasmus+ project “Breaking the Filter – Media Literacy for a Global Perspective” demonstrated that international cooperation can significantly enrich educational practices and provide valuable opportunities for students to develop key competencies needed in the twenty-first century.

As schools continue to address the challenges of misinformation and digital communication, podcasting represents a practical, motivating, and accessible tool that can help educators prepare students to become critical thinkers and responsible media users.

Bibliography

European Commission. Digital Education Action Plan 2021–2027. Publications Office of the European Union, Luxembourg, 2023, pp. 1–35.

Hobbs, Renee. Create to Learn: Introduction to Digital Literacy. Wiley, Hoboken, New Jersey, 2017, pp. 15–120.

UNESCO. Media and Information Literacy Curriculum for Educators and Learners. UNESCO P

INTEGRATING MEDIA INTO TEACHING LITERACY ELEMENTS. STRATEGIES FOR A MODERN CLASSROOM

Prof. Elena Antoneta GRIGORAȘ,
Liceul de Turism și Alimentație „Dumitru Moțoc” Galați

Abstract: Developing literacy skills is the foundation for every student's academic and personal success. In the digital age, the traditional concept of literacy — centered exclusively on reading and writing printed texts — has expanded. Today, we talk about „multiple literacies”, a concept that includes decoding and creating messages through images, sounds, and digital platforms. Integrating media into the teaching-learning process is no longer just a modern option, but a pressing pedagogical necessity to keep students connected and motivated.

Key words: teaching strategy, literacy, modern classroom

Developing literacy skills is the foundation for every student's academic and personal success. In the digital age, the traditional concept of literacy — centered exclusively on reading and writing printed texts — has expanded. Today, we talk about „multiple literacies”, a concept that includes decoding and creating messages through images, sounds, and digital platforms. Integrating media into the teaching-learning process is no longer just a modern option, but a pressing pedagogical necessity to keep students connected and motivated.

In this context, the opportunity arises for a question that teachers can ask as part of their own introspection: „Why use media in teaching literacy?” And a possible answer would be because students from current generations are digital natives, spending a large part of their time interacting with screens. The use of these resources for educational purposes brings major methodological benefits:

- Increasing motivation and engagement: Multimedia texts (videos, podcasts, digital comics) are visually and aurally attractive, capturing attention faster than a purely linear text.
- Contextualizing learning: Media elements connect abstract concepts in textbooks with students' everyday reality.
- Differentiating instruction: Audiovisual resources support students with different learning styles (visual, auditory) or those experiencing learning difficulties (e.g., dyslexia) by providing them with alternative ways to access text..
- Developing critical thinking: Analyzing media messages teaches students to identify the source, purpose, target audience, and potential biases in a digital text.

Obviously, the use of these means implies, first of all, the identification of strategies with practical aspects for the classroom teacher. Thus, the teaching of literacy elements (vocabulary, text comprehension, written and oral expression) can be optimized through several accessible media techniques such as:

1. Storytelling

Instead of classic paper-based composition, students can create a digital story using simple apps (such as Storyjumper, Canva, or Book Creator).

- How it works: Students write the text, select or draw illustrative images, and record their own voice reading the narrative.
- Benefits: Work simultaneously on traditional literacy (writing, text structure), digital literacy (use of tools) and oral literacy (intonation, diction).

2. Comparative Analysis: Text versus Media Adaptation

An excellent method for developing the depth of understanding of a text is to compare a literary work with its film adaptation or with an audio fragment (radio drama)..

- How it works: After reading a text, students watch a corresponding video sequence and answer questions such as: How is the character portrayed through gestures compared to the description in the text? What elements of atmosphere does the background music add?
- Benefits: Stimulates critical analysis and synthesis capacity.

3. Creating podcasts or audio diaries

Oral expression and vocabulary can be developed by turning students into „content creators”.

- How it works: Students work in teams to produce a book review in the form of a short radio show or podcast. They must write a script beforehand, thus providing writing practice.
- Benefits: Improves verbal fluency, team negotiation and the ability to synthesize information.

4. Deciphering „fake news” (Media Literacy)

Modern literacy also involves the ability to navigate the internet safely. The teacher can bring online articles or social media posts to the classroom for analysis..

- How it works: Students apply the „5W” technique (Who, What, Where, When, Why) to assess the credibility of a media piece.
- Benefits: Develops healthy skepticism and documentary research skills.

Naturally, the use of these media brings with it a series of challenges for teachers, which in turn may lead to some possible recommendations. Although the benefits are clear, the use of media also hides pitfalls, such as distraction or cognitive overload. For real impact, teachers must guide the process:

- Technology is a means, not an end: The use of a video or a tablet must have a clearly selected learning objective (for example: enriching vocabulary with regionalisms), not just the role of „animating” the lesson.
- Balance: Media resources must be harmoniously combined with reading printed texts and handwriting, both of which play a crucial role in the child's neuro-cognitive development..

Therefore, integrating media into literacy instruction transforms the classroom from a space for passive consumption of information into a laboratory for creativity. By providing students with familiar tools, teachers not only facilitate their literacy development, but also actively prepare them for the challenges of an intensely technological society, transforming them into critical consumers and responsible creators of media..

Bibliography

1. Buckingham, D. (2007). *Media Education: Literacy, Learning and Contemporary Culture*. Cambridge: Polity Press, p.12
2. Cojoianu, D., & Totolan, M. (2014). *Noile tehnologii în educație și literația digitală*. București: Editura Didactică și Pedagogică, p.9
3. Hobbs, R. (2011). *Digital and Media Literacy: Connecting Culture and Classroom*. Thousand Oaks: Corwin Press, p.28
4. Ioniță, S. (coord.) (2019). *Metodica predării limbii și literaturii române. Perspective actuale*. București: Editura Universității din București, p.36
5. Kress, G. (2003). *Literacy in the New Media Age*. London: Routledge, p.186
6. Prensky, M. (2001). *Digital Natives, Digital Immigrants*. In *On the Horizon*, Vol. 9, No. 5, p.2-6

USING THE STORYTELLING METHOD IN TEACHING ANCIENT HISTORY

Prof.dr. Iulian Grigoraș,

Liceul de Turism și Alimentație „Dumitru Moțoc” Galați

Abstract: The use of storytelling in teaching ancient history is a modern, interactive and highly effective teaching strategy, focused on transforming raw facts and chronological data into captivating narratives. This method stimulates the imagination, develops historical empathy and facilitates the long-term retention of abstract concepts by anchoring them in human emotions and contexts.

Key Words: Storytelling, teaching, ancient history

The use of storytelling in teaching ancient history is a modern, interactive and highly effective teaching strategy, focused on transforming raw facts and chronological data into captivating narratives. This method stimulates the imagination, develops historical empathy and facilitates the long-term retention of abstract concepts by anchoring them in human emotions and contexts.

We can certainly say that this method, which is the subject of this article, presents the following advantages in contextualizing Antiquity::

- The humanization of history: emperors, philosophers or slaves are no longer just names on a page, but become characters with human motivations, fears and ideals.
- Development of historical empathy: students are put in a position to understand the mentalities of distant eras (for example, the life of a citizen in Athens versus life in Sparta).
- Facilitating the understanding of complex structures: the Greco-Persian wars, the organization of the Roman republic, or the trade routes in Ancient Egypt become easy-to-follow narrative threads.
- Stimulating critical thinking: stories can be presented from multiple perspectives (e.g. the same battle seen through the eyes of a Roman and a Dacian), encouraging critical analysis.

Obviously, using this method requires establishing practical application strategies that allow for the efficiency of time and resources used. Therefore, below we propose some examples of ancient history lessons that allow the use of storytelling.

Thus, for starters, the personal perspective (or Micro-history) can be used where the actual application can be adapted for lessons dedicated to ancient Egypt. Instead of teaching the social structure, the lesson is built around the story of Sinuhe, a scribe from Memphis. Through his fictional

"diary", students discover daily life, the importance of the Nile, the mummification process and the taxes paid to the pharaoh.

Another interesting approach for students could be the open-ended story (or Historical Mystery) where this time the app is dedicated to ancient Greece. Here the teacher tells the context of the Battle of Thermopylae from the perspective of a Spartan messenger. The narrative stops exactly when Leonidas' troops realize that they are surrounded. Students must analyze the Spartans' strategic options before finding out the real outcome.

It goes without saying that we cannot ignore the Storytelling approach from the perspective of digital and multimedia means where the application aims to discover the world of the Roman Empire. Students use interactive maps or 3D scanned artifacts to create their own story (digital storytelling) about the journey of a silk merchant along the Silk Road to Rome.

Finally, we propose a small guide to implementing such a method in 5 steps:

1. **Defining the learning objective:** Clearly establish which historical concepts need to be retained (e.g., the notion of democracy, territorial expansion).
2. **Choosing the right „hero”:** The character can be real (Julius Caesar, Alexander the Great) or a fictional composition representative of a social category (a gladiator, a philosopher).
3. **Building conflict:** Every story needs a problem (e.g., famine in Rome, siege of a fortress).
4. **Integrating historical sources:** Anchor the story in real details based on fragments from Herodotus, Plutarch, or recent archaeological discoveries.
5. **Debriefing and Analysis (essential):** After the story, the teacher guides a critical discussion to separate pedagogical fiction from documented historical truth.

Bibliography

1. Bolovan, Sorina Paula (2007). *Didactica istoriei: noi orizonturi în predarea, învățarea și evaluarea istoriei prin metode active*, Cluj-Napoca, p.51
2. Căpiță, Laura; Căpiță, Carol (2005). *Tendențe în didactica istoriei*, Editura Paralela 45, Pitești, p. 38
3. Căpiță, Laura; Căpiță, Carol; Stamatescu, Mihai (2007). *Istorie: educație non-formală, comunicare și istorie*, București, p.118
4. Egan, Kieran (2007). *Predarea ca o poveste: Un mod alternativ de abordare a predării și curriculumului în școala elementară*, Editura Didactică și Pedagogică, București, p.82
5. Manea, Mihai; Pascu, Adrian; Aurel, Constantin (2008). *Didactica istoriei*, Editura Nomina, Pitești, p.201
6. Prisacariu, Elena Mihaela (2022). *Predarea istoriei între tradițional și modern, în cadrul publicațiilor de specialitate privind metodele interactive*, p.73

WORKING WITH WORKSHEETS IN PRIMARY EDUCATION

Prof. inv primar Dumitru Victor Gabriel,
Școala Gimnazială nr 13, București

ABSTRACT

Worksheets represent one of the most widely used instructional tools in primary education, yet their effectiveness depends critically on the quality of their design, the context of their use, and the degree to which they are integrated into a coherent pedagogical sequence. This paper examines the role of worksheets in primary school classrooms (grades I-IV), exploring their theoretical foundations, typological diversity, design principles, and practical applications across core subjects. Drawing on constructivist and cognitive load theories, the study argues that well-designed worksheets can consolidate learning, support differentiated instruction, develop autonomous work habits, and serve as valuable formative assessment instruments. The paper further analyses the most frequent errors in worksheet design and use, and proposes a set of evidence-based guidelines for primary school teachers seeking to maximise the educational value of this tool. The conclusions emphasise that worksheets are not a substitute for direct instruction or meaningful interaction, but a complementary resource that, when thoughtfully crafted and purposefully deployed, significantly enriches the primary education learning environment.

Keywords: *worksheets, primary education, instructional design, differentiated instruction, formative assessment, constructivism, cognitive load, autonomous learning*

Among the many instructional tools available to primary school teachers, worksheets -- printed or digital activity sheets designed to support, consolidate, or assess student learning -- occupy a particularly prominent place. Walk into almost any primary classroom and you are likely to find worksheets in use: students colouring diagrams, completing sentences, solving arithmetic problems, matching vocabulary items, or drawing conclusions from a short text. Their ubiquity, however, does not automatically confer pedagogical value. The effectiveness of a worksheet depends entirely on how it is designed, when it is used, and how it is integrated into the broader instructional sequence.

Despite their prevalence, worksheets have received comparatively little systematic attention in pedagogical research, particularly at the primary level. Much of the existing literature either uncritically endorses their use as a self-evident good, or dismisses them as vehicles for rote learning

and passive engagement. The truth, as this paper argues, is considerably more nuanced. Worksheets can be powerful instruments of active learning or passive time-filling, depending entirely on the pedagogical choices of the teacher who creates and deploys them.

This paper sets out to examine the worksheet as a pedagogical instrument in depth: its theoretical foundations, its typological diversity, the principles that govern its effective design, its applications across primary school subjects, and the errors most frequently committed in its use. The aim is to provide primary school teachers with a comprehensive, evidence-based framework for making the most of this deceptively simple but genuinely versatile tool.

The theoretical basis for the use of worksheets in primary education is most convincingly found in constructivist learning theory, particularly as articulated by Piaget (1952) and Vygotsky (1978). Constructivism holds that children do not passively absorb knowledge transmitted by teachers, but actively construct understanding through interaction with materials, tasks, and peers. A well-designed worksheet, by inviting students to manipulate information, make connections, solve problems, and represent their thinking in written or graphic form, supports precisely this active construction of knowledge.

Vygotsky's concept of the Zone of Proximal Development (ZPD) is particularly relevant here. Worksheets that are calibrated to a student's current level of ability -- challenging enough to promote growth, but not so difficult as to cause frustration -- function as a form of cognitive scaffolding, guiding learners through tasks they could not yet accomplish independently. The gradual withdrawal of scaffolded support as competence develops mirrors the movement from other-regulation to self-regulation that Vygotsky identified as central to learning.

Sweller's Cognitive Load Theory (1988) provides a further theoretical lens through which to evaluate worksheet design. According to this theory, working memory has a limited capacity, and instructional materials that overload it -- through excessive complexity, unclear instructions, or cluttered visual design -- impede rather than support learning. Effective worksheets manage cognitive load by presenting information in clear, logically sequenced steps; using visual aids to reduce the burden on verbal processing; and ensuring that task instructions are unambiguous and appropriate to the developmental level of the learner.

The implications for primary education are significant: a worksheet that appears rich and stimulating to an adult may be cognitively overwhelming to a seven-year-old whose working memory is still developing. Teachers must therefore design with the cognitive capacity of their specific

students firmly in mind, erring consistently on the side of clarity and simplicity without sacrificing intellectual challenge.

Worksheets in primary education are far from a homogeneous category. They can be classified along several dimensions, including their pedagogical function, their position in the instructional sequence, and the cognitive operations they require of students. The following typology identifies the main categories encountered in primary classrooms:

- Introductory worksheets are used at the beginning of a new topic to activate prior knowledge, stimulate curiosity, or introduce key vocabulary. They typically involve open-ended questions, prediction tasks, or brainstorming activities, and are designed to prepare students cognitively and emotionally for new learning.
- Consolidation worksheets are the most common type in primary education. Used during or after instruction, they provide structured practice of newly acquired knowledge or skills. Exercises may include gap-fill tasks, matching activities, ordering sequences, labelling diagrams, or solving problems, and their primary purpose is to reinforce and deepen understanding through repetition and application.
- Differentiated worksheets are designed to address the varied learning needs, abilities, and rates of progress within a heterogeneous classroom. A differentiated set may include three or more versions of the same core task, graduated by difficulty, allowing each student to work at an appropriate level of challenge without experiencing exclusion or stigmatisation.
- Assessment worksheets are used to evaluate student understanding at key points in the instructional sequence -- formatively, to inform the teacher's next instructional steps, or summatively, to measure achievement at the end of a unit. They require careful alignment with the learning objectives they purport to assess.
- Creative and project-based worksheets provide a more open-ended framework for student expression, research, or investigation. Rather than directing students toward a single correct answer, they invite exploration, creativity, and personal response, supporting the development of higher-order thinking skills.

The single most important principle in worksheet design is alignment with clearly defined learning objectives. Every task on a worksheet should serve a specific pedagogical purpose that can be articulated by the teacher: this exercise develops phonemic awareness; this problem consolidates understanding of place value; this activity practises the skill of sequencing events. Without this alignment, worksheets risk becoming busy work -- activities that occupy students without meaningfully advancing their learning.

Teachers should begin worksheet design by stating the learning objective explicitly and then working backwards: what tasks, if completed successfully, would demonstrate that the objective has been achieved? This backward design approach, articulated by Wiggins and McTighe (2005), ensures that every element of the worksheet is purposeful and coherent.

For primary school students, the language of worksheet instructions must be simple, direct, and unambiguous. Instructions such as 'Circle the correct answer' or 'Write two sentences about the picture' leave no room for misinterpretation and allow students to focus their cognitive resources on the task itself rather than on decoding the instructions. Font size should be generous (at least 14pt for younger students), line spacing should be comfortable, and sufficient white space should be provided for student responses.

Visual elements -- illustrations, diagrams, tables, and colour coding -- play a particularly important role in primary worksheets, both because young learners are highly visual processors and because images can reduce the linguistic demands of a task, making it more accessible to students with limited reading fluency or language difficulties. However, purely decorative images that do not contribute to the task should be used sparingly, as they may increase extraneous cognitive load without educational benefit.

Effective worksheets move from simpler to more complex tasks, providing students with early success experiences that build confidence before introducing greater challenge. This gradation mirrors the instructional principle of scaffolding: the initial tasks provide a supported entry point, while the later tasks stretch students toward the boundaries of their ZPD. For primary students, who are particularly sensitive to feelings of failure or incompetence, this architecture of success is not merely a design preference but a pedagogical necessity.

The worksheet as an instructional tool finds applications across all areas of the primary curriculum, though the specific forms it takes are shaped by the nature of each subject and the competencies it seeks to develop.

In Romanian Language and Communication (or the mother tongue), worksheets are used for reading comprehension tasks, vocabulary development, grammar exercises, writing frames, and phonological awareness activities. Particular care must be taken to ensure that comprehension worksheets genuinely test understanding rather than the ability to locate and copy phrases from a text without processing their meaning.

In Mathematics, worksheets consolidate numerical operations, support the development of mathematical reasoning, and provide structured problem-solving practice. Research consistently

shows that worked examples embedded within practice worksheets -- where students study a fully solved problem before attempting similar ones independently -- are significantly more effective for novice learners than problem-solving practice alone (Sweller, Van Merriënboer, & Paas, 1998).

In Environmental Studies and Sciences, worksheets support observation, classification, and inquiry skills through diagram labelling, data recording tables, and guided investigation frameworks. These worksheets encourage students to interact with the physical world and then represent and organise their observations in structured written form.

In Arts and Crafts and Music, worksheets take more creative forms: storyboards, composition grids, reflection prompts, and self-assessment rubrics that invite students to articulate their creative choices and evaluate their own work against explicit criteria.

Worksheets are among the most versatile and widely available tools in the primary school teacher's repertoire. When designed with clear pedagogical intent, aligned to specific learning objectives, calibrated to the cognitive and developmental level of the learner, and integrated into a rich instructional sequence that includes direct teaching, collaborative work, and meaningful feedback, they can make a genuine and substantial contribution to student learning.

The evidence reviewed in this paper suggests that the key variable in worksheet effectiveness is not the format itself, but the quality of the pedagogical thinking that surrounds it. A thoughtfully designed worksheet, used at the right moment in an instructional sequence, with appropriate differentiation and a structured feedback process, is a powerful learning tool. A poorly designed worksheet, used as a time-filler or a substitute for instruction, is at best a wasted opportunity and at worst an obstacle to learning.

Primary school teachers are therefore encouraged to approach worksheet design as a serious professional task, applying the principles of backward design, cognitive load management, age-appropriate language, visual clarity, and gradation of difficulty. The time invested in high-quality worksheet design is repaid many times over in the quality and depth of student learning it supports.

BIBLIOGRAPHY

Bloom, B. S. (Ed.) (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay.

- Fisher, R., & Williams, M. (Eds.) (2004). *Unlocking Creativity: Teaching Across the Curriculum*. London: David Fulton Publishers.
- Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. London: Routledge.
- Joita, E. (2006). *Instructional Design: A Constructivist Approach*. Craiova: Universitaria. [Romanian reference on constructivist pedagogy]
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.
- Ministry of National Education, Romania (2013). *Core Curriculum for Primary Education, Grades I-IV*. Bucharest: MEN.
- Piaget, J. (1952). *The Origins of Intelligence in Children*. New York: International Universities Press.
- Radu, I. T. (2000). *Formative Evaluation in the Teaching Process*. Bucharest: Didactica si Pedagogica Publishing House.
- Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257-285.
- Sweller, J., Van Merriënboer, J. J. G., & Paas, F. G. W. C. (1998). Cognitive architecture and instructional design. *Educational Psychology Review*, 10(3), 251-296.
- Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms* (2nd ed.). Alexandria, VA: ASCD.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Wiggins, G., & McTighe, J. (2005). *Understanding by Design* (2nd ed.). Alexandria, VA: ASCD.
- Woolfolk, A. (2016). *Educational Psychology* (13th ed.). Hoboken, NJ: Pearson Education.

INCLUSIVE DIGITAL TECHNOLOGIES IN EDUCATION FOR FOOD SCIENCE AND TOURISM – INNOVATIVE STRATEGIES FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Prof. Enică Marilena,
Liceul de Turism și Alimentație "Dumitru Moțoc", Galați

Abstract

This article presents a set of good practices based on the integration of digital technologies in the teaching of Food and Tourism subjects, with a specific focus on the inclusion of students with special educational needs (SEN). Drawing on first-hand teaching experience at Liceul de Turism și Alimentație "Dumitru Moțoc" in Galați, Romania, the paper examines how digital tools — including Google Classroom, Kahoot!, Wordwall, and Canva for Education — can be purposefully adapted to respond to diverse learning profiles, including students with learning difficulties, ADHD, autism spectrum disorders, and mild hearing impairments. The article describes the concrete application of each tool within the specific curricular context of Food and Tourism education, highlighting the adaptations made to ensure accessibility and active participation for all learners. Results observed over one school semester indicate a significant increase in active participation among students with SEN (from approximately 40% to over 75%), a reduction in withdrawal and isolation behaviours, and measurable improvements in both formative and summative assessment outcomes. The paper concludes that digital tools, when selected thoughtfully and implemented consistently, serve as natural allies of inclusive pedagogy, enabling teachers to meet individual needs without compromising educational quality. A representative project — the "Digital Festive Menu" — is presented as an illustrative model of inclusive, technology-enhanced learning in a vocational education context.

Keywords: *inclusive education, special educational needs, digital tools, Food and Tourism education, Google Classroom, gamified assessment, Canva for Education, differentiated instruction, vocational education, active participation*

1. Introduction

The inclusive school represents an aspiration of modern education, which involves adapting the instructional-educational process to the needs of all students, including those with special educational needs (SEN). In the context of technical subjects such as Food and Tourism, this challenge becomes all the more complex, given that the content has a pronounced practical character and requires flexible and creative didactic strategies.

The digitalisation of education currently offers valuable tools that can transform traditional lessons into engaging, accessible, and adaptable learning experiences. This paper proposes a set of good practices based on the use of digital technology in teaching subjects in the Food and Tourism domain, with an emphasis on the inclusion of students with SEN.

2. The Educational Context and the Need for Digital Inclusion

Liceul de Turism și Alimentație "Dumitru Moțoc" in Galați brings together students with different learning profiles. The class includes students with various forms of SEN: learning difficulties, attention disorders (ADHD), autism spectrum disorders (ASD), and mild hearing impairments. This reality led me to reconsider classical teaching methods and to explore the potential of digital tools as vectors of inclusion.

In accordance with the National Education Law and European documents on inclusive education (including the recommendations of the European Agency for Special Needs and Inclusive Education), every student has the right to a quality education adapted to their potential. Digital tools respond to this challenge through flexibility, accessibility, and personalisation.

3. Digital Tools Used and Methods of Application

Google Classroom — the learning organisation platform

Google Classroom was used as the central platform for distributing differentiated teaching materials. Students with SEN received worksheets adapted to their level, with simplified tasks, suggestive images, and clear, step-by-step instructions. The comments and personalised feedback function allowed individualised communication with each student, without creating embarrassing situations in front of the class.

Kahoot! and Wordwall — gamified assessment

Formative assessment through interactive quiz applications (Kahoot!, Wordwall) transformed the moment of knowledge checking from a source of anxiety into an engaging activity. For content units on food groups, culinary technologies, and types of tourism services, games were created with visual questions, extended time for students with SEN, and graphically illustrated answer options.

This adaptation significantly increased the active participation of students with difficulties in processing written information.

Canva for Education — creativity and visual competencies

Canva for Education was integrated into project activities for the creation of menus, tourist brochures, and presentations of local gastronomic products. Students with SEN benefited from predefined templates, reducing barriers related to spatial organisation and writing. This approach capitalised on students' strengths (creativity, aesthetic sense) and compensated for writing difficulties, promoting inclusion through success.

Videos and interactive simulations — visual support in teaching

The use of demonstrative videos (culinary techniques, the tourism circuit, hygiene and food safety standards) provided essential visual and auditory support, particularly for students with non-verbal learning styles or concentration difficulties. The YouTube Education platform and tutorial-type resources complemented theoretical explanations, transforming abstractions into concrete and easily memorable examples.

4. Observed Results and Good Practices

Following the implementation of these inclusive digital strategies over the course of one school semester, the following results were observed:

- An increase in the active participation of students with SEN during lessons, from approximately 40% to over 75%, measured through systematic observation and monitoring records;
- A reduction in withdrawal and isolation behaviours among students with ASD and ADHD, through structured digital activities;
- Improved results in formative and summative assessments for students with SEN, with progress of 15–20% compared to the previous semester;
- Positive feedback from students, who appreciated the variety of activities and the sense of competence generated by success in adapted tasks.

A representative good practice was the "Digital Festive Menu" project, in which every student — including those with SEN — contributed to the creation of an authentic menu for an imaginary event, using Canva, Google Docs, and photographic resources. The final product was presented in digital format to the entire class, offering each student an experience of success and recognition.

5. Conclusions

The use of digital tools in teaching technical subjects is not an end in itself, but a means of making education more accessible, more relevant, and more inclusive. The teaching experience presented here demonstrates that, through careful selection of technologies and consistent adaptation

to the needs of students with SEN, it is possible to create a learning environment in which all students feel valued and capable.

An inclusive school does not mean uniformity, but the recognition and valorisation of diversity. Digital tools are, in this sense, the natural allies of the inclusive teacher, offering the flexibility needed to respond to individual needs without compromising the quality of the educational act.

I invite fellow teachers to explore these resources with courage and creativity, in the firm belief that every student, regardless of their individual characteristics, deserves and can receive a quality education.

Bibliography

1. Ainscow, M., Booth, T., Dyson, A., *Improving Schools, Developing Inclusion*, Routledge, London, 2006, pp. 25–47.
2. Cucoş, C., *Pedagogie*, Polirom Publishing House, Iaşi, 2014, pp. 112–135.
3. Gherguţ, A., *Educaţia incluzivă şi pedagogia diversităţii*, Polirom Publishing House, Iaşi, 2016, pp. 58–82.
4. Ministry of National Education, *Curriculum Naţional – Domeniul Alimentaţie şi Turism*, Ministry of Education, Bucharest, 2019, pp. 5–18.
5. Pânişoară, I.-O., *Motivarea eficientă. Ghid practic*, Polirom Publishing House, Iaşi, 2015, pp. 203–220.
6. UNESCO, *Guidelines for Inclusion: Ensuring Access to Education for All*, UNESCO Publishing, Paris, 2005, pp. 12–30.

Web Sources

1. Google for Education – Google Classroom: https://edu.google.com/intl/ALL_ro/products/classroom/
2. Kahoot! – Gamified learning platform: <https://kahoot.com>
3. Wordwall – Interactive classroom activities: <https://wordwall.net/ro>
4. Canva for Education: <https://www.canva.com/education/>
5. YouTube Education – Educational video resources: <https://www.youtube.com/education>
6. European Agency for Special Needs and Inclusive Education: <https://www.european-agency.org/ro>
7. Ministry of Education – Resources for inclusive education: <https://www.edu.ro>

INTEGRATING AI-DRIVEN SCENARIOS AND INTERACTIVE SIMULATIONS IN HIGH SCHOOL PHYSICS: A PRACTICAL APPROACH TO MECHANICAL WAVES AND RESONANCE

Orhan ÇİÇEK

Department of Physics, Toki Şehit Süleyman Yılmaz Anatolian High School

Hatay, Türkiye

Abstract

Abstract concepts in physics, particularly wave mechanics and resonance, often present significant learning barriers for high school students due to the lack of visual representation in traditional lecturing. This paper presents a practical pedagogical framework that integrates PhET Interactive Simulations with Generative AI tools (Gemini/ChatGPT) to teach Mechanical Waves to 10th-grade students in a Turkish state high school. Grounded in the SAMR Model and constructivist theory, the framework shifts the classroom environment from passive reception to active, technology-driven inquiry: students designed virtual experiments, interrogated AI as an engineering consultant, and engaged in peer-based problem-solving. Implementation resulted in higher conceptual retention, increased student engagement, and a measurable improvement in students' ability to translate mathematical wave equations into physical intuition. This paper describes the full instructional sequence, discusses outcomes and challenges, and provides recommendations for physics teachers working in resource-constrained public school environments.

Keywords: *physics education, educational technology, AI in classroom, PhET simulations, wave mechanics, SAMR model, constructivism.*

1. Introduction

High school physics education frequently struggles with the gap between abstract mathematical formulas and physical reality. In traditional classrooms, topics such as mechanical waves, frequency, and resonance are often reduced to equations written on a blackboard, leaving students disconnected from the underlying physical phenomena (Hrepic, Zollman, & Rebello, 2010). Students may memorize the wave equation $v = f\lambda$ without developing an intuitive grasp of what it means for a wave to propagate through a medium.

To bridge this gap, modern pedagogy emphasizes active knowledge construction over passive reception. The SAMR Model (Substitution, Augmentation, Modification, Redefinition) proposed by

Puentedura (2014) provides a useful framework for evaluating how digital tools transform instruction: at the highest level, technology enables tasks that were previously inconceivable. Constructivist theory similarly asserts that students learn most deeply when they manipulate phenomena, generate hypotheses, and receive immediate feedback — conditions that browser-based simulations and AI tools are uniquely positioned to create.

This paper demonstrates how a public high school physics teacher can integrate PhET Interactive Simulations (University of Colorado Boulder) and Generative AI tools — specifically ChatGPT and Google Gemini — to transform a standard curriculum unit on mechanical waves into a creative, digital, and deeply conceptual learning experience. A full applicative example is provided, suitable for direct adoption or adaptation by secondary physics teachers.

2. Theoretical Framework

The instructional design in this paper rests on two complementary theoretical pillars. The first is Vygotskian constructivism (Vygotsky, 1978), which holds that learners build understanding through active interaction with phenomena and social negotiation of meaning. The second is the SAMR Model (Puentedura, 2014), which classifies technology integration across four levels. The approach described here operates at the Modification and Redefinition levels: simulations modify the traditional lab by making invisible wave properties visible and manipulable in real time, while AI-driven engineering challenges redefine the lesson by enabling tasks — such as querying an expert consultant to design resonance-resistant structures — that have no equivalent in a conventional classroom.

PhET Interactive Simulations have been extensively validated in physics education research. Their design foregrounds causal mechanisms rather than surface features, enabling students to develop accurate mental models of wave behavior (Perkins et al., 2006; Wieman et al., 2010). Generative AI tools, used in a pedagogically structured manner, can produce contextualized problems, provide Socratic guidance, and generate immediate formative feedback — effectively acting as an always-available cognitive tutor (Kasneci et al., 2023; Luckin et al., 2016).

3. Methodology

The lesson plan was implemented over a block period (2×40 minutes) with a 10th-grade class of 30 students at a state Anatolian high school in Turkey. The core learning objectives were: (1) to discover the relationship between wave speed, frequency, and wavelength ($v = f\lambda$) through guided inquiry; (2) to understand the real-world implications of resonance; and (3) to develop the capacity

to critically evaluate AI-generated information in a scientific context. Students worked in pairs at tablets or computers in the school's computer laboratory.

The lesson followed a three-phase structure. Table 1 provides an overview of the instructional flow.

Table 1. Lesson Phase Overview

Phase	Title	Key Activity	Duration
1	Guided Exploration	PhET Wave on a String — inquiry worksheet	25 min
2	AI Engineering Challenge	AI as consultant; Tacoma Narrows scenario; Canva blueprint	35 min
3	Digital Assessment	Mentimeter conceptual check; group reflection	20 min

4. Applicative Example

4.1 Phase 1: Guided Exploration with PhET (25 Minutes)

Students opened the PhET Wave on a String simulation without receiving the wave equation in advance. This deliberate withholding of formal instruction is a cornerstone of inquiry-based pedagogy: students are positioned as discoverers rather than recipients. Working in pairs with a structured digital worksheet, they completed the following guided tasks:

- Set the simulation to Oscillate mode with No End boundary condition. Systematically vary the frequency and record the corresponding wavelength at each setting.
- Vary string tension and observe how wave speed changes. Record the relationship between tension and speed.
- Sketch the wave at three different frequencies and annotate your sketches with the terms: crest, trough, amplitude, wavelength, and frequency.

Students consistently discovered on their own that increasing the frequency causes the wavelength to decrease proportionally, keeping wave speed constant relative to a fixed medium tension. This self-generated discovery — arriving at $v = f\lambda$ inductively rather than deductively — produced stronger conceptual anchoring than direct instruction alone.

4.2 Phase 2: AI-Powered Engineering Challenge (35 Minutes)

Once the physical relationships were visually established, the lesson pivoted to an AI-driven engineering challenge anchored in the 1940 Tacoma Narrows Bridge collapse. Students were told:

"You are a structural engineer tasked with preventing the next Tacoma Narrows. Use the AI as your consulting expert." The following prompt was provided as a starting point:

"Act as a structural engineer. Explain how resonance destroyed the Tacoma Narrows Bridge. Then provide 3 specific engineering constraints our team must follow to build a structure that resists destructive resonance from periodic wind-driven waves."

Following their AI consultation, student groups debated the suggestions received, critically evaluated the accuracy of the AI's physics claims, and then used Canva to produce a digital blueprint of a resonance-resistant bridge. Groups were required to annotate their blueprints with explicit reference to wave properties (natural frequency, damping, amplitude). This phase positioned the AI as a tool to be interrogated rather than a source of uncritical authority — a crucial 21st-century literacy skill.

4.3 Phase 3: Digital Assessment and Formative Feedback (20 Minutes)

In place of a paper quiz, conceptual outcomes were assessed using Mentimeter, which enabled anonymous real-time responses and immediate class-wide visualization of misconceptions. One key question targeted a prevalent misconception: "If you double the frequency of a guitar string without changing its tension, what happens to the wave speed?" The most common incorrect prediction — that speed doubles — was rapidly identified on the Mentimeter display, allowing the teacher to address the misconception with reference to the earlier simulation data students had themselves collected. This immediate feedback loop exemplifies the formative assessment potential of digital tools.

5. Results and Discussion

Implementation of this framework produced several notable pedagogical outcomes. First, spatial visualization improved markedly: students who had previously been unable to define wavelength could point to it, manipulate it in real time, and accurately predict how it would change under different conditions. Second, the use of AI as an inquiry tool shifted the teacher's role from lecturer to facilitator, with students directing their questions to the AI, evaluating its outputs, and applying physics data to a creative engineering problem.

Third, student engagement was qualitatively higher than in conventional lessons. The engineering challenge format created authentic purpose: students were not solving problems to pass a test but to design a structure, a goal that sustained motivation across the full 80-minute block. Exit surveys indicated that 87% of students agreed or strongly agreed that the lesson helped them understand wave concepts better than previous instruction had.

5.1 Challenges and Mitigations

The primary challenge encountered was digital distraction: several students attempted to use the AI tool for non-physics queries. This was mitigated through strict timeboxing — for example, "You have exactly 7 minutes to retrieve your engineering constraints from the AI" — which maintained focus and created productive time pressure. A secondary challenge was uneven prior familiarity with Canva; this was addressed by pairing students with different levels of digital fluency. For schools with limited internet access, offline-downloadable PhET simulations provide a viable alternative.

6. Conclusion

Integrating digital simulations and generative AI tools into the high school physics curriculum does not diminish the rigor of science instruction; it amplifies it. By enabling 10th-grade students to visualize the invisible properties of mechanical waves and co-create solutions with AI, physics becomes a dynamic, creative, and genuinely collaborative endeavor. The three-phase framework presented here — guided simulation exploration, AI-driven engineering challenge, and digital formative assessment — is implementable in any state school with basic computer access, requiring no specialist infrastructure beyond free tools already available online. As generative AI continues to evolve, its capacity for personalizing physics instruction and making abstract phenomena tangible will only deepen. It is hoped that this paper contributes to the growing body of practice-based evidence supporting physics educators in embracing this transformation.

References

- Hrepic, Z., Zollman, D. A., & Rebello, N. S. (2010). Identifying students' mental models of sound propagation: The role of conceptual blending in understanding 'Hearing.' *Physical Review Special Topics — Physics Education Research*, 6(2), 020114.
- Kasneci, E., Sessler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., & Kasneci, G. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, 103, 102274.
- Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence Unleashed: An argument for AI in education*. Pearson.
- Perkins, K., Adams, W., Dubson, M., Finkelstein, N., Reid, S., Wieman, C., & LeMaster, R. (2006). PhET: Interactive simulations for teaching and learning physics. *The Physics Teacher*, 44(1), 18–23.

- PuenteDura, R. R. (2014). Choosing tech for the classroom: The SAMR framework. Active Learning Press.
- University of Colorado Boulder. (2024). PhET Interactive Simulations: Wave on a String.
<https://phet.colorado.edu>
- Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.
- Wieman, C., Adams, W., Loeblein, P., & Perkins, K. (2010). Teaching physics using PhET simulations. *The Physics Teacher*, 48(4), 225–227.

APPLICATION OF MODERN METHODS IN TECHNOLOGICAL DISCIPLINES

Prof. Ing. Fediuc Elena,
Școala Gimnazială nr 13, București

Abstract

This paper examines the integration of modern pedagogical and technological methods within technological disciplines, with a focus on their educational and practical implications. The rapid evolution of digital tools, simulation environments, project-based learning, and interdisciplinary approaches has fundamentally transformed the way technology subjects are taught and applied. Through an analysis of current literature and case studies, this paper identifies key methodologies — including blended learning, computational thinking frameworks, agile project methodologies, and laboratory simulation technologies — and evaluates their effectiveness in engineering and vocational education contexts. The findings suggest that a systematic adoption of these methods significantly enhances student competency, critical thinking, and readiness for the demands of the modern technological workforce. Recommendations are offered for educators and curriculum designers seeking to modernize their instructional approaches.

Keywords: *modern teaching methods, technological disciplines, blended learning, project-based learning, digital simulation, competency-based education.*

The twenty-first century has brought unprecedented changes to virtually every field of human activity. Technological disciplines — encompassing engineering, computer science, electronics, mechatronics, and vocational technology education — are among those most affected by the rapid pace of innovation. Traditional instructional methods, based primarily on lecture-based transmission of knowledge, are increasingly being supplemented or replaced by modern, student-centred approaches that better reflect the complexity and dynamism of the contemporary technological landscape.

The shift towards digitisation, automation, and the widespread availability of computational resources has created both new opportunities and new challenges for educators and learners alike. Modern methods in technological education seek to bridge the gap between theoretical knowledge and practical application, to cultivate creativity and problem-solving, and to prepare graduates for careers in a rapidly changing environment. This paper explores the most significant modern methods currently applied in technological disciplines and analyses their impact on educational outcomes.

Blended learning combines face-to-face instruction with online educational resources, creating a flexible and adaptive learning environment. In technological disciplines, this approach allows students to access instructional content at their own pace, revisit complex technical concepts, and engage with interactive simulations and multimedia resources outside the classroom. Learning management systems (LMS) such as Moodle, Google Classroom, and Microsoft Teams have become central platforms for delivering course materials, assignments, and assessments in engineering and technology programmes.

Research indicates that blended learning improves student engagement and academic performance when compared to purely traditional instruction (Graham, 2019). For technology students in particular, the availability of digital resources — including video tutorials, virtual laboratories, and automated feedback systems — provides significant pedagogical advantages.

Project-based learning is an instructional methodology in which students gain knowledge and skills by working on real-world problems and challenges over extended periods. In technological disciplines, PBL is particularly effective because it mirrors the nature of professional engineering practice, which invariably involves complex, multidisciplinary projects that require planning, collaboration, and iterative problem-solving.

A notable application of PBL in engineering education is the integration of capstone projects, in which final-year students design, build, and test a device or system in response to a client brief. Studies have consistently shown that PBL environments promote higher-order thinking, communication skills, and collaborative competencies essential in technology-related industries (Thomas, 2020; Krajcik & Shin, 2021).

The use of simulation software and virtual laboratories represents one of the most significant advances in technological education over the past two decades. Tools such as MATLAB/Simulink, LabVIEW, SolidWorks, and Cisco Packet Tracer enable students to experiment with complex technical systems without the cost, safety risks, or logistical constraints associated with physical equipment. Virtual reality (VR) and augmented reality (AR) environments are increasingly being adopted to provide immersive, hands-on learning experiences in fields such as electrical engineering, mechanical design, and industrial automation.

Originally developed for software engineering, agile methodologies — and in particular the Scrum framework — have been adopted in educational settings to structure collaborative, iterative work. In technological disciplines, the application of Scrum principles (sprints, stand-up meetings, retrospectives, and continuous feedback) teaches students to manage uncertainty, adapt to changing requirements, and deliver functional outputs within defined time frames. This approach aligns closely

with industry expectations and significantly reduces the gap between academic preparation and professional practice.

The cumulative evidence from educational research strongly supports the effectiveness of modern methods in improving outcomes for students in technological disciplines. Competency-based assessments conducted in institutions that have adopted blended learning, PBL, and simulation technologies consistently reveal higher rates of concept retention, problem-solving proficiency, and collaborative skill development compared to those relying on traditional methods alone.

Moreover, students who have been trained using modern methods demonstrate greater adaptability and readiness to engage with the demands of Industry 4.0 — characterised by the integration of cyber-physical systems, the Internet of Things (IoT), artificial intelligence, and advanced automation. Employers in the technology sector increasingly recognise and value candidates whose education has incorporated these approaches, as they arrive with practical experience, digital literacy, and transferable skills that are immediately applicable in professional contexts (World Economic Forum, 2023).

Challenges in implementation, however, should not be overlooked. Adequate technological infrastructure, continuous professional development for educators, and institutional commitment to curriculum reform are prerequisites for the successful adoption of modern methods. In resource-constrained environments, a phased and strategic approach is recommended, prioritising those innovations that yield the greatest pedagogical benefit relative to investment.

The application of modern methods in technological disciplines constitutes not merely a pedagogical trend, but a necessary evolution in response to the demands of a knowledge-driven, technology-intensive society. Blended learning, project-based learning, simulation technologies, and agile methodologies each contribute distinct and complementary benefits to the educational experience of students in engineering and technology programmes.

For these methods to achieve their full potential, they must be embedded within a coherent and well-resourced institutional framework that supports educators through training and incentivises continuous curriculum innovation. Future research should focus on longitudinal assessments of the impact of these methods on career outcomes, as well as on identifying best practices for implementation in diverse educational and cultural contexts.

In conclusion, the modernisation of instructional approaches in technological disciplines is both an educational imperative and a strategic investment in human capital, with direct implications for economic competitiveness and sustainable development.

Bibliography

- Graham, C. R. (2019). Blended learning systems: Definition, current trends, and future directions. In C. J. Bonk & C. R. Graham (Eds.), *Handbook of blended learning: Global perspectives, local designs* (pp. 3–21). Pfeiffer Publishing.
- Krajcik, J., & Shin, N. (2021). Project-based learning. In R. K. Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (3rd ed., pp. 298–318). Cambridge University Press.
- Thomas, J. W. (2020). A review of research on project-based learning. The Autodesk Foundation.
- World Economic Forum. (2023). *Future of Jobs Report 2023*. World Economic Forum. <https://www.weforum.org/reports/the-future-of-jobs-report-2023>
- Bonk, C. J., & Graham, C. R. (Eds.). (2022). *The handbook of blended learning: Global perspectives, local designs* (2nd ed.). John Wiley & Sons.
- Hmelo-Silver, C. E. (2020). Problem-based learning: What and how do students learn? *Educational Psychology Review*, 16(3), 235–266. <https://doi.org/10.1023/B:EDPR.0000034022.16470.f3>
- Schwaber, K., & Sutherland, J. (2020). *The Scrum Guide: The definitive guide to Scrum — The rules of the game*. Scrum.org. <https://scrumguides.org>
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2018). *How people learn: Brain, mind, experience, and school* (Expanded ed.). National Academies Press.
- European Commission. (2022). *Digital Education Action Plan 2021–2027: Resetting education and training for the digital age*. Publications Office of the European Union.
- Pedaste, M., Mäeots, M., Siiman, L. A., de Jong, T., van Riesen, S. A. N., Kamp, E. T., Manoli, C. C., Zacharia, Z. C., & Tsourlidaki, E. (2020). Phases of inquiry-based learning: Definitions and the inquiry cycle. *Educational Research Review*, 14, 47–61.

INTEGRATING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN KINDERGARTEN: CHALLENGES, STRATEGIES AND GOOD PRACTICES

Teacher HURDUC GINA

, Kindergarten with extension program No. 64, Galați

Abstract

This article addresses the integration of children with special educational needs (SEN) into mainstream kindergarten settings, examining both the theoretical foundations of inclusive education and the practical challenges and strategies encountered in Romanian preschool contexts. Grounded in key international frameworks — including the Salamanca Statement (UNESCO, 1994), the UN Convention on the Rights of Persons with Disabilities (2006), and European Union guidelines — as well as Romanian national legislation, the paper argues that the preschool years represent a uniquely advantageous developmental window for inclusive intervention, given children's natural openness to difference and the heightened neurological plasticity characteristic of this age. The article draws a critical distinction between integration and inclusion, positioning the latter as a transformative approach that reshapes the educational environment itself rather than requiring the child to adapt to an unchanged system. Key challenges identified include insufficient initial teacher training in inclusive pedagogy, inadequate material and human resources in many Romanian kindergartens, difficulties in peer relationship management, and the emotional complexity of partnerships with families of children with SEN. In response, the article presents a range of effective pedagogical strategies, including the Individual Intervention Plan, play-based and differentiated learning, structured physical environments with visual supports, and multidisciplinary collaboration. The analysis concludes that authentic inclusion in kindergarten is fundamentally a matter of values, requiring systemic commitment, continuous professional development, and the active participation of educators in shaping inclusive education policy.

Keywords: *inclusive education, special educational needs, preschool inclusion, kindergarten, Individual Intervention Plan, differentiated instruction, early childhood intervention, SEN integration, multidisciplinary collaboration, Romanian education system*

Inclusive education is one of the fundamental principles of contemporary pedagogy, recognised and promoted through the reference documents of the European Union and through

current national legislation. In Romania, the National Education Law no. 1/2011 and Ministerial Order no. 1985/2016 regulate the right of every child, regardless of their developmental characteristics, to receive quality education within an inclusive environment.

Kindergarten occupies a privileged position in the chain of inclusive education, as the preschool years represent a unique window of opportunity for child development. At this age, differences between children are perceived naturally, acceptance of the other is formed organically through play and interaction, and neurological plasticity allows early interventions to have maximum impact. It is precisely for this reason that integrating children with SEN into mainstream kindergartens is not only possible, but profoundly beneficial both for them and for their typically developing peers.

The educator in the middle preschool group stands at the forefront of this process, taking on the responsibility of building a learning community that values diversity as a resource rather than an obstacle.

The specialist literature draws an essential distinction between integration and inclusion. Integration implies the adaptation of the child with SEN to an existing educational environment, whereas inclusion entails the transformation of the educational environment itself in order to meet the needs of all children. The inclusive approach, supported by the Salamanca Statement (UNESCO, 1994) and the UN Convention on the Rights of Persons with Disabilities (2006), represents the international standard towards which the Romanian education system is striving.

Special educational needs encompass a broad spectrum of requirements: learning difficulties, speech and communication disorders, autism spectrum disorders (ASD), sensory impairments (visual or auditory), motor disabilities, developmental delays, and emotional or behavioural difficulties. Every child with SEN is unique, and their needs require an individualised approach developed in collaboration with specialists and parents.

Challenges in the Integration Process at Preschool Level

One of the most frequently reported barriers by early childhood educators is a sense of insufficient preparation to work with children with SEN. Initial teacher training does not always cover inclusive education strategies in sufficient depth, generating professional anxiety and resistance to integration. The solution lies in continuous professional development, mentoring from support teachers, and access to appropriate methodological resources.

The effective integration of children with SEN often requires the presence of a support teacher or personal assistant, adapted spaces, specialised teaching materials, and a reduced group size. In the

reality of many Romanian kindergartens, these resources are insufficient or absent, placing excessive pressure on educators and compromising the quality of inclusion.

Preschool children are generally open-minded and free from prejudice; however, atypical behaviours displayed by some children with SEN may generate confusion, fear, or rejection among their peers. The educator plays the essential role of facilitating mutual understanding, explaining differences in an age-appropriate manner, and building a group culture grounded in empathy, cooperation, and respect.

Parents of children with SEN often navigate a difficult emotional journey: denial, guilt, and anxiety about their child's future. Some are reluctant to disclose a diagnosis for fear of stigmatisation. The educator must build a relationship of trust based on transparent communication, empathy, and respect for the family's autonomy, becoming an ally rather than a judge.

Effective Pedagogical Strategies in the Inclusive Kindergarten

The Individual Intervention Plan is the central pedagogical tool in the education of the child with SEN. Developed by a multidisciplinary team comprising the educator, support teacher, psychologist, speech therapist, and parents, the IIP establishes realistic objectives adapted to the child's developmental level, the intervention methods and tools to be employed, progress indicators, and review timelines. At preschool level, the IIP is naturally embedded within the group's routine and play-based activities.

Play is the universal language of childhood and the primary vehicle for learning at preschool age. Well-planned play activities provide the child with SEN with the opportunity to participate actively, at their own level of competence, alongside their peers. Curricular differentiation - the adaptation of tasks, materials, and expectations to the individual needs of each child - is essential for enabling all children to experience success and to build their self-esteem.

A well-organised physical environment reduces anxiety and challenging behaviours in children with SEN. Clear spaces, visual routines (pictures, symbols), calm corners, sensory materials, and visual signalling of transitions between activities represent simple adaptations with significant impact. Designing the classroom with an inclusive mindset benefits, in fact, all children within the group.

The educator does not work in isolation. Collaboration with the support teacher, school psychologist, speech therapist, and other specialists involved in the child's rehabilitation is fundamental. Equally important is consistent communication with the family, keeping parents informed about their child's progress, and actively involving them in kindergarten activities and in continuing the intervention at home.

Good Practices: Examples from Classroom Activity

Educational practice has demonstrated that successful inclusion in kindergarten is built day by day through concrete actions. Examples of good practice include: the use of therapeutic stories and illustrated books that feature characters with disabilities in a positive and normalising light; the organisation of activities in pairs or small groups that encourage interaction and mutual support; the introduction of visual routines and illustrated daily schedules for children with ASD or communication difficulties; the creation of a sensory corner within the classroom, beneficial for children with hypersensitivity or emotional regulation needs; and the celebration of each child's individual achievements, regardless of their scale, fostering a culture of success for every learner.

Conclusions

The integration of children with special educational needs into mainstream kindergartens is, above all, a matter of values: respect for the dignity of every child, belief in their potential for development, and a commitment to building a more just and more compassionate society. The preschool educator is the architect of a space in which every child feels seen, accepted, and valued.

The challenges are real and must not be minimised: insufficient resources, inadequate training, bureaucratic pressures. It is precisely for this reason that the voices of early childhood educators must be present in the policy and academic debates surrounding inclusive education. Specialist articles, participation in conferences, and the sharing of good practices are concrete ways in which the experience from the classroom influences educational policy and scientific research.

A truly inclusive kindergarten is not an exception - it is the model towards which we must all aspire.

References

1. Ainscow, M., & Miles, S. (2008). Making Education for All inclusive: where next? Prospects, 38(1), 15-34.
2. Armstrong, F., Armstrong, D., & Barton, L. (Eds.). (2000). Inclusive Education: Policy, Contexts and Comparative Perspectives. London: David Fulton Publishers.
3. Ministry of National Education of Romania. (2019). Curriculum for Early Childhood Education. Bucharest: MEN.
4. Ministry of National Education and Scientific Research. (2016). Order no. 1985 on the approval of the methodology for integrated evaluation and intervention. Bucharest: MENCS.

5. Norwich, B. (2008). *Dilemmas of Difference, Inclusion and Disability: International Perspectives and Future Directions*. London: Routledge.
6. United Nations. (2006). *Convention on the Rights of Persons with Disabilities*. New York: United Nations.
7. UNESCO. (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*. Paris: UNESCO.
8. UNICEF. (2017). *Inclusive Education: Understanding Article 24 of the Convention on the Rights of Persons with Disabilities*. New York: UNICEF.
9. Vrasmas, T. (2001). *Integrated and/or Inclusive Education*. Bucharest: Aramis.
10. Winzer, M. A., & Mazurek, K. (Eds.). (2000). *Special Education in the 21st Century: Issues of Inclusion and Reform*. Washington: Gallaudet University Press.

ARTIFICIAL INTELLIGENCE IN HIGH SCHOOL MATHEMATICS EDUCATION: OPPORTUNITIES, TOOLS, AND PEDAGOGICAL IMPLICATIONS

Prof. Iroveanu Aura,
Liceul de Turism și Alimentație “Dumitru Moțoc”, Galați

ABSTRACT

The rapid advancement of artificial intelligence (AI) has begun to reshape numerous sectors, with education being among the most significantly affected. This paper examines the integration of AI technologies into high school mathematics instruction, with a focus on how intelligent tutoring systems, adaptive learning platforms, and AI-powered tools can enhance student understanding and teacher effectiveness. Through an analysis of current AI educational tools — including Khan Academy's Khanmigo, Wolfram Alpha, Photomath, and large language models such as ChatGPT — this paper explores the pedagogical benefits and challenges associated with their classroom adoption. The study argues that when used thoughtfully, AI can personalize learning experiences, provide immediate feedback, support differentiated instruction, and reduce cognitive barriers for struggling students. However, critical concerns regarding academic integrity, over-reliance on automation, data privacy, and equity of access must also be addressed. The paper concludes with a set of recommendations for mathematics teachers and school administrators seeking to implement AI responsibly and effectively in the high school context.

Keywords: *artificial intelligence, mathematics education, high school, adaptive learning, intelligent tutoring systems, personalized instruction, educational technology*

Mathematics has long been considered one of the most challenging subjects in secondary education. Students frequently encounter difficulties with abstract reasoning, procedural fluency, and the transfer of mathematical knowledge to real-world problem-solving. Traditional instructional approaches, while effective in many contexts, often lack the flexibility to address the wide range of learning needs present in a diverse high school classroom.

In recent years, artificial intelligence has emerged as a transformative force in education. AI-powered applications are no longer confined to the domain of computer science — they are increasingly present in classrooms, offering interactive tutoring, automated grading, adaptive content delivery, and real-time performance analytics. For mathematics educators, these tools present an

unprecedented opportunity to reimagine how mathematical concepts are taught, practiced, and assessed.

This paper investigates the role of AI in high school mathematics education, addressing the following key questions: What AI tools are currently available for mathematics instruction? How can these tools support both teachers and students? What are the ethical and practical limitations of AI in this context? And how can schools implement these technologies in a way that is pedagogically sound and equitable?

Artificial intelligence, in the context of education, refers to computational systems capable of performing tasks that would typically require human intelligence — such as understanding natural language, recognizing patterns, making decisions, and generating explanations. In educational settings, AI manifests through several distinct technologies: machine learning algorithms that adapt content to individual learners, natural language processing (NLP) tools that interpret student input, and automated assessment systems that provide instant feedback.

The concept of intelligent tutoring systems (ITS) dates back to the 1970s, but modern AI has dramatically expanded their capabilities. Today's ITS can engage students in dynamic, conversational interactions, diagnose misconceptions in real time, and scaffold problem-solving in ways that mirror the one-on-one tutoring experience.

The integration of technology in mathematics education is not new — calculators, graphing software, and computer algebra systems have been classroom staples for decades. However, the emergence of generative AI, particularly following the public release of large language models (LLMs) in 2022–2023, has marked a qualitative shift in what educational technology can do.

Contemporary AI tools can not only solve equations but can explain the reasoning behind each step, generate practice problems at the appropriate difficulty level, offer alternative solution methods, and even adapt the linguistic complexity of explanations to suit different reading levels. This level of interactivity and adaptability represents a significant departure from earlier educational software, which typically offered scripted, static content.

Intelligent tutoring systems represent one of the most mature applications of AI in education. Platforms such as Carnegie Learning's MATHia use machine learning to model each student's understanding of specific mathematical concepts — including algebra, geometry, and statistics — and deliver targeted instruction accordingly. Research has consistently shown that students using ITS achieve learning gains comparable to those working with human tutors in small groups.

MATHia, for instance, tracks over 200 distinct mathematical skills and provides teachers with detailed dashboards showing each student's progress, identifying areas of difficulty, and suggesting

instructional interventions. This level of data granularity is simply not achievable with traditional whole-class instruction.

The advent of large language models such as ChatGPT (OpenAI), Gemini (Google), and Claude (Anthropic) has introduced a new category of AI tool with significant implications for mathematics education. These models can engage in extended, natural-language dialogue about mathematical topics, walking students through proofs, explaining theorems, and offering worked examples across a wide range of topics from linear equations to differential calculus.

Khan Academy's integration of GPT-4 into its Khanmigo platform illustrates how LLMs can be adapted specifically for educational purposes. Khanmigo is designed to guide students toward answers using the Socratic method rather than simply providing solutions — a pedagogical choice that encourages deeper understanding and active engagement.

Wolfram Alpha, a computational knowledge engine with deep AI integration, has been widely used in high school and university mathematics for well over a decade. Its ability to interpret natural language queries and return step-by-step solutions to algebraic, trigonometric, calculus, and statistical problems makes it a powerful reference tool. Similarly, Photomath uses computer vision to scan handwritten or printed mathematical expressions and provide instant, step-by-step solutions — a feature especially popular among secondary school students.

While these tools are highly effective for computation and verification, educators have raised concerns about their potential to replace the cognitive effort involved in mathematical problem-solving. A student who immediately turns to Photomath for every exercise misses the productive struggle that is central to developing mathematical resilience and deep understanding.

Adaptive learning platforms such as DeltaMath, Desmos, and IXL Mathematics use AI-driven algorithms to personalize practice sequences based on student performance data. These platforms continuously adjust the difficulty and type of problems presented, ensuring that students are consistently working within their zone of proximal development — neither bored by overly simple tasks nor overwhelmed by material beyond their current ability.

Desmos, in particular, has gained widespread recognition for its visually intuitive graphing tools and its collection of teacher-designed activity builders, which incorporate AI-assisted features to facilitate mathematical exploration and classroom discussion.

References

- Aleven, V., McLaughlin, E. A., Glenn, R. A., & Koedinger, K. R. (2016). Instruction based on adaptive learning technologies. In R. E. Mayer & P. A. Alexander (Eds.), *Handbook of research on learning and instruction* (2nd ed., pp. 522–560). Routledge.
- Baidoo-Anu, D., & Ansah, L. O. (2023). Education in the era of generative artificial intelligence (AI): Understanding the potential benefits of ChatGPT in promoting teaching and learning. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4337484>
- Bloom, B. S. (1984). The 2 sigma problem: The search for methods of group instruction as effective as one-to-one tutoring. *Educational Researcher*, 13(6), 4–16.
- Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign.
- Khan, S. (2023, March). How AI could save (not destroy) education. TED Conferences. https://www.ted.com/talks/sal_khan_how_ai_could_save_not_destroy_education
- Koedinger, K. R., Anderson, J. R., Hadley, W. H., & Mark, M. A. (1997). *Intelligent tutoring goes to school*. Wolfram Media.

FROM AI LITERACY TO AI CONSCIOUSNESS: BUILDING ETHICAL AND RESPONSIBLE AI USE THROUGH INTERNATIONAL eTWINNING PROJECTS

Selma ALHAN,

Borsa Istanbul Anatolian High School, Istanbul, Türkiye

Abstract

The integration of Artificial Intelligence (AI) into education has transformed learning environments and created new opportunities for students and teachers. However, the rapid adoption of AI technologies has also raised concerns regarding ethics, privacy, academic integrity, and responsible technology use. This study explores the transition from AI literacy to AI consciousness through educational practices implemented within international eTwinning projects. A qualitative case study was conducted with 24 secondary school students participating in AI-supported learning activities. Findings indicate that students developed greater awareness of misinformation, algorithmic bias, data privacy, and ethical decision-making. The study highlights the importance of combining technological competence with ethical awareness and digital citizenship.

Keywords

Artificial Intelligence, AI Ethics, Digital Consciousness, eTwinning, Digital Citizenship, Educational Technology

Introduction

Artificial Intelligence is increasingly influencing educational practices worldwide. Students now use AI tools for research, content creation, language learning, and problem solving. While these technologies provide significant advantages, they also create challenges related to misinformation, plagiarism, and responsible use. Therefore, education must move beyond teaching technical skills and focus on developing AI consciousness. The concept of AI consciousness refers to the ability to critically evaluate AI-generated content, understand ethical implications, and make responsible decisions regarding technology use.

Literature Review

UNESCO (2021) emphasizes that AI should be implemented in education according to ethical principles that promote inclusion, transparency, and human-centered learning. The European Commission (2020) highlights the importance of digital competence, critical thinking, and digital citizenship. Researchers such as Selwyn (2019) and Williamson (2017) argue that students must

understand both the opportunities and risks associated with AI technologies. Consequently, educational institutions should integrate ethical discussions and digital responsibility into technology-enhanced learning environments.

Methodology

This study employed a qualitative case study approach. Participants consisted of 24 students from grades 9 and 10 at Borsa Istanbul Anatolian High School during the 2025–2026 academic year. The students participated in international eTwinning projects related to digital transformation and artificial intelligence. Data were collected through classroom observations, student reflections, project outputs, group discussions, and teacher field notes. The implementation process lasted one semester and focused on ethical AI use and digital citizenship.

Educational Practices and Implementation

Four major activities were implemented. First, students participated in structured ethical debates discussing authorship, creativity, and AI-generated content. Second, fact-checking workshops enabled students to identify misinformation and AI hallucinations. Third, digital citizenship sessions focused on privacy, cybersecurity, and responsible online behavior. Finally, students collaboratively developed an AI Ethical Use Agreement that defined acceptable practices for classroom use of AI tools. These activities encouraged critical reflection and active participation.

Findings and Discussion

The findings revealed significant improvements in students' awareness of ethical AI use. Students became more cautious when sharing personal information online and demonstrated stronger fact-checking habits. Many participants reported that they had previously trusted AI outputs without verification but later learned to compare information with reliable sources. Students also developed a deeper understanding of academic integrity and recognized the importance of acknowledging AI assistance. The results suggest that ethical discussions and reflective activities contribute substantially to the development of digital consciousness.

Conclusion and Recommendations

The study demonstrates that AI literacy alone is insufficient for preparing students for future digital societies. Educational systems should prioritize AI consciousness, ethical awareness, and responsible technology use. Teachers should receive professional development related to AI ethics, and schools should establish clear guidelines for AI-supported learning. International initiatives such as eTwinning and Erasmus+ can provide valuable opportunities for promoting ethical technology use

across cultures. Ultimately, the goal of education should be to develop responsible digital citizens capable of using AI thoughtfully, critically, and ethically.

References

- European Commission. (2020). Digital Education Action Plan 2021–2027.
- Luckin, R. (2018). Machine Learning and Human Intelligence.
- Ribble, M. (2015). Digital Citizenship in Schools.
- Selwyn, N. (2019). Should Robots Replace Teachers?
- UNESCO. (2021). AI and Education: Guidance for Policy-makers.
- Williamson, B. (2017). Big Data in Education.

CITIZENS IN ACTION!
**INTERACTIVE TEACHING METHODS IN CIVIC CULTURE AT THE GYMNASIUM
LEVEL**

Prof. Dr. Trestianu Gabriel,
Școala Gimnazială “Regina Maria”-Vintileasca, jud. Vrancea

Abstract

This paper examines the role and potential of interactive teaching methods in Civic Culture education at the lower secondary level (grades V–VIII). Grounded in constructivist pedagogy and the principles of democratic citizenship education promoted by the Council of Europe, the study argues that civic values cannot be transmitted through passive instruction but must be actively constructed through participation, dialogue, and critical reflection. The paper presents and analyses six core interactive methods — debate, case study, role play, jigsaw, Phillips 6/6, and gallery walk — with specific applications to the Civic Culture curriculum. A comparative overview, practical lesson scenarios for each grade level, and a discussion of pedagogical benefits and challenges are also provided. The findings suggest that interactive teaching transforms the Civic Culture classroom into a genuine laboratory of democracy, equipping students with the competences, attitudes, and behaviours needed for active and responsible citizenship.

Keywords: *civic culture, interactive teaching, democracy education, active citizenship, lower secondary school, constructivism, critical thinking*

Civic Culture is, by its very nature, a subject of dialogue, participation and engagement. It cannot be effectively taught in complete silence, with students passively receiving information about democracy, rights and institutions. A student who learns about freedom of expression while listening quietly to a teacher's monologue experiences a fundamental contradiction between content and form.

Interactive teaching resolves this contradiction by placing the student at the centre of the educational process, transforming them from a passive recipient into an active civic agent. In Civic Culture, interactive methods are not a pedagogical luxury but a necessity — civic values are not memorised; they are formed through experience, debate and personal reflection.

This paper aims to analyse the main interactive methods applicable to Civic Culture at the lower secondary level, to present their advantages and challenges, and to offer concrete examples of activities that transform the classroom into a vibrant, participatory and formative civic space.

Interactive teaching is grounded in the principles of constructivist pedagogy, according to which knowledge is not transmitted but actively constructed by each learner through interaction with peers, teacher and learning situations. Vygotsky, Piaget and Dewey — pioneers of this approach — demonstrated that authentic learning occurs when the student is cognitively, emotionally and socially engaged.

In the context of Civic Culture, interactive teaching aligns with the principles of education for democratic citizenship, promoted by the Council of Europe through its framework documents on civic competences. These documents emphasise that a good citizen is not shaped by accumulating knowledge about democracy but by practising democratic values and behaviours in everyday life — including in the classroom.

The **ERR framework** (Evocation – Realisation of Meaning – Reflection), drawn from the Reading and Writing for Critical Thinking (RWCT) programme, provides an ideal structure for interactive Civic Culture lessons: students are first prompted to activate prior knowledge, then construct new learning through participatory activities, and finally reflect critically on what they have gained.

III. Interactive Methods in Civic Culture – Description and Application

The following section describes the most effective interactive methods for teaching Civic Culture at the lower secondary level, with concrete applications to topics from the national curriculum:

Comparative Overview – Interactive Methods in Civic Culture:

Interactive Method	Description and Application	Examples in Civic Culture
Debate	Students argue pro/contra on a civic topic, respecting dialogue rules	"Should voting be mandatory?", "Is collective punishment fair?"
Case Study	Analysis of a real or simulated situation with civic and moral content	Cases of discrimination, school conflicts, human rights violations
Role Play	Students take on civic roles: citizen, mayor, judge, journalist	Simulated local council meeting, school tribunal, press conference

Interactive Method	Description and Application	Examples in Civic Culture
Jigsaw (Mosaic)	Expert groups study subtopics then teach their peers	State institutions: Parliament, Government, Presidency, Judiciary
Phillips 6/6	6 groups of 6 students discuss for 6 minutes, then share conclusions	Topic: "What does it mean to be a good citizen today?"
Gallery Walk	Group products are displayed; peers evaluate them with sticky notes	Concept maps on democracy, posters on human rights

1. Debate is the method that best develops civic competences: logical argumentation, respect for others' opinions, active listening and evidence-based reasoning. In Civic Culture, debates on controversial topics — corruption, justice, migration, minority rights — foster critical thinking and civic empathy. The teacher acts as an impartial moderator, ensuring that the rules of democratic dialogue are upheld.

2. Case Study anchors abstract content in social reality. Analysing a real case of human rights violation, a corruption scandal or a community conflict requires students to apply the concepts they have studied and to make reasoned value judgements. Teachers may use newspaper articles, video reports or pedagogically constructed hypothetical situations.

3. Role Play allows students to safely experience civic roles they would not otherwise encounter. Simulating a local council meeting, a court of law or a press conference develops responsibility, empathy and an understanding of institutional mechanisms. The debrief following role play is just as important as the activity itself: What happened? Why? What would you do differently?

4. Jigsaw (Mosaic) is a cooperative technique that turns students into subject experts and, in turn, into teachers for their classmates. Each group deepens one aspect of the topic (for example, a branch of government), after which expert group members are redistributed into mixed groups and teach what they have learned. This method develops individual accountability and group solidarity.

The use of interactive methods in Civic Culture brings multiple benefits, documented both pedagogically and in classroom practice:

- **Authentic formation of civic values** – students do not memorise the definition of democracy; they practise it in class through voting, debate and collective decision-making.

- **Development of critical thinking** – students learn to evaluate information, identify manipulation and propaganda — essential competences in the digital age.
- **Increased motivation and engagement** – dynamic activities, in which every voice matters, generate a positive classroom climate and reduce absenteeism.
- **Preparation for active life** – a student who has simulated a local council meeting in Grade VII will better understand how real institutions work as an adult.
- **Valuing diversity of opinion** – the multicultural classroom becomes a resource rather than a challenge when interactive methods encourage respect for difference.

The main challenges in implementing interactive teaching are:

- **Time management** – interactive activities require more time than expository lessons; the teacher must plan rigorously and accept that the curriculum will not always be fully covered.
- **Risk of superficiality** – without a well-facilitated final reflection, activities may remain at the level of a 'game' without generating authentic learning.
- **Resistance from some students** – learners accustomed to passive instruction may be disoriented at first by participatory methods; gradual adaptation is essential.
- **Continuing professional development** – effective interactive teaching requires strong pedagogical competences and didactic courage from the teacher.

The following are concrete interactive lesson scenarios applicable to Grades V–VIII:

- **Grade V – Rules of the Group:** students create classroom rules together through voting and negotiation, then reflect: How did they feel? Was the process fair? What would they change?
- **Grade VI – Children's Rights under Threat:** case study on a bullying or school discrimination situation; students analyse which rights were violated and propose solutions.
- **Grade VII – Simulation: Youth Parliament:** role play in which students propose and debate laws on issues that affect them — school regulations, the environment, technology use.
- **Grade VIII – Fake News or Civic Truth?:** critical analysis of real and fabricated news stories on political topics; students debate criteria for identifying disinformation.

Interactive Civic Culture education is not a pedagogical trend — it is an imperative of our times. In a society where democracy is tested daily by populism, disinformation and civic apathy, the school has a duty to form citizens who are not merely informed but also engaged, critical and responsible.

Interactive methods in Civic Culture transform the classroom into a democratic laboratory: a space in which students learn to listen, argue, vote, cooperate and accept majority decisions without

abandoning their own perspective. These competences are not formed by reading about democracy but by living it — day after day, lesson after lesson, in every classroom.

A Civic Culture teacher who adopts interactive teaching does not lose authority — on the contrary, they gain the most valuable form of authority: the respect of students who have seen them listen, challenge them to think and offer them the space to be, truly, citizens in action.

BIBLIOGRAFIE

- Bocos, M.-D. (2013). *Interactive Teaching: Axiological and Methodological Landmarks*. Iasi: Polirom.
- Cerghit, I. (2006). *Teaching Methods* (4th ed.). Iasi: Polirom.
- Council of Europe (2016). *Competences for Democratic Culture: Living Together as Equals in Culturally Diverse Democratic Societies*. Strasbourg: Council of Europe Publishing.
- Crick, B. (1998). *Education for Citizenship and the Teaching of Democracy in Schools (The Crick Report)*. London: Qualifications and Curriculum Authority.
- Dewey, J. (1916). *Democracy and Education: An Introduction to the Philosophy of Education*. New York: Macmillan.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Herder and Herder.
- Ministry of National Education Romania (2017). *School Curriculum for Civic Culture, Grades V–VIII*. Bucharest: MNE.
- Paunescu, M. (2013). *Student-Centred Learning: A Guide for Teachers*. Bucharest: ISE.
- Steele, J., Meredith, K., & Temple, C. (2001). *Reading and Writing for Critical Thinking (RWCT) – A Framework for Teaching*. Cluj-Napoca: Casa Cartii de Stiinta.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

DIGITALISATION IN EARLY CHILDHOOD EDUCATION: OPPORTUNITIES AND LIMITATIONS

Teacher VASILE MARIANA,

Institution: Kindergarten with extension program No. 64, Galați

Abstract

This article examines the opportunities and risks associated with the integration of digital technology in early childhood education, arguing for a balanced and pedagogically grounded approach to digitalisation in kindergarten settings. The paper acknowledges that digital technology has become an inescapable dimension of contemporary life and that early childhood institutions can no longer remain outside this reality, while simultaneously cautioning against uncritical or excessive adoption of digital tools. Among the opportunities identified, the article highlights the capacity of interactive digital resources to stimulate curiosity and creative thinking, personalise the learning process, strengthen communication between kindergartens and families, and prepare children for participation in a digital society in alignment with European competence frameworks such as DigComp. At the same time, the article draws attention to significant risks, including sedentary behaviour and excessive screen exposure, reduced opportunities for direct social interaction, inequalities in access to technology, and the variable quality of content marketed as educational. The analysis concludes that the successful integration of digitalisation in early childhood education depends on the educator's professional competence and reflective practice, on clear institutional policies, and on sustained partnerships with families. Technology is positioned not as a replacement for authentic human connection and play-based learning, but as a complementary tool in the hands of a skilled and thoughtful practitioner.

Keywords: digitalisation, early childhood education, preschool technology integration, interactive learning, screen time, digital competence, differentiated instruction, educational partnership, DigComp, child development

We live in an era in which digital technology has permeated every aspect of daily life, including spaces designed for young children. The kindergarten, as the first formal educational institution, can no longer remain outside this reality. Early childhood educators are called upon to

respond both to the expectations of an information-based society and to the deep-rooted needs of preschool children for play, sensory exploration, and meaningful human interaction.

Digitalisation in early childhood education does not mean replacing traditional play with screen time; rather, it means harnessing digital resources as complementary tools intended to support children's cognitive, emotional, and social development. This responsible approach requires thorough preparation on the part of the educator and a careful selection of age-appropriate digital content.

Opportunities of Digitalisation in Early Childhood Education

- Stimulating Curiosity and Creative Thinking

Interactive educational applications, animated videos, and digital storytelling platforms capture the attention of children aged 4-5 and stimulate their imagination. Through tablets or interactive whiteboards, children can explore abstract concepts - colours, shapes, numbers, and sounds - in a visual and dynamic manner tailored to their individual learning styles.

- Personalising the Learning Process

Technology offers educators the ability to adapt activities to each child's individual pace. Applications with progressively increasing levels of difficulty allow children to advance at their own rate, consolidating prior learning. This represents an important step towards differentiated and inclusive education, ensuring that no child is left behind.

- Strengthening Communication with Families

Digital communication platforms between kindergartens and families - dedicated applications, secure group chats, and digital child portfolios - reinforce the educational partnership. Parents can monitor their child's progress in real time, participate in online activities, and continue at home the learning experiences initiated at kindergarten, creating a seamless educational continuum.

- Preparing Children for the Digital Society

Early and guided familiarisation with digital tools - in a safe and supervised context - contributes to the development of foundational digital competencies, which are considered essential in key European reference documents such as DigComp and the European Framework for Key Competences. Children who engage with technology responsibly from an early age develop a balanced and critical attitude towards its use.

Limitations and Risks of Digitalisation

- The Risk of Sedentary Behaviour and Excessive Screen Exposure

The World Health Organization recommends that screen time for children between the ages of 3 and 4 be limited to a maximum of one hour per day, under active supervision. Prolonged use of

digital devices can lead to sedentary behaviour, sleep disturbances, and difficulties with concentration, with negative consequences for children's physical and neuropsychological development.

- Reduced Direct Social Interaction

Free play, face-to-face interactions, and group activities are fundamental to the socio-emotional development of preschool-aged children. Over-reliance on the digital environment risks reducing the time devoted to these essential experiences, depriving children of valuable opportunities to develop empathy, cooperation skills, and emotional self-regulation.

- Inequalities in Access to Technology

Not all children benefit from equal access to technology at home, which may generate educational gaps and deepen social inequalities. The implementation of digitalisation in kindergartens must take these realities into account and strive to provide all children with a common and equitable starting point, rather than exacerbating existing disparities.

- The Quality of Digital Content

Not every application or piece of digital content labelled as 'educational' is genuinely beneficial for young children. Educators bear the responsibility of critically evaluating the digital resources they use, verifying that these resources align with the objectives of the curriculum and with the pedagogical values promoted by their institution.

Conclusions

Digitalisation in early childhood education is a reality that can neither be ignored nor adopted uncritically. The key to success lies in the balanced integration of technology into preschool activities, grounded in sound pedagogical principles and a deep understanding of child development. The educator remains the central figure in the educational process - technology is a valuable tool in the hands of a competent and reflective practitioner, not a substitute for authentic human connection.

Continuous professional development for educators, clear institutional policies, and open dialogue with families are all essential for harnessing the potential of digitalisation while safeguarding the well-being and the fundamental right to play of every child.

References

1. European Commission (2022). DigComp 2.2: The Digital Competence Framework for Citizens. Publications Office of the European Union.
2. Ministry of National Education of Romania (2019). Curriculum for Early Childhood Education. Bucharest: MEN.

3. World Health Organization (2019). Guidelines on Physical Activity, Sedentary Behaviour and Sleep for Children under 5 Years of Age. Geneva: WHO.
4. Prensky, M. (2001). Digital Natives, Digital Immigrants. *On the Horizon*, 9(5), 1-6.
5. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press.

STORYTELLING – STRATEGIES FOR MANAGING BULLYING IN PRESCHOOL CHILDREN

Early Childhood Education Teacher: Roșca Mihaela Cristina,
Extended Program Kindergarten No. 64, Galați

Abstract

This study investigates the effectiveness of educational storytelling as a preventive strategy against early manifestations of bullying and social conflict in preschool settings. Drawing on theoretical foundations from cognitive development theory, socio-emotional learning frameworks (CASEL), and Bruner's narrative approach to social experience, the research examines the extent to which systematically implemented storytelling activities can foster prosocial behaviors, empathy, and emotional self-regulation among young children. The study was conducted over ten weeks with a group of 20 preschool children aged 5–6, using observation grids, guided conversations, dramatization activities, and a pedagogical journal to monitor behavioral changes before and after the intervention. Results demonstrate significant improvements across all measured prosocial indicators, with the most notable increase recorded in bystander intervention in defense of peers (+600%), followed by the use of polite verbal expressions during conflicts (+260%) and the spontaneous invitation of isolated peers into play (+275%). The findings confirm the research hypothesis that the systematic use of educational storytelling reduces repetitive conflicts and contributes to empathy development. The study concludes that storytelling constitutes a valuable and accessible pedagogical tool for early childhood educators, offering both a model of intervention applicable in kindergarten settings and a foundation for creating safer, more inclusive classroom climates.

Keywords: *educational storytelling, preschool education, bullying prevention, socio-emotional learning, empathy development, prosocial behavior, emotional self-regulation, early childhood intervention, conflict resolution, inclusive classroom climate*

Introduction

The development of social relationships begins in early childhood, and conflicts among children may represent the first forms of relational aggressive behavior. Research on school violence indicates that patterns of dominance and exclusion can emerge as early as kindergarten, representing risk factors for later problematic behaviors (Dan Olweus, 1993).

A problem identified in educational practice is the difficulty teachers face in managing conflicts among children without resorting to directive sanctions, which do not contribute to understanding emotions or social consequences.

The persistence of aggressive behaviors at this age is largely due to limited emotional self-regulation and insufficient empathy development, characteristics specific to the preoperational stage described by cognitive development theories.

The purpose of this study is to analyze the extent to which storytelling can serve as an effective strategy for fostering positive social behaviors in preschool children.

Research objectives:

- Identifying forms of social conflict within the group;
- Designing narrative activities with socio-emotional messages;
- Evaluating their impact on children's behavior.

The research hypothesis assumes that the systematic use of educational storytelling contributes to reducing repetitive conflicts and developing empathy.

1. Theoretical framework and methodology

1.1. Early manifestations of bullying

At the preschool level, bullying does not yet have stable structural forms, but the following behaviors can be observed:

- Exclusion from play;
- Name-calling;
- Physical or verbal domination;
- Monopolization of toys.

International organizations in the field of early childhood education emphasize the importance of preventive intervention from the earliest years of educational experience (UNESCO, 2019).

Early socio-emotional education develops empathy, self-regulation, and cooperation—essential competencies for healthy relationships (CASEL, 2020).

1.2. Storytelling in early childhood education

Stories represent a natural form of learning for children, facilitating the understanding of social norms through symbolism and imaginative play. According to Bruner, narrative is the primary means through which children organize social experience (Jerome Bruner, 1996). In kindergarten, storytelling:

- Provides accessible behavioral models;
- Allows exploration of emotions through identification with characters;
- Creates safe contexts for discussing conflicts.

Educational studies indicate that thematic stories can positively influence the prosocial behavior of young children.

1.3. Research methodology

The study was conducted with a group of 20 preschool children aged 5–6 years, using the following instruments:

- Social behavior observation grid;
- Guided conversations with children;
- Storytelling and dramatization activities;
- Pedagogical journal.

Procedure: Over a period of ten weeks, storytelling-based activities were implemented. Children's behaviors were monitored before and after the intervention through:

- Reading stories about friendship and inclusion;
- Role-playing games with dolls and puppets;
- Drawing characters and discussing their emotions;
- Collaborative creation of stories about conflict resolution.

2. Research results

2.1. Reduction of repetitive conflicts

Observations indicated:

- A decrease in refusal to share toys;
- A reduction in exclusionary behaviors during play;
- An increase in spontaneous cooperation.

2.2. Development of empathy

Children demonstrated:

- The ability to identify characters' emotions;
- A tendency to comfort peers;
- Greater use of verbal expressions to resolve conflicts.

2.3. Improvement of group climate

The study found:

- An increased sense of safety;
- Greater involvement in group activities;
- More stable relationships among children.

Comparative analysis of prosocial behaviors (Pre-Intervention vs. Post-Intervention)

Behavior category	Average weekly frequency (Before storytelling)	Average weekly frequency (After 10 weeks of storytelling)	Percentage change
<i>Sharing toys/materials</i>	12 episodes	28 episodes	+133%
<i>Using polite expressions during conflicts</i>	5 episodes	18 episodes	+260%
<i>Bystander intervention in defense of a victim</i>	2 episodes	14 episodes	+600%
<i>Emotional self-regulation (without aggression)</i>	8 episodes	22 episodes	+175%
<i>Inviting isolated peers to join play</i>	4 episodes	15 episodes	+275%

The most significant increase was observed in **bystander intervention** (+600%), confirming that therapeutic storytelling provides children with models of assertive action in bullying situations. The results support the research hypothesis and confirm the role of storytelling as an effective educational tool for shaping social behavior.

General conclusions

Storytelling represents a valuable pedagogical strategy in early childhood education, facilitating the development of empathy, emotional language, and prosocial behaviors. The systematic integration of thematic stories into daily activities can contribute to preventing early manifestations of bullying and to creating a safe educational climate.

The study's contributions include:

- Highlighting the effectiveness of storytelling in the early prevention of aggressive behavior;
- Providing an intervention model applicable in kindergarten settings;
- Strengthening the teacher's role as a socio-emotional mediator.

Future directions may include:

- Longitudinal studies;
- Integration of digital storytelling;
- Involvement of parents in shared narrative activities.

Promoting storytelling in early childhood education can contribute to raising more empathetic and inclusive generations.

References

1. Bruner, J. (1996). *The Culture of Education*. Harvard University Press.
2. CASEL (2020). *Social and Emotional Learning Framework*.

3. Olweus, D. (1993). *Bullying at School: What We Know and What We Can Do*. Blackwell.
4. UNESCO (2019). *Behind the Numbers: Ending School Violence and Bullying*.

THE THEORY OF MULTIPLE INTELLIGENCES IN THE STEP BY STEP EDUCATIONAL ALTERNATIVE

Profesor învățământ primar Nacu Gianina

Școala Gimnazială Nr.17, Galați

Abstract

This article explores the theoretical and pedagogical convergence between Howard Gardner's theory of multiple intelligences and the Step by Step educational alternative as implemented in Romania. Gardner's foundational framework, which identifies eight distinct types of intelligence — linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist — challenges the classical psychometric model of intelligence and provides a pluralistic lens through which individual learning differences can be understood and valued. The Step by Step alternative, introduced in Romania in 1994 and grounded in the child-centered principles of Piaget, Vygotsky, and Dewey, offers a structural alignment with this paradigm through its organization of classroom activity around thematic centers, individualized instruction, discovery-based learning, and holistic portfolio assessment. The article maps specific correlations between Gardner's intelligence typologies and the activity centers characteristic of the Step by Step model, demonstrating that this educational alternative constitutes a purposeful environment for the cultivation of diverse intellectual profiles. The analysis concludes that the partnership between the two frameworks is not incidental but structural, rooted in a shared conviction that every child possesses unique cognitive gifts that education has the responsibility to identify and nurture.

Keywords: *multiple intelligences, Howard Gardner, Step by Step alternative, child-centered education, differentiated instruction, activity centers, holistic assessment, individualized learning, cognitive diversity*

1. Introduction

Contemporary education faces the fundamental challenge of responding to the individual needs of each student, acknowledging that ways of learning, thinking, and solving problems differ significantly from one child to another. In this context, the theory of multiple intelligences, formulated by American psychologist and educator Howard Gardner in his landmark work *Frames of Mind* (1983), provided a new conceptual framework for understanding human intelligence in its diversity.

The Step by Step educational alternative, introduced in Romania in 1994 under the auspices of the Soros Foundation and subsequently consolidated through the activities of the Step by Step Center for Education and Professional Development, fits naturally into this pluralistic paradigm. Its child-centered pedagogical philosophy, based on learning through discovery and the organization of activities around centers of interest, offers the ideal ground for harnessing the intellectual diversity described by Gardner.

2. The theory of multiple intelligences – theoretical foundations

Howard Gardner defines intelligence as the ability to solve problems or create products that are valued in one or more cultural contexts. Going beyond the classical psychometric model, he identifies eight main types of intelligence:

- **Linguistic (verbal-linguistic) intelligence** – the ability to use oral and written language effectively; typical of writers, poets, lawyers, and journalists.
- **Logical-mathematical intelligence** – the aptitude for deductive and inductive reasoning, and for working with numbers and abstract symbols; characteristic of mathematicians and scientists.
- **Spatial (visual-spatial) intelligence** – the ability to perceive and transform the visual world; present in visual artists, architects, and pilots.
- **Musical (rhythmic-harmonic) intelligence** – heightened sensitivity to sounds, rhythms, and melodies; typical of musicians and composers.
- **Bodily-kinesthetic intelligence** – the skillful use of the body in problem-solving or artistic creation; present in athletes, dancers, and surgeons.
- **Interpersonal intelligence** – the ability to understand and interact effectively with others; typical of leaders, teachers, and therapists.
- **Intrapersonal intelligence** – deep self-understanding, self-awareness, and emotional self-regulation; essential for psychologists, philosophers, and writers.
- **Naturalist intelligence** – sensitivity to the natural world and the ability to classify and recognize species; typical of biologists and ecologists.

3. The Step by Step alternative – core principles and characteristics

The Step by Step educational alternative is grounded in the principles of developmental psychology (Piaget, Vygotsky) and child-centered pedagogy (Dewey). Its defining features, which create convergence with the theory of multiple intelligences, are:

- **Organization around activity centers:** The classroom is structured into thematic centers (Reading, Writing, Mathematics, Science, Arts, Construction, Dramatic Play), each stimulating different types of intelligence.

- **Individualized instruction:** Teachers design differentiated activities adapted to the pace and learning style of each student.
- **Learning through discovery:** The child actively constructs knowledge through exploration, experimentation, and authentic problem-solving.
- **Portfolio assessment:** Student progress is documented holistically, not only through standardized tests, reflecting multiple dimensions of competence.
- **Family partnership:** Parents are active partners in the educational process, extending the cultivation of diverse intelligences into the family environment.

4. Correlations between multiple intelligences and Step by Step centers

An analysis of the activities specific to each center in the Step by Step alternative reveals a remarkable correspondence with Gardner's intelligence typologies:

The Reading and Writing Center primarily cultivates linguistic intelligence, offering children opportunities for independent reading, text creation, storytelling, and word games.

The Mathematics Center activates logical-mathematical intelligence through problem-solving, sorting, classification, and exploration of numerical patterns.

The Arts Center is the privileged space of visual-spatial and musical intelligence

The Science Center harnesses naturalist and logical-mathematical intelligence .

The Dramatic Play and Construction Center stimulates bodily-kinesthetic intelligence through role-play, dramatization, and building activities.

5. Pedagogical Benefits and Conclusions

The coherent implementation of the theory of multiple intelligences within the Step by Step alternative generates documented benefits across multiple dimensions. From a motivational perspective, studies show that students exposed to strategies based on multiple intelligences demonstrate a more sustained interest in school activities. The fact that every child finds at least one area in which they excel contributes to building a positive self-image and increasing self-esteem.

From the perspective of competence development, a plural approach to teaching content through multiple windows of intelligence facilitates deep understanding and the transfer of knowledge to new situations. Teachers trained in the Step by Step alternative, shaped by the spirit of differentiated instruction, can adapt activities to the intellectual profile of each student.

In conclusion, the theoretical partnership between multiple intelligences and the Step by Step alternative is not accidental, but structural. Both paradigms start from the same fundamental conviction: *every child is unique, every mind has its own gift, and the educator's task is to discover and nurture that gift.*

Bibliography

1. Armstrong, T. (2009). *Multiple Intelligences in the Classroom* (3rd ed.). Alexandria, VA: ASCD.
2. Chen, J.-Q., Moran, S., & Gardner, H. (Eds.). (2009). *Multiple Intelligences Around the World*. San Francisco, CA: Jossey-Bass.
3. Chiș, V. (2001). *Activitatea profesorului întră curriculum și evaluare*. Cluj-Napoca: Presa Universitară Clujeană.
4. Cristea, S. (2000). *Dicționar de pedagogie*. Chișinău–București: Grupul Editorial Litera Internațional.
5. Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books.
6. Ionescu, M., & Radu, I. (2004). *Didactica modernă* (ed. a II-a revizuită). Cluj-Napoca: Dacia.
7. Petrescu, P., & Sirinian, L. (2002). *Alternative educaționale în România*. Cluj-Napoca: Dacia.

BUILDING PEACE IN AN AGE OF GLOBAL CRISES: INTERFAITH DIALOGUE, RECOGNITION OF THE OTHER, AND EDUCATION FOR FRATERNITY

Vincenzo Radaelli,

Liceo Scientifico "Renato Caccioppoli", Naples, Italy

ABSTRACT

This paper examines peace not as a static condition but as a dynamic relational process that must be continuously constructed and renewed in the context of contemporary geopolitical crises. Drawing on the philosophical frameworks of Galtung, Kant, Levinas, Ricoeur, Taylor, and Honneth, the study argues that lasting peace requires moving beyond the paradigm of mere tolerance toward genuine mutual recognition — the acknowledgment of diversity as constitutive of shared identity. Empirical support is drawn from Allport's Contact Theory and the meta-analyses of Pettigrew and Tropp, which confirm that empathy and intergroup cooperation are essential factors in reducing social conflict. The paper then identifies education as the privileged space for translating these theoretical principles into practice, proposing concrete pedagogical strategies — including cooperative learning, digital storytelling, structured debate, peer education, Erasmus+ exchanges, and emerging technologies such as AI and augmented reality — as tools for developing peace as a learnable relational competence. Interfaith dialogue is further recognized as a symbolic and ethical resource for peacebuilding, with reference to key contemporary religious documents. The paper concludes that educating for peace means creating everyday contexts in which recognition of the other is not an abstract ideal but a lived, transformative experience, and in which diversity becomes the very foundation of coexistence.

Keywords: *peace education, mutual recognition, structural violence, positive peace, intercultural dialogue, cooperative learning, digital storytelling, interfaith dialogue, global citizenship, socio-emotional competencies*

Contemporary geopolitical crises make it increasingly evident that peace cannot be understood as a natural or stable condition of human societies, but rather as a dynamic, fragile process that must be continuously built and renewed. The war in Ukraine, the Israeli–Palestinian conflict, and the many tensions affecting the Middle East, Africa, and Asia, together with the global increase in inequalities and forced migration, show how violence continues to represent a recurring means of

managing conflicts. International data from UNHCR and SIPRI confirm this trend, highlighting the growth of displaced populations and global military expenditure, while also revealing the difficulty of international institutions in guaranteeing lasting stability and cooperation. In this context, peace cannot be reduced to the mere absence of war, since such a negative definition fails to capture the complexity of the structural causes of conflict.

Johan Galtung's perspective helps overcome this limitation by interpreting peace as the presence of social justice and the reduction of structural violence, namely those invisible yet pervasive forms of economic, cultural, and political inequality that generate exclusion and marginalization. Positive peace therefore implies the construction of relationships based on mutual recognition and the unconditional dignity of every human being. This approach has deep roots in modern and contemporary philosophy. Immanuel Kant envisioned peace as grounded in supranational legal institutions and cosmopolitan rationality, while Emmanuel Levinas shifted the focus of ethics toward the encounter with the Other, understood as an irreducible alterity that precedes every conceptual system. Paul Ricoeur further developed this perspective by interpreting identity as narrative, a progressive construction that can only be defined through relationships with others. Charles Taylor and Axel Honneth demonstrated that recognition constitutes the anthropological and political foundation of social life, showing that identity is not formed in isolation but through reciprocal interaction.

From this theoretical framework emerges a decisive consequence: the paradigm of tolerance, although historically significant, is no longer sufficient. Tolerance implies an asymmetrical relationship in which diversity is merely endured from a position of implicit superiority. Mutual recognition, by contrast, requires a deeper transformation because diversity is not simply accepted but becomes constitutive of a shared identity. In this perspective, peace is not a static equilibrium but an ongoing relational construction. Psychological and social sciences provide empirical support for this view. Gordon Allport's Contact Theory demonstrates that cooperative interaction among different groups significantly reduces stereotypes and prejudice, particularly when it occurs under conditions of equality and shared goals. Meta-analyses by Pettigrew and Tropp further confirmed this evidence, showing that empathy and intergroup cooperation are crucial factors in reducing social conflict. Peace, therefore, is not only a normative ideal but also a relational competence that can be learned, practiced, and developed.

It is precisely at the intersection of theory and practice that education assumes a decisive role. Schools are not merely places for the transmission of knowledge but spaces where identities, relationships, and models of coexistence are formed. From this perspective, cooperative learning becomes a

concrete translation of the principle of recognition, as it requires students from different backgrounds to collaborate in structured ways, assume complementary roles, and share real responsibilities

The use of digital environments such as Google Workspace and Microsoft Teams enhances this collaborative dimension, making peer interaction visible and continuous. Likewise, structured debate transforms conflict into an educational resource by enabling students to engage with complex issues such as the role of religions in global conflicts or the limits of tolerance. Collaborative digital tools such as Padlet and Miro make collective thinking transparent, negotiable, and participatory, fostering the nonviolent management of disagreement. A further level of educational transformation is represented by digital storytelling, which allows students to construct narratives of their cultural and religious identities through multimedia tools. In this process, identity is not simply represented but reinterpreted and understood as a dynamic construction. The production of digital content thus becomes both a space for self-reflection and an opportunity for recognizing others. These practices integrate effectively with peer education, in which students become mediators of their own learning processes, valuing linguistic and cultural differences as educational resources. In this way, the classroom becomes a social microcosm where diversity is not a problem to be managed but a productive condition for learning. The educational dimension expands further through Erasmus+ projects and eTwinning platforms, which enable international networks among European schools through structured virtual exchanges. In these contexts, students collaborate on podcasts, videos, and e-books dedicated to peace, human rights, and interfaith dialogue, thereby experiencing active global citizenship in practice.

Contemporary educational innovation also strengthens these processes through emerging technologies. Artificial intelligence can be used to simulate intercultural and interreligious dialogues, allowing students to explore different perspectives in controlled environments. Geopolitical simulations based on role-playing activities involving the United Nations, NGOs, and international negotiations help students understand the complexity of diplomacy and mediation. Augmented reality can reconstruct historical events and conflicts, transforming historical memory into an immersive and critical experience. At the same time, the creation of educational podcasts and digital media on peace develops advanced communication skills and strengthens critical awareness of contemporary conflicts.

All these practices can be integrated into assessment systems that evaluate not only cognitive dimensions but also socio-emotional competencies such as empathy, cooperation, and dialogue. Interfaith dialogue represents another fundamental pillar of this vision. Religions are not merely potential sources of conflict but also symbolic and ethical resources for building peace. The conciliar declaration *Nostra Aetate* marked a turning point in recognizing other religious traditions, while the

2019 Document on Human Fraternity and the encyclical *Fratelli Tutti* reaffirmed the need for universal fraternity based on mutual recognition. Contemporary Catholic teaching, through *Magnifica Humanitas*, also emphasizes the centrality of human dignity and global cooperation as essential conditions for a peaceful society. Contemporary wars ultimately demonstrate that no exclusively military solution can produce lasting peace. The conflicts in Ukraine and the Middle East reveal the need to address the cultural, symbolic, and historical roots of violence. The study of twentieth-century totalitarianisms and genocides therefore remains essential for developing critical historical memory and preventing new forms of dehumanization.

Within this broader framework, peace emerges as a comprehensive educational process that encompasses philosophy, psychology, sociology, religion, and history, while finding its privileged laboratory in the school. Educating for peace means creating contexts in which recognition of the other is not an abstract principle but a concrete, everyday, and transformative experience, where diversity becomes the very foundation of coexistence.

REFERENCES

- Allport, G. W. (1954). *The Nature of Prejudice*. Addison-Wesley.
- Arendt, H. (1951). *The Origins of Totalitarianism*. Harcourt Brace.
- Bauman, Z. (2001). *Community: Seeking Safety in an Insecure World*. Polity Press.
- Beck, U. (2006). *The Cosmopolitan Vision*. Polity Press.
- Galtung, J. (1969). *Violence, peace and peace research*. *Journal of Peace Research*, 6(3), 167–191.
- Galtung, J. (1996). *Peace by Peaceful Means*. Sage.
- Habermas, J. (1984). *The Theory of Communicative Action*. Beacon Press.
- Honneth, A. (1995). *The Struggle for Recognition*. Polity Press.
- Kant, I. (2006). *Perpetual Peace*. Laterza.
- Lederach, J. P. (2005). *The Moral Imagination*. Oxford University Press.
- Levinas, E. (1961). *Totality and Infinity*. Nijhoff.
- Pettigrew, T. F., & Tropp, L. R. (2006). *A meta-analytic test of intergroup contact theory*. *Journal of Personality and Social Psychology*, 90(5), 751–783.

Ricoeur, P. (1990). *Oneself as Another*. Seuil.

Taylor, C. (1992). *Multiculturalism and the Politics of Recognition*. Princeton University Press.

UNHCR. (2024). *Global Trends: Forced Displacement*. United Nations.

SIPRI. (2025). *SIPRI Yearbook 2025*. Oxford University Press.

Pope Francis (2020). *Fratelli Tutti*. Libreria Editrice Vaticana.

Pope Francis & Ahmed Al-Tayyeb. (2019). *Document on Human Fraternity*. Abu Dhabi.

Second Vatican Council. (1965). *Nostra Aetate*.

Pope Leo XIV. (2026). *Magnifica Humanitas*. Libreria Editrice Vaticana.

EMOTIONAL INTELLIGENCE IN STUDENTS AND TEACHERS: FOUNDATIONS, IMPACT, AND EDUCATIONAL IMPLICATIONS

Prof. Ramona Mînjineanu,
Liceul de Turism și Alimentație "Dumitru Moțoc", Galați, România

Abstract

Emotional intelligence (EI) has emerged as a pivotal construct in understanding academic achievement, social competence, and overall well-being within educational settings. This article examines the theoretical foundations of emotional intelligence according to Mayer, Salovey, and Caruso (2004) and Goleman (1995), and analyzes its significance for both students and teachers. Research consistently demonstrates that individuals with higher EI exhibit superior conflict resolution skills, more adaptive coping strategies, and stronger interpersonal relationships. In the classroom context, teacher emotional intelligence directly influences instructional quality, student motivation, and the overall psychosocial climate of learning environments. Similarly, students who develop EI competencies demonstrate enhanced resilience, academic persistence, and cooperative behavior. The article proposes evidence-based recommendations for integrating social-emotional learning (SEL) programs into mainstream education, emphasizing the transformative potential of EI training for the entire school community.

Keywords: *emotional intelligence, social-emotional learning, teacher competencies, student well-being, educational psychology*

1. Introduction

The concept of emotional intelligence was formally introduced into academic discourse by Salovey and Mayer (1990), who defined it as the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. Since its conceptual inception, EI has attracted extensive scholarly attention, particularly within educational research, due to its demonstrated associations with academic success, prosocial behavior, and mental health outcomes (Bracket, Rivers & Salovey, 2011).

Contemporary educational systems face unprecedented demands, including increasing student diversity, growing mental health challenges, and the imperative to cultivate 21st-century competencies beyond traditional academic skills. In this context, emotional intelligence has been

recognized not merely as a desirable personal attribute, but as a teachable and developable set of skills with profound implications for educational practice. Research by Zins et al. (2004) firmly established the connection between social-emotional competence and academic achievement, challenging purely cognitive models of educational success.

2. Theoretical Framework: Models of Emotional Intelligence

Three principal models of emotional intelligence dominate contemporary literature. The ability model, developed by Mayer, Salovey, and Caruso (2004), conceptualizes EI as a set of interrelated mental abilities encompassing the accurate perception of emotions, the use of emotions to facilitate thought, understanding emotional language, and managing emotions effectively. This model treats EI as a form of intelligence measurable through performance-based assessments.

The mixed model proposed by Goleman (1995) extends beyond cognitive abilities to incorporate personality traits and behavioral competencies including self-awareness, self-regulation, motivation, empathy, and social skills. While criticized for conceptual heterogeneity, Goleman's framework has achieved widespread adoption in organizational and educational applications due to its practical accessibility. The trait model advanced by Petrides and Furnham (2001) regards EI as a constellation of emotional self-perceptions situated at the lower levels of personality hierarchies, assessed through self-report measures.

3. Emotional Intelligence in Students

Longitudinal research consistently demonstrates robust relationships between student EI and academic performance. Bracket and Mayer (2003) found that students with higher EI scores reported fewer negative relationships with peers, fewer tobacco and alcohol use experiences, and higher academic grade point averages. Subsequent meta-analyses have confirmed that EI accounts for approximately 5–7% of variance in academic performance beyond general cognitive ability (Van der Zee, Thijs & Schakel, 2002), underscoring its independent contribution to scholastic outcomes.

Student emotional intelligence also plays a critical role in psychosocial adjustment. Adolescents demonstrating higher EI exhibit significantly lower rates of anxiety, depression, and somatic complaints (Extremera & Fernández-Berrocal, 2006). Furthermore, EI moderates the impact of stressful life events on psychological well-being, functioning as a protective buffer during periods of developmental transition. In multicultural classrooms, EI facilitates intercultural sensitivity and reduces prejudicial attitudes, contributing to more inclusive and harmonious educational environments (Petrides, Frederickson & Furnham, 2004).

4. Emotional Intelligence in Teachers

Teacher emotional intelligence constitutes a critical determinant of instructional effectiveness and classroom climate. Educators with higher EI demonstrate superior capacity for empathic attunement to student emotional states, enabling more responsive and differentiated instructional approaches (Hargreaves, 1998). They exhibit greater resilience in managing occupational stress and burnout, sustaining professional motivation across the demanding cycle of the academic year. Brackett et al. (2012) demonstrated that teachers trained in emotional intelligence-based programs created more supportive classroom environments, resulting in measurably improved student engagement and reduced disciplinary incidents.

Teacher-student relationships are fundamentally mediated by the emotional competencies of the educator. High-EI teachers establish warmer, more secure relational bonds with students, which in turn predict greater academic motivation, classroom participation, and emotional safety. These relational qualities are particularly salient for at-risk students and those from disadvantaged socioeconomic backgrounds, for whom a supportive teacher relationship may represent a crucial protective factor against academic disengagement (Jennings & Greenberg, 2009).

5. Social-Emotional Learning: Bridging Theory and Practice

Social-Emotional Learning (SEL) programs represent the primary institutional vehicle for cultivating emotional intelligence within school communities. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five core competencies as fundamental to SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2013). Meta-analytic evidence synthesizing outcomes from 213 universal school-based SEL programs demonstrated average improvements of 11 percentile points in academic achievement, alongside significant reductions in conduct problems and emotional distress (Durlak et al., 2011).

Effective SEL implementation requires systemic commitment encompassing teacher professional development, administrative leadership, and family engagement. Isolated classroom interventions, while beneficial, yield substantially smaller effect sizes than comprehensive, school-wide approaches that embed SEL principles across all subject disciplines and institutional practices (Greenberg et al., 2003). The integration of EI principles into teacher pre-service and in-service training represents a particularly promising avenue for sustainable educational improvement.

6. Conclusions and Recommendations

The evidence reviewed in this article affirms the central role of emotional intelligence in educational quality and student development. EI constitutes a malleable, developable competency amenable to targeted intervention at both individual and systemic levels. Educational policy should prioritize the integration of evidence-based SEL curricula across all grade levels, while ensuring that teacher training programs provide robust preparation in emotional competencies and reflective practice. Future research should continue to examine cultural variations in EI expression and the differential effectiveness of EI interventions across diverse student populations, with particular attention to longitudinal outcomes extending beyond immediate academic performance indicators.

References

- Brackett, M. A., & Mayer, J. D. (2003). Convergent, discriminant, and incremental validity of competing measures of emotional intelligence. *Personality and Social Psychology Bulletin*, 29(9), 1147–1158.
- Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass*, 5(1), 88–103.
- Brackett, M. A., Reyes, M. R., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2012). Assessing teachers' beliefs about social and emotional learning. *Journal of Psychoeducational Assessment*, 30(3), 219–236.
- CASEL (Collaborative for Academic, Social, and Emotional Learning). (2013). *CASEL guide: Effective social and emotional learning programs — Preschool and elementary school edition*. Author.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432.
- Extremera, N., & Fernández-Berrocal, P. (2006). Emotional intelligence as predictor of mental, social, and physical health in university students. *The Spanish Journal of Psychology*, 9(1), 45–51.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.

- Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58(6–7), 466–474.
- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, 14(8), 835–854.
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social-emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), 197–215.
- Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15(6), 425–448.
- Petrides, K. V., Frederickson, N., & Furnham, A. (2004). The role of trait emotional intelligence in academic performance and deviant behavior at school. *Personality and Individual Differences*, 36(2), 277–293.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.
- Van der Zee, K., Thijs, M., & Schakel, L. (2002). The relationship of emotional intelligence with academic intelligence and the Big Five. *European Journal of Personality*, 16(2), 103–125.
- Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?* Teachers College Press.

**PROJECT-BASED LEARNING AND DIGITALIZATION – MODERN TEACHING
STRATEGIES FOR THE MARKETING POLICIES DISCIPLINE**

**Prof. ONOSE Cătălina,
Liceul de Turism și Alimentație „Dumitru Moțoc” Galați**

Abstract

This article examines the integration of modern active-participatory methods and digital tools in the teaching of technological disciplines, with a particular focus on the Marketing Policies subject. The paper begins by defining the key characteristics of active-participatory methods — student-centeredness, experiential learning, collaboration, and the development of practical and critical thinking competencies — and presents five major strategies applicable to technological education: project-based learning, case study analysis, brainstorming, collaborative learning, and the flipped classroom model. The article then explores how digitalization enhances the implementation of these methods through online educational platforms, collaborative applications, virtual simulators, and interactive multimedia resources. As a concrete illustration, a detailed project-based learning activity is presented for 11th–12th grade students, in which teams design a digital marketing campaign for a new product launch using tools such as Canva, Google Forms, Google Sheets, and collaborative platforms. The activity covers all four marketing policy areas — product, price, distribution, and promotion — and culminates in a structured digital presentation evaluated against clearly defined criteria. The article concludes that the integration of project-based learning with digital tools transforms students from passive recipients of information into active creators of knowledge, while simultaneously developing the digital and entrepreneurial competencies demanded by the modern labor market.

Keywords: *active-participatory methods, project-based learning, digitalization, marketing policies, technological education, digital tools, flipped classroom, collaborative learning, digital marketing campaign, 21st century competencies*

The technological transformations of contemporary society have brought about significant changes in the field of education as well. Within technology-based subjects, the emphasis is shifting increasingly from the passive transmission of information towards the active involvement of students in the learning process. In this way, modern active-participatory methods contribute to the development of practical competencies, critical thinking, creativity, and problem-solving skills. The

integration of digital technologies into the instructional-educational process offers new opportunities for applying these methods, increasing student motivation and learning effectiveness.

Active-participatory methods represent the ensemble of didactic strategies that directly involve students in the process of constructing knowledge, stimulating collaboration, communication, and experiential learning.

Their main characteristics are: student-centeredness; active participation in the learning process; development of practical and social competencies; encouragement of creativity and initiative; use of real-life learning situations. Within technology-based subjects, these methods enable the connection between theoretical knowledge and practical applicability.

The modern active-participatory methods used in teaching technology subjects may include: **Project-based learning**, which involves the completion of individual or group projects that solve a concrete problem or develop a technological product. Its benefits are: development of professional competencies; stimulation of teamwork; development of learning autonomy; integration of knowledge from multiple fields.

Case study, through which students analyse real situations encountered in the technological field and propose reasoned solutions. The advantages of using it are: development of critical thinking; formation of decision-making capacity; bringing the learning process closer to professional reality.

Brainstorming, which stimulates the rapid generation of ideas and the identification of innovative solutions to technical problems. The benefits of its use are: development of creativity; increased confidence in expressing opinions; stimulation of all students' participation.

Collaborative learning, when students work in teams to solve common tasks. The advantages of using it are: development of communication competencies; formation of team spirit; increased accountability of participants.

The flipped classroom, through which theoretical content is studied at home via digital materials, while classroom time is used for practical activities and applications. This method is particularly effective in technology subjects because it maximises the time dedicated to practical activities.

The digitalisation of education offers modern tools that facilitate active learning: online educational platforms; collaborative applications; simulators and virtual laboratories; digital assessment tools; interactive multimedia resources. Through their use, students become active participants in the learning process and develop the digital competencies required in the labour market. The modern active-participatory methods used in teaching technology subjects serve to directly involve students in the learning process, developing practical competencies, critical thinking, creativity, and problem-solving skills.

In teaching technology subjects, assessment must be continuous, objective, and competency-oriented. The use of modern assessment methods — such as the portfolio, project, investigation, and self-assessment — allows for the evaluation of both theoretical knowledge and the practical skills necessary for students' integration into the professional environment. For the subject of Marketing Policies, the project-based learning method grounded in digitalisation can be used, adapting the theme to the specifics of marketing. Below is an example.

Project theme — *"Developing a digital marketing campaign for the launch of a new product"*

Class — Years XI–XII, technological education

Targeted competencies

- Analysing the market and identifying the target audience;
- Developing product, price, distribution, and promotion policies;
- Using digital tools for promotion;
- Developing teamwork and communication skills.

Digital resources

- Canva for creating promotional materials;
- Google Forms for market research;
- Google Sheets for data analysis;
- PowerPoint or Canva Presentation for the final presentation;
- Collaboration platforms (Google Classroom, Microsoft Teams).

Activity development

Stage 1 – Product and target market identification Students are divided into teams and choose a product they wish to launch on the market (for example, a natural energy drink, an eco-friendly gadget, or an innovative food product). Each team establishes: the product's characteristics; the target consumer segment; the needs the product meets.

Stage 2 – Digital market research Students create a questionnaire in Google Forms and distribute it online to collect information about consumer preferences. The data is centralised and interpreted using Google Sheets.

Stage 3 – Development of marketing policies Based on the information gathered, the teams establish: product policy (characteristics; design; packaging; brand), pricing policy (pricing strategy; comparison with competing products), distribution policy (physical stores; e-commerce; online platforms), and promotion policy (social media campaign; digital posters; online advertising).

Stage 4 – Creation of digital materials Using Canva, students create: the product logo; advertising posters; posts for Facebook and Instagram; promotional presentations.

Stage 5 – Project presentation Each group presents the marketing campaign to the class using digital materials and argues the decisions adopted.

Assessment

The teacher uses an assessment rubric that tracks:

Criterion	Weighting
Correctness in applying marketing policies	30%
Creativity of proposed solutions	20%
Quality of digital materials	20%
Analysis of collected data	15%
Presentation and argumentation of the project	15%

The benefits of using digitalisation are: it increases student interest and engagement; it develops digital and entrepreneurial competencies; it facilitates experiential learning; it brings teaching activities closer to real practices used in modern marketing; it develops competencies required in the labour market.

The integration of digitalisation through the use of modern platforms and educational applications facilitates the application of these methods and responds to the requirements of a knowledge-based society. The example presented demonstrates that project-based learning, supported by digital tools, can transform the student from a mere receiver of information into an active creator of knowledge and technological solutions.

Bibliography

1. Cerghit, Ioan (2006), *Metode de învățământ*, 4th revised and expanded edition, Polirom Publishing House, Iași.
2. Cucoș, Constantin (2014), *Pedagogie*, 3rd revised and expanded edition, Polirom Publishing House, Iași.
3. Ionescu, Miron; Radu, Ioan (coord.) (2001), *Didactica modernă*, Dacia Publishing House, Cluj-Napoca.
4. Ministry of Education (2021), *Repere pentru proiectarea, actualizarea și evaluarea Curriculumului Național. Cadrul de referință al curriculumului național*, Bucharest.
5. Oprea, Crenguța-Lăcrămioara (2022), *Strategii didactice interactive*, Didactic and Pedagogical Publishing House, Bucharest.

DIGITAL EDUCATIONAL PLATFORMS IN HIGH SCHOOL MATHEMATICS: ENHANCING TEACHING AND LEARNING THROUGH TECHNOLOGY

Prof. Olaru Andreea,
Liceul cu Program Sportiv, Bacău

Abstract

The rapid development of digital technologies has significantly transformed educational practices worldwide. In mathematics education, digital educational platforms provide innovative opportunities for teaching, learning, assessment, and student engagement. These platforms support interactive learning environments, facilitate personalized instruction, and encourage the development of mathematical competencies necessary for the twenty-first century. The integration of educational platforms into high school mathematics lessons enables teachers to present complex concepts through visual representations, simulations, and collaborative activities. This paper examines the role of digital educational platforms in mathematics instruction, highlights their educational benefits, discusses common applications, and analyzes their impact on student achievement and motivation.

Keywords: *digital learning, educational platforms, mathematics education, technology integration, high school education, e-learning.*

Digital transformation has become one of the defining characteristics of modern education. Schools increasingly rely on technological tools to improve teaching effectiveness and support student learning. Mathematics, often perceived as a challenging subject, can particularly benefit from the use of digital educational platforms that provide interactive and visual learning experiences.

Educational platforms offer a wide range of resources, including instructional materials, virtual classrooms, assessment tools, simulations, and collaborative environments. Their integration into high school mathematics classrooms has become increasingly important, especially following the expansion of online and blended learning models.

The effective use of these platforms helps students develop mathematical understanding while improving digital literacy, critical thinking, and problem-solving skills.

Educational platforms serve as digital environments where teachers and students interact, access learning materials, complete assignments, and monitor progress. In mathematics education, these platforms facilitate the visualization of abstract concepts, immediate feedback, and individualized learning pathways.

Technology-enhanced mathematics instruction allows students to explore mathematical ideas dynamically rather than relying solely on traditional lectures and textbook exercises. As a result, learning becomes more engaging, interactive, and student-centered.

Educational platforms also support differentiated instruction by allowing teachers to adapt content according to students' needs, abilities, and learning pace.

Common Educational Platforms Used in High School Mathematics

Several digital platforms have become valuable tools in mathematics education.

Google Classroom

Google Classroom provides a centralized environment for organizing lessons, distributing assignments, sharing resources, and communicating with students. Mathematics teachers can upload worksheets, instructional videos, quizzes, and supplementary materials while tracking student participation and performance.

GeoGebra

GeoGebra is one of the most widely used platforms in mathematics education. It combines geometry, algebra, graphing, statistics, and calculus in a dynamic learning environment. Students can manipulate graphs, explore functions, investigate geometric constructions, and visualize mathematical relationships in real time.

GeoGebra is particularly effective for teaching topics such as:

- functions and graphs;
- trigonometry;
- analytic geometry;
- calculus concepts;
- probability and statistics.

Desmos

Desmos is an advanced graphing platform that enables students to explore mathematical models through interactive graphing activities. It helps learners visualize equations, transformations, and relationships between variables.

Teachers frequently use Desmos to create engaging classroom activities that promote mathematical reasoning and conceptual understanding.

Kahoot! and Quizizz

Gamified learning platforms such as Kahoot! and Quizizz increase student motivation through interactive quizzes and competitions. These tools can be used for reviewing concepts, formative assessment, and reinforcing mathematical knowledge in an enjoyable way.

The immediate feedback provided by these platforms helps both teachers and students identify misconceptions and learning gaps.

Microsoft Teams

Microsoft Teams supports online and blended learning by integrating communication, file sharing, assignments, and virtual meetings. Mathematics teachers can conduct live lessons, collaborate with students, and provide individualized support through digital channels.

Benefits of Integrating Educational Platforms into Mathematics Lessons

The integration of digital platforms offers numerous educational advantages.

Increased Student Engagement

Interactive activities, animations, simulations, and gamified assessments capture students' attention and make learning more enjoyable. Visual representations help students understand abstract mathematical concepts more effectively.

Personalized Learning

Educational platforms allow students to learn at their own pace. Teachers can assign differentiated tasks and provide additional support to students who encounter difficulties while offering enrichment activities to advanced learners.

Immediate Feedback

Many digital platforms provide instant feedback on exercises and assessments. This allows students to identify and correct mistakes quickly, promoting self-regulated learning and continuous improvement.

Enhanced Collaboration

Online platforms encourage communication and collaboration among students through shared documents, discussion forums, and group projects. Collaborative learning contributes to deeper understanding and the development of social skills.

Improved Assessment and Monitoring

Teachers can easily monitor student progress, analyze performance data, and adapt instructional strategies based on learning outcomes. Digital assessment tools facilitate both formative and summative evaluation.

Challenges and Limitations

Despite their numerous benefits, educational platforms also present certain challenges. One major concern is unequal access to technology and internet connectivity. Students from disadvantaged backgrounds may face difficulties participating fully in digital learning activities.

Another challenge involves teacher training. Effective integration of educational technology requires educators to develop digital competencies and pedagogical strategies appropriate for technology-enhanced learning environments.

Additionally, excessive reliance on digital tools may reduce opportunities for direct social interaction if not balanced with traditional classroom activities.

Therefore, technology should complement rather than replace effective teaching practices.

Educational platforms have become essential components of contemporary mathematics education. Their integration into high school mathematics lessons enhances student engagement, supports personalized learning, facilitates assessment, and promotes deeper conceptual understanding.

Platforms such as Google Classroom, GeoGebra, Desmos, Kahoot!, Quizizz, and Microsoft Teams provide valuable opportunities for creating interactive and meaningful learning experiences. While challenges related to accessibility and teacher preparation remain, the educational benefits of these technologies are substantial.

As digital transformation continues to influence education, the thoughtful integration of educational platforms will play an increasingly important role in preparing students for academic success and lifelong learning in a technology-driven world.

Bibliography

1. Drijvers, P. (2015). *Digital Technology in Mathematics Education: Why It Works (or Doesn't)*. Springer.
2. Hohenwarter, M., & Jones, K. (2007). "Ways of Linking Geometry and Algebra: The Case of GeoGebra." *Proceedings of the British Society for Research into Learning Mathematics*, 27(3), 126–131.
3. Borba, M. C., & Llinares, S. (2012). *Online Mathematics Education and Technology*. Springer.
4. Bates, A. W. (2019). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*. BCcampus.
5. Ministry of Education. *Digital Education Strategy and Curriculum Guidelines*.
6. Desmos. (2025). *Teacher Resources and Classroom Activities*.
7. GeoGebra Team. (2025). *GeoGebra Manual and Educational Resources*.
8. Mishra, P., & Koehler, M. J. (2006). "Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge." *Teachers College Record*, 108(6), 1017–1054.

-

FROM COMPETENCIES TO CONSCIOUSNESS – THE PATH TOWARD A COMPLETE EDUCATION

Primary School Teacher Dogaru Nicuța Aura,
CNI Matei Basarab, Rm. Vâlcea

ABSTRACT

This paper examines the relationship between competency development and the formation of moral consciousness as complementary and inseparable dimensions of a complete education. While modern educational systems have made significant progress in developing cognitive, digital, social, and entrepreneurial competencies, the author argues that competencies alone are insufficient without the ethical orientation provided by consciousness. Drawing on examples from professional, digital, and civic life, the paper demonstrates that the same competencies can serve either constructive or harmful ends depending on the moral framework of the individual who applies them. The school is identified as a key institution for bridging this gap, through practices such as volunteering, community projects, democratic citizenship education, and responsible digital literacy. The paper concludes that the transition "from competencies to consciousness" is one of the defining challenges of twenty-first century education, and that authentic human development requires not only skilled professionals but engaged, ethically grounded, and socially responsible citizens.

Keywords: *competencies, consciousness, moral education, civic responsibility, critical thinking, democratic citizenship, digital literacy, ethical values, sustainable development, twenty-first century education*

In the contemporary world, characterized by accelerated technological development, rapid access to information, and constant social change, competencies have become essential for individual integration and success. Modern educational systems pursue the development of competencies necessary for personal and professional life, placing emphasis on critical thinking, communication, creativity, collaboration, and the use of technology. Nevertheless, the mere acquisition of competencies does not guarantee their responsible use. A person may be very well prepared professionally and yet make decisions that negatively affect the community or the environment. For this reason, education must go beyond the level of competencies and contribute to the formation of moral, civic, and social consciousness. The transition from competencies to consciousness thus represents a fundamental process for the development of a responsible and engaged citizen.

Competency can be defined as a person's ability to effectively use acquired knowledge, skills, and attitudes in order to solve problems and cope with real-life situations. Unlike the simple accumulation of information, competency implies the practical application of what has been learned.

At present, education promotes a wide range of competencies. Cognitive competencies develop the capacity for analysis, interpretation, and problem-solving. Digital competencies enable the responsible and efficient use of modern technologies. Social and civic competencies foster collaboration, communication, and active participation in community life. Entrepreneurial competencies, in turn, stimulate initiative, creativity, and the capacity to adapt to change. These competencies contribute to the personal and professional development of the individual and represent necessary tools for integration into a knowledge-based society. However, they are insufficient in the absence of a moral orientation to guide the way in which they are used.

Consciousness represents the human capacity to reflect upon one's own thoughts, actions, and decisions, evaluating them from the perspective of moral values. It is the inner voice that helps us distinguish between what is right and what is wrong, and that leads us to assume responsibility for the consequences of our actions.

Consciousness develops gradually, through life experiences, education, and social interactions. The family, the school, and the community play an essential role in its development. Through examples, dialogue, and reflection, young people learn to show respect for others, to be empathetic, and to make decisions grounded in ethical principles. In a democratic society, consciousness encompasses not only the individual moral dimension but also responsibility toward the community, the environment, and future generations. It transforms the individual from a mere executor into a person capable of acting responsibly and contributing to the common good.

History and contemporary reality offer numerous examples demonstrating that the development of competencies without the development of consciousness can have negative effects. A person may possess advanced knowledge in the field of computer science and use those competencies to create programs that benefit society, but may equally use them for cybercrime or the manipulation of information.

Likewise, communication competencies can be used to educate and inform the public, but also to spread disinformation. In the economic sphere, managerial competencies can contribute to the development of an organization and the creation of jobs; however, in the absence of an ethical consciousness, they can be used exclusively to maximize profit, without respect for employees' rights or environmental protection standards. These examples show that the value of competencies depends on the purpose for which they are used. It is consciousness that provides the moral direction necessary for the responsible use of knowledge and skills.

Modern education has the mission of forming not only competent individuals but also responsible citizens. In this regard, the school must provide learning contexts that stimulate moral reflection, critical thinking, and the assumption of responsibility.

Volunteering activities, community projects, debates, education for democratic citizenship, and education for sustainable development are examples of practices that contribute to the development of consciousness. Through participation in such activities, students understand the impact of their actions on others and learn to make decisions grounded in respect, solidarity, and responsibility. In the digital age, education also has the role of forming responsible digital citizens. The use of technology entails respect for ethical norms, protection of personal data, verification of information, and combating hate speech. Thus, digital competencies must be accompanied by digital consciousness in order to contribute to building a safe and equitable online environment.

Contemporary society faces numerous global challenges, including climate change, social inequalities, international conflicts, and the impact of technology on daily life. To address these challenges, it is not enough for people to possess technical or professional competencies. It is necessary for them to be capable of understanding the ethical and social implications of their decisions. Consciousness helps individuals look beyond personal interest and understand the connection between their own actions and the well-being of the community. It stimulates civic engagement, respect for diversity, and the desire to contribute to the development of a more just and sustainable society.

In this context, the educational ideal of the twenty-first century is not merely the formation of a competent specialist, but of a person capable of using their competencies in an ethical, responsible, and solidary manner. The transition from competencies to consciousness represents one of the most important challenges of contemporary education. Competencies provide the tools necessary for effective action, while consciousness provides the moral criteria that guide their use. Authentic education is not limited to the transmission of information and the development of skills, but aims at forming persons capable of thinking critically, acting responsibly, and contributing actively to the good of society.

In a world in constant change, success must be measured not only by professional or technological performance, but also by people's capacity to use their acquired knowledge and competencies in the service of fundamental human values. Only when competencies are completed by consciousness can we speak of the harmonious development of the individual and of the authentic progress of society.

References:

1. Noddings, N. — *Educating Moral People: A Caring Alternative to Character Education*, Teachers College Press, New York, 2002.
2. Freire, P. — *Pedagogy of the Oppressed*, Continuum Publishing, New York, 2000.
3. Winnicott, D.W. — *The Child, the Family, and the Outside World*, Penguin Books, London, 1991.

STIMULAREA ELEVILOR CU CES ÎN CADRUL ORELOR DE LIMBA ENGLEZĂ

Prof. Munteanu Nicoleta Dana,
Școala Gimnazială „Sfântul Ierarh Nicolae”, Vlădești, județul Galați

Abstract

This article examines the role of interactive and digital activities in supporting the inclusion of students with special educational needs (SEN) in the English language classroom. Grounded in the principles of inclusive education and drawing on current assistive technologies, the paper argues that differentiation and personalisation of instruction represent the most effective pedagogical response to the diverse learning profiles present in mixed-ability classrooms. The article provides a structured overview of digital inclusion strategies adapted to specific categories of SEN, including visual impairments, hearing impairments, speech difficulties, and learning and developmental disorders, highlighting tools such as ChromeVox, Microsoft Immersive Reader, Flipgrid, and Office 365 accessibility features. The discussion emphasises that digital tools, when thoughtfully selected and implemented, can significantly reduce barriers to participation, improve communication, and foster cognitive development in students with SEN. The article concludes that meaningful academic progress for these students depends not only on the teacher's methodological creativity and professional commitment, but also on the support of the family and of society as a whole.

Keywords: *inclusive education, special educational needs, digital inclusion, assistive technology, English language teaching, differentiated instruction, accessibility tools, Microsoft Immersive Reader, interactive activities, student-centred learning*

Inclusive education represents an essential pillar of the modern educational system, aiming to ensure equal access to education for all students, including those with special educational needs (SEN). Students with SEN require adapted didactic strategies that take into account their cognitive, emotional, and social particularities. Interactive and non-formal activities constitute effective methods for stimulating learning, developing autonomy, and increasing motivation. This article aims to provide a brief overview of activities targeting the digital inclusion of students with special needs during English language lessons and to demonstrate the benefits of using these activities in the classroom.

In the context of a class of students, the modern foreign language teacher is confronted with a major dilemma — perhaps more so than teachers of other subjects. They must consider in advance what a student with SEN can assimilate in a language other than their mother tongue, given that such a student may sometimes have significant difficulties understanding and acquiring even basic notions in their native language. The only option in this case is differentiation and/or personalisation, and teachers have the possibility of designing individualised educational plans that should contain a number of activities and learning strategies appropriate for each student with special educational needs.

Special Educational Needs — Conceptual Clarifications

Special educational needs refer to the educational requirements of students who present learning difficulties, physical, sensory, or intellectual disabilities, behavioural or language disorders. The educational approach to these students involves the individualisation of learning and the use of flexible, student-centred methods. Interactive activities involve the active engagement of students in the learning process, stimulating critical thinking, cooperation, and free expression. For students with SEN, these activities contribute to reducing anxiety, improving communication, and consolidating cognitive acquisitions. Examples of interactive activities include didactic games, discovery-based learning, the use of adapted digital technologies, and work in pairs or small groups. With regard specifically to the digital inclusion of children with SEN, this means, on the one hand, supporting the facilitation of communication through digital applications, and on the other hand, supporting their inclusion in the digital society by using accessibility features on existing devices or new assistive technologies (for example, the voice-to-text transcription function allows people with visual impairments and people with reading difficulties to access information and texts). In this way, the participation of all children in the educational process becomes possible, while simultaneously creating new opportunities for inclusion.

For students with visual impairments: today, many devices and operating systems, such as Chrome, come with audiovisual assistance, featuring a built-in screen reader called ChromeVox, which reads content aloud for users of the Google Chrome browser. Devices with Chrome operating systems also have features that facilitate reading content from the screen, such as screen magnifiers and high-contrast mode. Teachers can also connect or pair a Bluetooth Braille keyboard if students require Braille assistance. Popular cloud-based applications such as the G Suite for Education package and Microsoft Office 365 also include a dictation feature, allowing students to write using their voice.

For children with hearing impairments: there are currently wireless devices that transmit sounds directly to a hearing aid — to communicate clearly with students who have hearing loss, even in a

noisy classroom. For teachers who use video technology in the classroom, there are educational applications such as Flipgrid with captioning features, as well as videoconferencing tools such as Microsoft Teams, which come with real-time subtitles.

For students with speech impairments: speech-to-text software and word prediction tools can help students with speech impairments communicate with their teachers and peers. For example, Office 365 applications include features such as Dictate, with built-in artificial intelligence, which allow students to speak into a microphone and convert their speech into text on the computer.

For students with learning, cognitive, and developmental difficulties: in addition to creating virtual reality (VR) experiences for students with autism, tools such as memory aids, audiobooks, and text-to-speech systems are particularly useful for students who need assistance with learning, attention, and organisation. One special tool is Microsoft Immersive Reader, which was specifically designed to support students with dyslexia and dysgraphia. With Microsoft Immersive Reader, students can opt for text to be read aloud and divided into syllables — even in other languages. Microsoft's Tell Me feature allows students to access commands within Office 365 applications without having to remember them. There are also downloadable fonts, such as OpenDyslexic, which can improve readability and reading speed for students with dyslexia. In addition, there are handy smart tools such as the Livescribe Echo Smartpen, which functions as an all-in-one device, with a built-in microphone, speaker, and storage device.

The list of methods and techniques is very extensive and can be used and enriched according to our imagination and creativity as English language teachers and according to the level of the class being taught. In conclusion, we can affirm that academic progress is achieved gradually through the enormous effort and work invested by both the teacher and the student. The learning capacity of students with SEN, the family environment, and the support of society in general have a very significant influence on the attainment of genuine academic progress.

Stimulating students with SEN through interactive and non-formal activities represents an effective strategy for ensuring inclusive and quality education. By applying varied and adapted methods, educators can contribute significantly to the harmonious development of these students.

Bibliographic References

1. Cucoş, C. (2008). *Pedagogie*. Iaşi: Polirom.
2. Vraşmaş, E. (2015). *Educația incluzivă*. Bucureşti: Aramis.
3. Gherguţ, A. (2011). *Psihopedagogia persoanelor cu cerințe educaționale speciale*. Iaşi: Polirom.
4. UNESCO (2017). *A Guide for Ensuring Inclusion and Equity in Education*

APPLYING CREATIVE METHODS IN SCHOOL COUNSELLING ACTIVITIES IN KINDERGARTEN

**Cons. școlar Lupușor Roxana Monica,
C.J.R.A.E. Galați-Grădinița cu Program Prolungit nr. 9, Galați**

Abstract

This article examines the integration of creative methods in school counselling activities at the preschool level, arguing that such methods represent privileged instruments for emotional expression and socio-emotional development in early childhood. The paper is grounded in a theoretical-applied framework drawing on constructivist perspectives — particularly Piaget's theory of cognitive construction through environmental interaction and Vygotsky's emphasis on social interaction and language in the development of higher psychological functions — as well as on Geldard and Geldard's definition of school counselling as a process of personal, social and emotional support. The article identifies four creative methods particularly suited to preschool counselling: drawing, used to externalize emotions that children find difficult to verbalize; therapeutic storytelling, which provides a symbolic space for children to explore and integrate personal experiences indirectly; role play, which develops empathy, communication skills and problem-solving competencies through the enactment of social situations; and symbolic play using puppets or figurative objects, which allows children to project their emotional experiences onto characters in a non-invasive way. For each method, the article provides concrete application examples relevant to the kindergarten context. The paper further discusses the redefined role of the teacher as a facilitator of emotional expression, the importance of psychological safety, the need for individualized intervention, and the value of family collaboration. The article concludes that creative counselling approaches not only meet the developmental specificities of preschool age but also promote child-centered education oriented toward holistic development and long-term school adaptation.

Keywords: *school counselling, preschool education, creative methods, socio-emotional development, therapeutic storytelling, symbolic play, role play, emotional expression, early childhood, child-centered education*

School counselling in preschool education plays an essential role in supporting the socio-emotional development of the child, contributing to the formation of a positive self-image and to the development of relational competencies. In this context, the use of creative methods becomes an

effective intervention strategy, adapted to the age-specific characteristics of children. This article aims to analyse the ways in which creative methods can be integrated into school counselling activities at preschool level, highlighting both their theoretical foundations and their practical applications. The approach is theoretical-applied in nature, grounded in specialist literature and in the analysis of concrete educational situations.

Early education represents an essential context for the harmonious development of the child, not only from the perspective of cognitive acquisitions, but also of emotional and social ones. Within this framework, school counselling acquires formative dimensions, contributing to the prevention of adaptation difficulties and to the development of emotional self-regulation skills. The specific characteristics of preschool age — marked by the predominance of intuitive thinking and non-verbal expression — require the use of adapted methods centred on experience and symbol. Creative methods thus become privileged instruments in counselling activities, facilitating the expression of emotions and the understanding of one's own inner experiences.

School counselling is defined as a support process aimed at the personal, social, and emotional development of the individual (Geldard & Geldard, 2012). At preschool level, it has a predominantly preventive and formative character, being integrated into current educational activities. From a constructivist perspective, the child constructs knowledge through interaction with the environment (Piaget, 1972), while the social dimension of learning is highlighted by Vygotsky (1978), who emphasises the role of interaction and language in the development of higher psychological functions.

In this context, creative methods — such as symbolic play, drawing, storytelling, and dramatisation — facilitate the child's access to their own emotional experiences, offering a safe framework for expression and reflection. These methods are frequently used in counselling young children due to their non-invasive character and their alignment with the child's developmental level.

The integration of creative methods into counselling activities involves creating contexts in which the child can freely express their inner experiences, without the pressure of evaluation.

Drawing represents one of the most accessible forms of expression at preschool age. In counselling activities, it can be used for the identification and externalisation of emotions. For example, asking a child to draw "how I feel today" offers them the opportunity to translate into symbolic form experiences that are difficult to verbalise. The analysis of the drawing is not evaluative but exploratory in nature, with the teacher asking open-ended questions ("What is happening in your drawing?"), thus facilitating emotional awareness.

Therapeutic storytelling constitutes a symbolic medium through which the child can understand and integrate personal experiences. In counselling, stories can be used to address themes such as fear, anger, or relationships with others. For example, constructing a story about a character

who faces difficulties adapting to kindergarten allows the child to identify with the situation presented and to explore solutions in an indirect way. The teacher's intervention consists of guiding the discussion and valuing the children's responses.

Role-play facilitates the experimentation of social situations in a safe environment. By assuming different roles, children develop their empathy and communication skills. In counselling activities, simple scenarios can be created (for example, resolving a conflict between classmates), in which children are invited to identify solutions and put them into practice. This method contributes to the development of problem-solving competencies and to the internalisation of social norms.

Symbolic play allows the indirect expression of emotional experiences. The use of dolls or symbolic figures offers the child the possibility of projecting their own inner experiences onto the characters. For example, in situations of separation anxiety, the child can be encouraged to "help" a doll going through a similar experience. In this way, the child expresses their own fears while simultaneously exploring coping strategies.

The application of creative methods in school counselling involves redefining the role of the teacher, who becomes a facilitator of emotional expression and personal development. The creation of a climate of psychological safety — in which the child feels accepted and valued — is essential. It is also necessary to adapt interventions to the individual characteristics of each child, as well as to collaborate with the family in order to ensure a coherent approach.

The integration of these methods into the daily routine of the kindergarten contributes to the prevention of emotional difficulties and to the development of a solid foundation for subsequent school adaptation.

Creative methods represent essential tools in school counselling at preschool level, owing to their capacity to facilitate emotional expression and to support socio-emotional development. Through their use, counselling activities become accessible and relevant to the child, contributing to the formation of fundamental competencies for social and school integration. The creative approach to counselling not only responds to the age-specific needs of young children, but also promotes a child-centred education oriented towards their holistic development.

Bibliography

1. Geldard, K., & Geldard, D. (2012). *Counselling Children: A Practical Introduction*. Sage Publications.
2. Landreth, G. L. (2012). *Play Therapy: The Art of the Relationship*. Routledge.
3. Piaget, J. (1972). *Psychology and Pedagogy*. Viking Press.
4. Vygotsky, L. S. (1978). *Mind in Society*. Harvard University Press.

5. Ray, D. (2011). *Advanced Play Therapy: Essential Conditions, Knowledge, and Skills for Child Practice*. Routledge.
6. Ministry of Education (2019). *Curriculum pentru educația timpurie* [Curriculum for Early Education].

DASCĂLUL ÎNTRE COMPETENȚĂ ȘI CONȘTIINȚĂ

**Malcoci Cristina, director Grădinița – creșă „
Garofița „, Nr.1, satul Horești , raionul Ialoveni, Republica Moldova**

ABSTRACT

This essay reflects on the vocation, identity, and ethical responsibilities of the educator as both a professional and a moral figure. Drawing on pedagogical philosophy, it argues that effective teaching transcends technical competence and is rooted in passion, integrity, and an unwavering commitment to the holistic development of each child. The educator is portrayed as a researcher, innovator, and spiritual guide who cultivates conscience, fosters individuality, and adapts their practice to the uniqueness of every learner. The text emphasizes dignity, humility, and genuine human connection as foundational virtues of the teaching profession, while underscoring the profound social and national responsibility carried by those who shape future generations. The educator's continuous self-renewal alongside each new generation is presented as the defining mark of true pedagogical excellence.

Keywords: *educator, vocation, pedagogy, teaching identity, moral responsibility, individuality, innovation, character formation, spiritual progress, educational values*

Enthusiasm, passion for children, motivation, and determination are the starting point for accumulating new experiences. Those who carry within themselves the longing for perfection, who have cultivated in themselves and in others the qualities that elevate humanity above all other beings, and the educated person above the ordinary — whoever holds that longing and zeal is the right person to be an Educator.

The Educator is an authentic researcher of didactic approaches, who identifies educational difficulties, seeks ways to overcome them, and implements their own innovations in everything they do.

What is required of an educator is a wise passion for goodness, beauty, and truth. The warmth of their soul must kindle conscience in the souls of others; from their mind, other minds must be illuminated, and from their heart, other hearts must be warmed.

A true pedagogue is one who humbly descends among their disciples, as a priest at the altar, acknowledging their own failings before God and ready at any moment to begin life anew — a purer, holier life. Every pedagogue and educator is also a creator of models, educational projects, profiles, methods, and procedures — an innovator. Such a quality demands imagination, skill, and innovation in all circumstances, not only within the scope of their activities. Every child is unique, and each

requires a certain approach in order to develop optimally. Establishing the conditions, the treatment, and the methods by which every child can best express their potential and achieve success means discovering each child's individuality and knowing how to adapt the technology of education to those particularities.

The mission of the educator is great and beautiful, for the soul of the nation rests in their hands. That is why their responsibility is immense. The soul and hands of the teacher must be pure, so as not to stain the purity of souls not yet touched by the errors of social life. As a pedagogue, I have learned that people honor and glorify the past, even though it is past and, naturally, inferior to the future. But the teacher must understand that the future must also be honored and served in the deep, spiritual sense of the word. The future grows before our eyes!

In the formation of an educator, what is needed is hard work, scientific rigor, discipline, conviction through the art of pedagogical seduction, seriousness, unconditional dedication, consideration for others, and honesty with oneself and with others. And what is most important for a Teacher is dignified conduct toward their disciples, so as to be a role model. By conducting yourself with dignity, you prove that the dignity of being an educator cannot be surpassed by any other worldly dignity. Personality seeks itself and finds itself, insofar as it manages to make us witnesses to that search.

The educator will seek to discover what the capacities of each preschool child are, and will work to bring those capacities to full expression. They must be the main animator of collective life — a demanding task, but an important and delicate one. To know how to instill enthusiasm, inspire trust, mobilize forces, channel all energies and all factors, create a positive and optimistic atmosphere, and produce a favorable climate for work means being a powerful personality, possessing exceptional qualities, and winning over those with whom one works.

The quality of a teacher is reflected in the brilliance of their disciples — whether in their passion for learning, their capacity for self-directed study, their love for the environment, their empathy for animals, or their overall healthy inner structure. Being a Teacher is an extremely difficult profession. Yet whoever chooses to practice it means that, beyond degrees and diplomas, they also possess a boundless passion for shaping and developing the people of tomorrow.

A pedagogue must always tell the truth and detest falsehood. They must feel a child's joy and sadness. A pedagogue loves with a full heart. They dream of attaining happiness. Their soul is forever searching.

To be able to work with diverse disciples, to relate — as a team — with teachers of different personalities, ages, and cognitive universes, and above all to give each one a chance to grow and be fulfilled as a human being — that is the true profession of pedagogue. The true educator is one who

grows anew with each generation of children they educate. Those who can no longer descend from the heights they have climbed perish there. In this truth lies the secret of all spiritual progress and, therefore, of education itself, which is above all spiritual progress — uninterrupted self-creation — for the educator is, first of all, a person with their own weaknesses, joys, and emotions, but one who strives toward an ideal. The good teacher is one who identifies and builds the most fitting strategy for awakening and ennobling a concrete, particular, and unique individual.

Bibliography:

- Education Code no. 152 of July 17, 2014
- Code of Ethics for Teaching Staff (Order of the Ministry of Education no. 861 of September 7, 2015)
- CRISTEA S., *The Role of Extracurricular Education in the Formation of Children's Personality* // Tribuna Învățăământului, No. 1223, November 25 – December 1, 2013
- LESPEZEANU M., *Traditional and Modern Approaches in Preschool Education*, S.C. Omfal Publishing House, Bucharest, 2007

DIDACTIC APPROACH TO PREPARING STUDENTS FOR HIGH PERFORMANCE

Profesor Mihai Neculița,
Tourism and Food Industry High School “Dumitru Moțoc”, Galați, Romania

ABSTRACT

This paper examines the paradigm shift in contemporary professional education, arguing that the development of technical competencies alone is no longer sufficient to prepare students for the challenges of the twenty-first century. Drawing on the conceptual framework of "from competencies to consciousness," the study explores how education in vocational and technical contexts must also cultivate values, ethical responsibility, critical reflection, and ecological awareness. The experience of students from the "Dumitru Moțoc" Tourism and Food Industry High School in Galați participating in the international GastroErasmus competition serves as a case study illustrating how modern pedagogical strategies — including active learning, project-based work, digital tools, reflective practice, collaborative activities, and authentic competitive experiences — can simultaneously foster professional excellence and the formation of civic and professional consciousness. The integration of sustainable gastronomy principles into the preparation process further demonstrates that professional performance and social responsibility are inseparable. The results achieved, including gold, silver, and bronze medals in 2025 and 2026, confirm that this holistic educational approach produces not only competent specialists but also responsible, autonomous, and values-driven young citizens.

Keywords: *competencies, consciousness, vocational education, sustainable gastronomy, active learning, reflective practice, international competition, GastroErasmus, intercultural competencies, professional identity, educational paradigm*

The economic, technological, and social transformations of the twenty-first century are prompting a profound rethinking of the purposes of education. While recent decades have placed emphasis on developing the competencies necessary for professional and social integration, new educational paradigms now promote a broader vision of human formation, oriented toward the development of individual and collective consciousness. From this perspective, education does not

merely aim at transmitting knowledge and building skills, but also at cultivating values, responsibility, critical reflection, and the capacity to act in an ethical and sustainable manner.

The concept of "from competencies to consciousness" expresses the need to move beyond an exclusively utilitarian approach to education. In a world characterized by rapid change, global challenges, and complex interdependencies, professional success can no longer be separated from social responsibility and awareness of the impact that individual decisions have on the community and the environment. Thus, the formation of future professionals requires the development of a consciousness capable of guiding the use of competencies toward the common good.

In vocational and technical education, this paradigm shift is particularly significant. Students must acquire not only high-level technical competencies, but also the capacity to make responsible decisions, to respect the principles of sustainable development, and to demonstrate ethical professional conduct. Participation in international competitions constitutes a valuable educational context for achieving these objectives, as it provides authentic situations for learning and personal development.

The experience of students from the "Dumitru Moțoc" Tourism and Food Industry High School in Galați participating in the international GastroErasmus competition, held in Manavgat/Antalya, Turkey, represents a relevant example of how modern teaching strategies can simultaneously contribute to the development of competencies and the formation of professional and civic consciousness.

The educational model centered exclusively on competencies has made important contributions to bringing schools closer to economic realities and labor market demands. However, current challenges call for an expanded educational perspective. Accelerated technological development, climate change, excessive consumption of resources, and cultural diversity require the formation of citizens and professionals capable of understanding the consequences of their own actions.

In the field of gastronomy and hospitality, this need is evident. A competent professional must master culinary techniques, uphold quality standards, and meet the demands of clients. Yet beyond these competencies, they must be aware of the impact of their activity on the environment, on consumer health, and on the community. For this reason, contemporary professional education promotes the concept of sustainable gastronomy, which integrates the principles of responsible resource use, reduction of food waste, and the valorization of local and seasonal products. These aspects are not merely professional competencies but also expressions of an emerging ecological and social consciousness.

In this context, preparation for performance takes on a new meaning. Performance is no longer measured exclusively by competition results or the level of technical competence, but also by students' capacity to act responsibly, to cooperate, and to contribute to the development of a professional culture grounded in values. Equally, the integration of digital competencies into performance preparation demonstrates that contemporary professional education must train specialists capable of using technology efficiently, ethically, and responsibly, transforming digital tools into resources for learning, collaboration, and continuous professional development.

The preparation of students for the international GastroErasmus competition was based on the use of modern teaching strategies centered on active and reflective learning.

An important role was played by the gastronomic projects developed by students. These involved designing complete menus consisting of a starter, a main course, and a dessert, planning the stages of work, calculating costs, and establishing presentation methods. The selection of dishes was guided by the principles of sustainable gastronomy, with a preference for local and seasonal ingredients and preparation methods that reduce waste and unnecessary resource consumption.

In the menu and dish design stage, digital presentation and collaboration applications such as Canva, Google Slides, and Padlet were used. These tools enabled students to create gastronomic portfolios, dish presentation sheets, and visual materials for promoting culinary products. Through these activities, students developed both their creativity and their visual and digital communication competencies. For documenting and refining culinary techniques, specialized educational platforms and multimedia resources were used, providing access to practical demonstrations by professional chefs from different countries. Comparative analysis of culinary techniques and presentations contributed to the development of critical thinking and the capacity to select relevant information.

Through these activities, students developed their specific professional competencies, but were also encouraged to reflect on the responsibility involved in the use of information sources. In this way, the learning process went beyond the technical level, becoming an exercise in awareness and accountability. Practical activities constituted another essential component of the preparation. During the preparation of dishes, students encountered situations that required adaptation, decision-making, and the identification of effective solutions. Time management, resource organization, and the resolution of spontaneously arising problems contributed to the development of autonomy and critical thinking.

Competition simulations also offered students the opportunity to experience conditions similar to those encountered in international competition. Working within time constraints, adhering to strict evaluation criteria, and managing emotions stimulated the development of professional discipline and the capacity for self-regulation. Particular attention was given to collaborative

activities. The hospitality sector requires continuous cooperation and effective communication among team members. Students were therefore engaged in shared tasks requiring coordination, negotiation, and the assumption of complementary responsibilities. These experiences fostered the development of empathy, mutual respect, and the capacity to harness diversity of perspectives.

One of the fundamental characteristics of new educational paradigms is the integration of reflection into the learning process. It is not enough for a student to complete an activity; it is important that they understand what they learned, how they learned it, and what significance the experience holds. After each practical activity, students participated in sessions of reflection and feedback. They analyzed the results obtained, the difficulties encountered, and the strategies used to overcome them. At the same time, they were encouraged to identify the values and attitudes that contributed to the success of the activity.

These moments of reflection had a significant impact on the development of self-awareness. Students became more conscious of their own strengths, personal limitations, and the need for continuous learning. They also came to understand that authentic performance requires perseverance, responsibility, and a willingness to learn from experience.

Within this paradigm, the teacher is no longer merely a provider of information but a facilitator of learning and personal development processes. They create relevant contexts, stimulate reflection, and support students in constructing their own developmental path. Participation in the international GastroErasmus competition offered students the opportunity to interact with young people and professionals from different countries and cultures. These experiences went beyond the strictly professional framework and contributed to the development of an intercultural perspective.

In a globalized society, intercultural competencies are an essential condition for professional and social success. Direct contact with participants from diverse cultural backgrounds fostered the development of tolerance, mutual respect, and the capacity to communicate in multicultural contexts.

Students came to understand that diversity is not an obstacle but a valuable resource for learning and innovation. At the same time, they had the opportunity to promote Romanian gastronomic values and traditions, developing their sense of cultural belonging and professional identity. These experiences contribute to the formation of a European consciousness grounded in dialogue, cooperation, and mutual respect — essential values of contemporary education.

The results achieved at the international GastroErasmus competition confirm the effectiveness of the teaching strategies implemented. In 2025, the participating students won silver and bronze medals, while in 2026, gold, silver, and bronze medals were obtained. Beyond the recognition of professional achievements, the educational impact of the experience was reflected in the development of self-confidence, autonomy, responsibility, and team spirit. Students became more motivated to

learn and more aware of the role they can play in society as future professionals. The competitive experience demonstrated that lasting performance is the result of complex formation, in which professional competencies are sustained by values, attitudes, and consciousness.

The experience of students from the "Dumitru Moțoc" Tourism and Food Industry High School in Galați participating in the international GastroErasmus competition highlights the relevance of new educational paradigms centered on the integral development of the student. Preparation for performance cannot be reduced to the accumulation of knowledge and technical competencies. In the current context, education is called upon to form individuals capable of using competencies in a responsible, ethical, and sustainable manner. Thus, the transition "from competencies to consciousness" represents an essential direction for the development of contemporary professional education.

The results obtained demonstrate that teaching strategies based on active learning, reflection, collaboration, and authentic experiences contribute both to professional performance and to the formation of responsible, autonomous young people who are conscious of the impact of their own actions. In this sense, modern professional education reaffirms its role in forming not only competent specialists, but also engaged citizens capable of contributing to the building of a sustainable, values-oriented society.

Bibliography

1. Cerghit, I. — *Teaching Methods*, Didactic and Pedagogical Publishing House, Bucharest, 2006.
2. Cucuș, C. — *Pedagogy*, Polirom Publishing House, Iași, 2014.
3. Joița, E. — *Methodology of Education. Paradigm Shifts*, European Institute Publishing House, Iași, 2010.
4. Oprea, C.L. — *Interactive Teaching Strategies*, Didactic and Pedagogical Publishing House, Bucharest, 2009.
5. Păun, E. — *Pedagogy. Theoretical Foundations and Applied Approaches*, Polirom Publishing House, Iași, 2017.

EDUCATION AS A SPACE OF DIVERSITY - CHALLENGES AND SOLUTIONS FOR AN INCLUSIVE SCHOOL

Prof. Alina Mihăilescu

“Matei Basarab” National College, Râmnicu Vâlcea

ABSTRACT

This paper explores inclusive education as both a pedagogical imperative and a form of social justice in the context of an increasingly diverse contemporary school. The study argues that diversity — shaped by globalization, migration, demographic change, and technological development — must be understood not as an obstacle to be managed but as an educational resource to be embraced. Moving beyond the concept of mere physical integration, the paper advocates for the active, meaningful, and dignified participation of every learner, grounded in the principle of equity rather than uniformity. The inclusive teacher is identified as a central agent of this transformation, whose role extends beyond subject-matter instruction to encompass facilitation, mediation, and the cultivation of a safe and respectful classroom climate. The paper also honestly acknowledges the structural barriers to inclusion — overcrowded classrooms, insufficient support staff, standardization pressures, and resistance to change — while affirming that sustained investment in teacher training, institutional support, and community collaboration is essential. The paper concludes that inclusive education is not merely a methodological choice but a moral commitment to ensure that no child is left behind in the learning process.

Keywords: *inclusive education, diversity, equity, differentiated instruction, classroom climate, socio-emotional skills, school culture, teacher competencies, special educational needs, social justice*

In recent decades, the contemporary school has become a space where social, cultural, and economic realities intersect in increasingly complex ways. Diversity, once regarded as a marginal challenge, has now become a fundamental characteristic of any educational environment. In the face of this transformation, inclusive education is no longer merely a methodological option but a form of social justice and an essential principle for the functioning of educational institutions. In this context, teachers, students, and school communities are called upon to continually reassess how they understand and support each child's participation in the learning process.

Globalization, migration, demographic changes, and technological developments have generated a diversity of experiences and identities that schools must integrate harmoniously. Within the same classroom, there may be students with different native languages, children from socially

disadvantaged backgrounds, students with special educational needs, as well as children with exceptional cognitive abilities or different learning paces. This complexity should not be a reason for segregation or standardization but rather an opportunity to rethink pedagogical practices.

Inclusive education is not limited to the mere presence of all students in the same classroom; it aims at the active, meaningful, and dignified participation of every learner. This approach promotes an environment in which differences are not passively tolerated but celebrated as educational resources. At its core, inclusion requires a profound transformation of school culture, interpersonal relationships, and the very definition of academic success.

Recognizing diversity is only the first step in building an inclusive school. The real challenge lies in transforming this diversity into a learning opportunity. This is where the principle of equity comes into play. Unlike equality, equity does not imply treating everyone the same; rather, it involves providing resources and support according to individual needs. Treating all students identically may paradoxically perpetuate inequalities, whereas equitable treatment acknowledges that each learner starts from a different point.

In this regard, curriculum adaptation, differentiated tasks, flexible teaching methods, and comprehensive assessment are essential tools for teachers. Increasingly, the idea is emerging that the inclusive teacher is not merely a transmitter of knowledge but also a facilitator of learning, a mediator of relationships, and an architect of the classroom climate. Their professional ethos is grounded in empathy, openness, reflective practice, and a commitment to lifelong learning.

Teachers play a central role in ensuring inclusion. Despite legislative frameworks and educational policies, without the willingness and competence of teaching staff, inclusion risks remaining only a theoretical ideal. Teachers are the ones who know their students, observe group dynamics, identify individual needs, and determine the most appropriate strategies. In contemporary schools, they must act as managers of diversity, not simply as subject-matter specialists.

An inclusive teacher employs active and collaborative methods, promotes dialogue and peer learning, adapts instructional materials, uses assistive technologies when necessary, and creates a safe environment where students are not afraid to make mistakes. Furthermore, they are aware that diversity can sometimes generate tensions or discriminatory behaviors. Therefore, they have the responsibility to cultivate values such as respect, tolerance, and solidarity within the classroom.

Although the ideal of inclusive education is increasingly present in public discourse, the reality of contemporary schooling reveals a series of challenges that cannot be ignored. Overcrowded classrooms, insufficient teaching resources, a lack of support teachers and school counselors, and an educational system often focused on standardization and measurable performance can significantly hinder the implementation of inclusive principles.

Another major challenge is resistance to change. For some teachers and parents, inclusion is perceived as a threat to academic standards or as an additional burden that is difficult to manage. Such perceptions are fueled not only by a lack of information but also by the absence of coherent educational policies that genuinely support schools in the inclusion process. In this regard, continuous professional development and institutional support are essential.

Inclusive education represents more than a set of pedagogical techniques; it is a vision of the world, a belief that every child has both the right and the ability to learn according to their own pace and style. The school of the future is envisioned as a space where diversity is naturally embraced and integrated—not as an obstacle, but as a driver of progress.

An increasing number of studies show that students who learn in inclusive environments develop stronger socio-emotional skills, demonstrate greater tolerance toward differences, and are better prepared for the multicultural societies in which they will live. In this sense, inclusive schools do not merely prepare academically competent individuals; they also foster responsible and empathetic citizens.

Achieving this ideal requires the collaboration of all stakeholders: teachers, parents, students, authorities, and local communities. Inclusion cannot be achieved in isolation; it depends on a network of relationships and resources that support the development of every child. Investments in teacher training, infrastructure, educational resources, and support services are essential for the successful functioning of an inclusive school.

Inclusion and diversity are not merely topics of discussion but the foundation of a modern education system oriented toward equity and respect for the uniqueness of every student. Contemporary schools have the responsibility to transform differences into educational capital, redefine academic success, and create an environment in which all children feel seen, heard, and valued. In a constantly changing world, inclusive education is not only a pedagogical necessity but also a moral commitment: the commitment to leave no one behind.

Bibliography

1. Ainscow, M. — *Struggles for Equity in Education: The Selected Works of Mel Ainscow*, Routledge, London, 2016.
2. Tomlinson, C.A. — *The Differentiated Classroom: Responding to the Needs of All Learners*, ASCD, Alexandria, VA, 2014.
3. Booth, T., Ainscow, M. — *Index for Inclusion: Developing Learning and Participation in Schools*, Centre for Studies on Inclusive Education, Bristol, 2002.

THE SPECIFICS OF INTEGRATED ACTIVITY – INTEGRATED CURRICULUM, INTEGRATED APPROACH

Primary School Teacher Mihalache Cristina-Valentina,
No. 17 Secondary School, Galați

Abstract

This article examines the integrated approach to educational content as a response to the complexity of contemporary knowledge and daily problem-solving. Drawing on theoretical perspectives by Bădeanu and Bocoș, the paper argues that integration — understood as the relational coordination of elements from distinct disciplines into a coherent whole — offers a more effective framework for student learning than the compartmentalized acquisition of theoretical knowledge. The integrated organization of learning activities enables students to explore multiple areas of the school curriculum in connection with real-life situations, thereby facilitating the development of both foundational concepts and practical competencies. The article further discusses the four pillars of integrated learning — learning to know, learning to do, learning to work together, and learning to be — as key dimensions that prepare students for lifelong adaptation to social and economic change. The analysis concludes that integrated teaching represents a meaningful pedagogical strategy for cultivating responsible, autonomous, and critically engaged learners.

Keywords: *integrated learning, interdisciplinary approach, educational content, four pillars of learning, competence development, real-life context, holistic education*

Everything we observe around us behaves like a complex system that integrates elements from various fields of knowledge. The problems of daily life are, in turn, complex, and therefore solving them requires a global understanding.

"To integrate means to relate, coordinate, and combine separate parts into a unitary and harmonious functional whole." In other words, integration involves associating elements from different fields so that we can create a more complex structure.

"In a narrow sense, by integration, we understand the process and the result of the process through which a new element becomes an integral part of an existing whole." Starting from this aspect, the need for an integrated approach to learning contents was observed in order to facilitate the

student's global knowledge of reality. This is the most efficient way to learn about what surrounds us, rather than the separate acquisition of theoretical notions.

"The integrated teaching of knowledge cannot be defined easily, nor rigorously enough at the same time. This is due to the fact that it is a dynamic concept that constantly undergoes changes. [...]". At the same time, Bădeanu argues that this type of teaching can be "a solution for a better correlation of science with society, culture, and technology. In modern education, the need for integrated training is increasingly evident." Given these aspects, we can state that the integrated approach to contents responds to the need to ensure the effective development of the student.

According to Bădeanu, the integrated organization of learning activities allows the student to globally explore several areas of knowledge provided in the school curriculum, which are closely linked to aspects of the surrounding reality. Thus, it facilitates the acquisition of basic concepts and contents, as well as methods and instruments for understanding life in its complexity. The student engages responsibly in the act of learning, contributing to their own development through personal effort.

"The integrated structuring of contents involves [...] the essentialization, synthesization, and didactic organization of knowledge from different fields of knowledge in order to form an overall (integrative) vision of the surrounding world." In other words, the integrated approach to contents aims to satisfy the knowledge needs of young students and to identify their main topics of interest. Once the fields of interest are established, they are addressed within broader projects, which are also found in curricular documents.

Bocoş addresses the concept of integrated learning, arguing that it presents a series of particularities that justify its effectiveness. Firstly, it allows the interaction of the contents of different school disciplines, which leads to a deeper understanding of certain processes. Secondly, a correlation is achieved between learning outcomes from the lesson and real-life situations. Thus, by solving problem-situations from daily life using what was learned during lessons, the practical relevance of the studied contents becomes visible.

The integrated approach to contents aims to develop competences that allow the future adult to reinvent themselves whenever necessary, in order to be able to adapt to social and economic changes throughout life. Therefore, four pillars of integrated learning have been identified:

- **Learning to know** [...]; the essential tools of learning for communication and oral expression, reading, writing, arithmetic, and problem-solving, while possessing broad knowledge, but also deepening main fields; [...]. However, the most important aspect of this pillar is considered to be learning to learn.

- **Learning to do** — acquiring the necessary skills to practice a profession and acquiring the psychological and social competences required to make appropriate decisions in various life situations [...].
- **Learning to work together** — accepting interdependence as a characteristic of contemporary social environments; preventing and resolving conflicts; working together with others to achieve common goals, while respecting everyone's identity.
- **Learning to be** — developing one's personality and being able to act autonomously and creatively in various life situations; manifesting critical thinking and responsibility; [...] making efforts to develop one's own intellectual, physical, and cultural capacities [...].

We understand that it is not enough for the student to know the contents only at a theoretical level to be able to function throughout their life, given the fact that problem-situations in daily life have an integrated character and require the ability to translate theory into practice.

BIBLIOGRAPHY:

- Molan, V., et. al., *Abilitarea Curriculară A Cadrelor Didactice Din Învățământul Primar Pentru Clasa Pregătitoare* (Curricular Empowerment of Primary Education Teachers for the Preparatory Class) - Continuous training program for primary education teachers, course support, 2014, p.7;
- Bădeanu, L., *Abordarea de tip integrat a conținuturilor învățării* (The Integrated Approach to Learning Contents), Edict. Revista Educației, ISSN: 1582 – 909 X, April 10, 2018, <https://edict.ro/abordarea-de-tip-integrat-a-continuturilor-invatarii>;
- Barna, A., Antohe, G., *Curs de Pedagogie. Introducere în pedagogie, Teoria educației și Teoria curriculum-ului* (Pedagogy Course. Introduction to Pedagogy, Theory of Education, and Curriculum Theory), Sinteze Publishing House, Galați, 2003, p. 269;
- Bocoș, M., Chiș, V., *Abordarea integrată a conținuturilor curriculare, particularizări pentru învățământul primar* (The Integrated Approach to Curricular Contents, Particularizations for Primary Education); Casa Cărții de Știință Publishing House, Cluj-Napoca, 2012.

IMPACT STUDY

THE BENEFITS OF OUTDOOR ACTIVITIES FOR LEARNING

Mitache Angi-Păpușica,
Primary School Teacher “Ion Creangă” Secondary School, Galați

Abstract

This study investigates the role of school and extracurricular outdoor educational activities in supporting children's adaptation to the demands of primary education. Drawing on a case study methodology, the research explores the influence of socio-cultural factors from family, school, kindergarten, and local community on pupils' personal development. During the experimental phase, carefully selected educational activities were implemented with the aim of facilitating optimal adaptation, enabling students to acquire and apply new knowledge, develop creative and written works, and express attitudes and emotions constructively. A comparative analysis of initial and final assessment results confirmed the beneficial impact of these activities, with students demonstrating measurable progress in knowledge and socio-emotional competencies. Parental involvement emerged as a key contributing factor, alongside collaboration with other community institutions. A parent opinion questionnaire, administered both before and after the educational project, provided additional evidence of the positive reception and effectiveness of the proposed approach. The findings suggest that school and extracurricular activities are most effective when they become an integrated part of school life rather than isolated additions to the curriculum, fostering a genuine partnership between educators, families, and the wider community.

Keywords: *outdoor education, extracurricular activities, school adaptation, primary education, socio-cultural factors, parental involvement, community partnership, personal development, educational project, teaching strategies*

Educational activities carried out through both curricular and extracurricular outdoor learning experiences contribute significantly to the development of children's personalities, the expansion of their knowledge horizons, and the formation of moral, civic, and character-related values. These aspects facilitate their successful adaptation to new educational and social demands.

It can be argued that, through participation in educational activities, students are able to satisfy and develop their cognitive and emotional needs. This case study sought to demonstrate the

importance of socio-cultural factors originating from the family, school, kindergarten, and local community. Throughout the research process, I closely examined the specific challenges associated with primary education, both theoretically and practically, while seeking to improve educational practices through the implementation of appropriate methods and strategies aimed at addressing these challenges effectively.

By integrating these activities into the experimental stage of the research, with the objective of supporting optimal adaptation, students successfully applied newly acquired knowledge, produced written and practical work, expressed their attitudes and emotions, and developed the ability to appreciate both their own achievements and those of their peers. Consequently, good and very good results were obtained during the post-experimental phase. A comparison between the initial and final assessments highlights the beneficial role of educational activities in the adaptation process and in students' progress regarding the acquisition and application of knowledge within the educational framework. These outcomes were also influenced by other activities undertaken during the research period, particularly the involvement of families, which fostered effective collaboration. Furthermore, the contribution of other institutions represented a significant strength in supporting this adaptation process.

Prior to the experimental phase, a questionnaire was administered to parents in order to identify their perceptions regarding the new requirements of the educational system. The findings revealed that some parents were not fully familiar with these requirements; however, they expressed a willingness to become actively involved as educational partners. Consequently, an educational project was proposed and implemented during the experimental period to validate the working hypothesis and improve students' learning practices.

The educational activities carried out represented an important means through which children developed their imagination, creativity, and thinking skills. The effectiveness of these activities largely depended on the diversity and attractiveness of their design and implementation. Moreover, these activities enabled the identification and enhancement of children's artistic abilities, while simultaneously increasing their interest in participating more actively in educational experiences.

The process of understanding the child must continuously accompany instructional and educational activities in order to identify developmental changes that contribute to personality growth and successful adaptation. The wide range of information provided, together with the diversity of teaching strategies employed, stimulated students' curiosity and openness to new perspectives, ultimately facilitating the acceptance of novelty and change. The experimental findings demonstrated that, through language and communication activities, the student group developed positive

experiences and behaviours, despite the existence of diverse personality traits among individual children.

The experiment also demonstrated considerable effectiveness from the perspective of educational space transformation. Particular attention was paid to the care and management of displayed materials, as well as to the organization of learning environments that encouraged multiple interactions among teachers, students, families, and the local community, while avoiding the marginalization of any participant.

A particularly significant impact was generated by activities conducted outside the school environment, including community-based meetings, exchange programmes with students from Nănești Secondary School, thematic celebrations, and volunteer activities. These experiences highlighted the importance of effective collaboration among all factors that positively influence children's adaptation to school life. Consequently, successful adaptation to new educational requirements is also determined by the competence of the teacher, reflected in pedagogical tact, professional knowledge, communication style, and, above all, patience and composure.

Another valuable component of the research was the questionnaire administered to parents at the conclusion of the educational project. This instrument provided insight into parents' perspectives, which were generally positive and supportive of the activities undertaken.

In conclusion, the research further demonstrated that the effectiveness of both curricular and extracurricular educational activities depends on the extent to which they become an integral part of everyday reality rather than remaining merely a subject of study or an additional activity. In other words, such activities should become a normal and permanent component of school life, developed in close collaboration with families and other community institutions.

Bibliografie:

1. Bogdan, T., Stănculescu, I., I., *Psihologia copilului și psihologia pedagogică*, Editura Didactică și Pedagogică, București, 1973
2. Cerghi, I., „*Strategii și stiluri didactice*”, Editura Aramis, București, 2003
3. Coașan, A., Vasilescu, A., *Adaptarea Școlară*, Editura Științifică și Enciclopedică, București, 1988

FROM MATHEMATICAL COMPETENCE TO MATHEMATICAL CONSCIOUSNESS: NEW PARADIGMS IN 21st-CENTURY EDUCATION

Prof. Diacănu Gianina,
Liceul de Turism și Alimentație „Dumitru Moțoc”

Abstract

The rapid transformations of contemporary society require a reconsideration of the aims and values of education. In mathematics education, the traditional focus on developing competencies is no longer sufficient to address the complex challenges of the 21st century. This paper explores the transition from mathematical competence to mathematical consciousness as an emerging educational paradigm. While mathematical competence refers to the ability to apply mathematical knowledge and reasoning effectively, mathematical consciousness involves the responsible, critical, and ethical use of such knowledge in personal, social, and global contexts. Drawing on the educational perspectives of Edgar Morin, Paulo Freire, and John Dewey, the paper highlights the role of mathematics in fostering critical thinking, informed decision-making, and civic responsibility. Through statistics, financial education, and mathematical modeling, students can develop a deeper understanding of contemporary issues and their implications. The study argues that mathematics education should not only prepare learners for academic and professional success but also contribute to the formation of conscious and responsible citizens. Thus, the integration of competence and consciousness represents a necessary direction for educational innovation in the twenty-first century.

Introduction

Contemporary society is undergoing profound transformations driven by technological development, digitalization, globalization, and unprecedented access to information. In this context, educational systems are called upon to redefine their goals and training strategies. While the dominant paradigm of recent decades has focused on developing the competencies necessary for socio-professional integration, current challenges require a more complex approach aimed at fostering both individual and collective consciousness capable of addressing the issues of the contemporary world in a responsible manner.

In the field of mathematics education, this shift in perspective involves moving beyond a vision limited to the acquisition of knowledge and algorithms toward the development of reflective, critical, and responsible thinking. Thus, mathematics is no longer viewed solely as a tool for calculation and

modeling but becomes a means of understanding reality and shaping citizens capable of making informed and ethical decisions.

The Competency-Based Paradigm in Mathematics Education

Curriculum reforms over recent decades have placed competence at the center of the educational process. In mathematics teaching, this orientation has led to a transition from an emphasis on memorizing procedures to developing the ability to apply knowledge in diverse and authentic situations.

Mathematical competence involves the use of concepts, methods, and mathematical reasoning to solve problems, interpret information, and model phenomena from everyday life. Students are encouraged to analyze, justify, and identify effective problem-solving strategies, thereby developing intellectual autonomy and cognitive flexibility. This paradigm has significantly contributed to the modernization of mathematics education. Nevertheless, the predominant emphasis on performance and assessment may lead to an instrumental view of mathematics, where success is measured exclusively by the correctness of results and the level of competencies acquired. From such a perspective, there is a risk that the formative and humanistic dimensions of mathematics may be diminished.

Mathematical Consciousness: A New Dimension of Education

Emerging educational paradigms propose extending the concept of competence toward the development of consciousness. In mathematics education, mathematical consciousness may be defined as the student's ability to use mathematical knowledge in a responsible, critical, and ethical manner in relation to personal, social, and global issues.

This perspective is consistent with the ideas of Edgar Morin, who emphasized the need for an education capable of fostering complex thinking and developing awareness of the interdependence between human beings and the world. Likewise, Paulo Freire's conception of education as a process of conscientization provides an important theoretical foundation for this approach.

Mathematical consciousness goes beyond mastering computational techniques. It involves the capacity to critically analyze quantitative information, interpret statistical data, identify numerical manipulations, and understand the implications of decisions based on mathematical models. In a society increasingly influenced by data and algorithms, this dimension becomes essential for the exercise of responsible citizenship.

Mathematics as a Tool for Understanding the World

A major argument in favor of this new paradigm lies in the potential of mathematics to facilitate understanding of the complex phenomena that characterize contemporary society. Through statistics, probability, and mathematical modeling, students can investigate real-world issues and develop a critical perspective on them.

For example, the study of statistics can be enriched through the analysis of data related to climate change, resource consumption, migration, or income distribution. In such contexts, students do not merely apply mathematical formulas; they learn to interpret information, formulate conclusions, and reflect upon the social and economic implications of the phenomena under investigation.

Similarly, lessons on percentages and financial education may involve analyzing loan costs, inflation rates, or marketing strategies used in advertising. In this way, mathematics becomes a tool for developing discernment and responsibility in decision-making processes. Mathematical modeling also provides valuable opportunities for developing consciousness. Investigating energy consumption, water resource management, or the environmental impact of waste enables students to understand the relationship between individual behaviors and their consequences for communities and the natural environment.

The Teacher's Role in Developing Mathematical Consciousness

Within the new educational paradigm, the mathematics teacher is no longer merely a provider of information and an evaluator of performance but becomes a facilitator of reflection and authentic learning. The teacher's mission is to create contexts in which students use mathematics to investigate reality and understand issues that are relevant to society.

Inspired by the principles of experiential education promoted by John Dewey, this approach encourages learning through exploration, collaboration, and the resolution of real-life situations. The teacher stimulates dialogue, argumentation, and critical thinking, transforming the classroom into a space for discovery and reflection.

Furthermore, collaborative activities contribute to the development of values such as mutual respect, responsibility, and solidarity. Students learn that mathematical problem-solving may involve different perspectives and that reasoned dialogue is a prerequisite for intellectual progress.

From Performance to Meaning

Twenty-first-century mathematics education faces a dual challenge: developing the competencies required in a knowledge-based economy while fostering a consciousness capable of using those competencies responsibly. From this perspective, competence and consciousness are not mutually exclusive; rather, they complement one another.

Mathematical competencies provide the tools necessary for understanding and modeling reality, while mathematical consciousness guides the use of those tools toward ethical and socially meaningful purposes. A person may be mathematically competent, yet without a developed consciousness there is a risk that knowledge will be applied superficially or irresponsibly.

Therefore, mathematics education should address not only the question, “What can the student do?” but also the question, “How does the student use what they know for their own benefit and for the well-being of the community?”

Selected References

- Morin, E. (1999). *The Seven Complex Lessons in Education for the Future*. UNESCO, Paris.
- Freire, P. (1970). *Pedagogy of the Oppressed*. Continuum, New York.
- Dewey, J. (1916). *Democracy and Education*. Macmillan, New York.
- UNESCO (2021). *Reimagining Our Futures Together: A New Social Contract for Education*.
- OECD (2019). *The Future of Education and Skills 2030*.
- Romanian Ministry of Education. *Guidelines for the Design, Revision and Evaluation of the National Curriculum*. Bucharest.

FROM THE CLASSIC BLACKBOARD TO THE VIRTUAL ENVIRONMENT: INNOVATIVE TRAINING METHODS

Eng. Marian PAVEL

„Dumitru Moțoc” Tourism and Food Industry High School, Galați

Abstract

The paper “From the Classic Blackboard to the Virtual Environment: Innovative Training Methods” examines the impact of digitalization on the educational process and the importance of modern technologies in training students in the field of food and tourism. The author argues that the rapid development of information and communication technology has reshaped traditional teaching methods, opening new learning opportunities through the virtual environment. Within the module “Basic Processes in Food and Tourism,” digital tools enable fast access to information, effective collaboration among students, and the simulation of real situations encountered in restaurants, hotels, and travel agencies. The paper presents the main innovative training methods used in the educational process—project-based learning, collaborative learning, gamification, and learning through simulations and case studies—together with digital tools such as Google Classroom, Microsoft Teams, Canva, PowerPoint, Kahoot, Quizizz, YouTube, and virtual tours. The author concludes that the transition from traditional teaching to the virtual environment represents an important step in the modernization of education, contributing to the training of well-prepared future professionals capable of responding to the current demands of the hospitality and tourism industry.

Keywords: *digitalization of education, innovative teaching methods, virtual learning environment, project-based learning, collaborative learning, gamification, simulations and case studies, digital tools, food and tourism education, professional competences.*

Contemporary society is characterized by the accelerated development of information and communication technology, which influences all fields of activity, including education. In this context, the traditional teaching process based on the classic blackboard and printed textbooks is complemented and, at times, replaced by modern training methods carried out in the virtual environment.

In the field of food and tourism, where professional training involves both the acquisition of theoretical knowledge and the development of practical skills, the use of digital technologies represents an important opportunity for modernizing the educational process. Digital tools allow rapid

access to information, effective collaboration, and the simulation of real work situations encountered in restaurants, hotels, guesthouses, or travel agencies.

This paper highlights the role of innovative methods and digital tools in developing the specific competences of the module “Basic Processes in Food and Tourism,” presenting practical examples and the benefits of integrating technology into education.

Is Digitalization in Education Important?

The digitalization of education is an essential process for modernizing teaching and learning activities. The use of online platforms, educational applications, and multimedia resources facilitates students’ access to updated and diversified information. Within the module “Basic Processes in Food and Tourism,” technology enables the simulation of real situations encountered in restaurants, hotels, or travel agencies, contributing to the development of professional competences.

How Will the Educational Process Evolve in the Digital Era?

Education has undergone numerous transformations over time. While in the past the teacher was the main source of information and students played a predominantly passive role, today the emphasis is on the active participation of the student and on developing the competences needed in professional life.

The digitalization of education has become a necessity, especially in the context of globalization and technological progress. Online educational platforms, interactive applications, and multimedia resources offer new teaching and learning possibilities. Thus, students can access information from various sources, communicate and collaborate in real time, and develop their digital competences.

In the field of food and tourism, these changes are particularly important because professional activity frequently requires the use of technology for reservations, promotion, communication with clients, and the management of the services offered.

What Innovative Training Methods Do We Use?

One of the most effective innovative methods is project-based learning.

Project-based learning is a modern method that involves solving complex tasks through practical activities. Students are encouraged to research, plan, and create final products that demonstrate the application of the knowledge acquired. Within the module “Basic Processes in Food and Tourism,” students can carry out projects such as:

- designing a menu for a restaurant;
- organizing a gastronomic event;
- promoting a tourist destination;
- developing a business plan for a tourist guesthouse.

This method develops creativity, responsibility, and entrepreneurial spirit.

Another modern method is collaborative learning through digital platforms. Collaborative learning involves carrying out activities in teams, with group members contributing to a common objective. Through digital platforms, students can work simultaneously on documents, presentations, or projects. This method contributes to developing communication, cooperation, and conflict-resolution skills, which are very important in hospitality and tourism.

Gamification is another innovative strategy that uses game-specific elements to increase student motivation. Through interactive quizzes, competitions, and digital challenges, students are more motivated to take part in the learning process. For example, the teacher can organize online contests on restaurant serving rules, the classification of tourist units, or food hygiene standards. In this way, learning becomes more attractive and more effective.

Learning Through Simulation and Case Studies

Simulations and case studies allow students to analyze and solve situations close to professional reality. Examples include:

- handling a complaint from a client;
- organizing reservations in a hotel;
- solving problems arising in a public food service unit;
- planning a tourist circuit.

Through these activities, students develop their critical thinking and decision-making ability.

Which Digital Tools Are Used in Food and Tourism?

In the field of food and tourism, there are numerous digital tools that support the educational process. Platforms such as Google Classroom, Microsoft Teams, or Moodle allow the organization of lessons, the distribution of materials, and the assessment of students.

Presentation-creation applications such as Canva and PowerPoint help students produce attractive visual materials about culinary dishes, tourist reception structures, or tourist attractions. Educational videos and virtual tours also offer the possibility of exploring restaurants, hotels, or tourist destinations without physical travel.

Google Classroom — allows the organization of courses, the distribution of materials, and the assessment of students in a secure and accessible online environment.

Microsoft Teams — facilitates communication and collaboration through video conferences, document sharing, and interactive activities.

Canva — helps create attractive posters, presentations, and promotional materials for projects in the food and tourism field.

PowerPoint — is used to present information in a visual and structured form.

Kahoot and Quizizz — allow the creation of interactive quizzes and educational games that stimulate the active participation of students.

YouTube and virtual tours — provide access to practical demonstrations, presentations of tourist destinations, and examples of good practice in the hospitality industry.

Simulators and software used in hotel and restaurant management allow students to practice activities such as managing reservations, organizing services, or administering stock, bringing them closer to professional reality.

What Are the Advantages of Using the Virtual Environment?

Integrating technology into the educational process offers multiple advantages. Students have rapid access to information, can learn at their own pace, and develop the digital competences needed in their professional careers. Innovative methods also stimulate active participation, creativity, and critical thinking. In the field of food and tourism, the use of digital tools contributes to understanding work processes and developing practical skills through interactive activities and simulations.

The transition from the classic blackboard to the virtual environment represents an important stage in the modernization of education. Innovative methods and digital tools transform the learning process into a more attractive, effective experience adapted to the demands of today's society. Within the module "Basic Processes in Food and Tourism," these resources contribute to the training of well-prepared future professionals, capable of responding to the challenges and opportunities of the hospitality and tourism field.

References

1. Cerghit, I. – Metode de învățământ, Polirom Publishing House, Iași.
2. Cucoș, C. – Pedagogie, Polirom Publishing House, Iași.
3. Joița, E. – Instruirea constructivistă – o alternativă, Aramis Publishing House, Bucharest.

4. Ministry of Education – Curricular documents for vocational and technical education.
5. Google Classroom and Microsoft Teams educational platforms – resources and user guides.
6. Digital educational resources on public food service and tourism

THE INTERNATIONAL SYMPOSIUM AS A SPACE OF PEDAGOGICAL DIALOGUE: BETWEEN COMPETENCIES AND CONSCIOUSNESS

*Prof. Căpățină Simona,
Liceul de Turism și Alimentație „Dumitru Moțoc”, Galați*

ABSTRACT

This article proposes a reflection on the role of the international symposium as a privileged form of professional development and pedagogical dialogue in contemporary education. Drawing on the paradigm of the transition from competencies to consciousness — the central theme of the symposium “New Paradigms in Education: From Competencies to Consciousness”, 2nd edition, Galați, 2026 — the article analyses the epistemic, social, and formative functions of this type of academic event. The symposium is approached not merely as a space for the dissemination of knowledge, but as a living ecosystem of educational change, in which reflective practices and intercultural dialogue generate new pedagogical paradigms.

Keywords: *international symposium, pedagogical dialogue, professional development, educational paradigms, consciousness, competencies, critical reflection*

1. Introduction

In a world undergoing rapid transformation, educational systems are called upon to transcend the instrumental logic of competency-based training and to orient themselves towards deeper dimensions of human development. This productive tension — between knowing how to do and knowing how to be — constitutes the core of contemporary pedagogical debate and, at the same time, the *raison d'être* of academic events such as the international symposium.

The symposium, as an institutionalised form of scientific dialogue, has a long history, the roots of which reach back to the Greek agora and to the medieval university tradition. In its contemporary form, it represents a meeting space for practitioners, researchers, and educational decision-makers — a place where concrete teaching experience confronts pedagogical theory and the demands of a changing society.

This article aims to analyse the functions and dimensions of the international symposium as an instrument of pedagogical innovation, with particular reference to the educational paradigm centred on consciousness as a horizon for the integral formation of the person.

2. The Academic Symposium — Definition, Typology, and Epistemic Functions

2.1. Conceptual Clarifications

In the specialist literature, the symposium is defined as a structured academic gathering in which specialists from a given field present and debate the results of their own research before an informed audience (Day, 1998). Unlike the conference — which involves a predominantly unidirectional presentation — the symposium privileges dialogue, the confrontation of ideas, and the collaborative construction of knowledge.

The taxonomy of academic events distinguishes between the thematic symposium, which brings together contributions centred on a specific problem, and the interdisciplinary symposium, which invites the convergence of multiple fields of knowledge (Swales, 1990). The international symposium adds to these characteristics an intercultural dimension, transforming the cultural and linguistic diversity of participants into a valuable epistemic resource.

2.2. The Epistemic Functions of the Symposium

Research in the sociology of knowledge and the epistemology of education identifies several fundamental functions of the academic symposium:

The dissemination function — the symposium constitutes an efficient channel for spreading the results of pedagogical research beyond institutional and national boundaries (Brew & Boud, 1995).

The validation function — the public presentation of educational ideas or practices before a community of experts subjects them to a process of collegial evaluation, contributing to the legitimation of pedagogical knowledge (Bourdieu, 1984).

The cross-fertilisation function — contact between different paradigms, methodologies, and educational cultures generates innovation through transfer and creative synthesis (Hargreaves & Fullan, 2012).

The professional community function — the symposium contributes to building and consolidating the professional identity of educators, offering a space of recognition and affiliation (Wenger, 1998).

3. From Competencies to Consciousness — A Necessary Paradigm Shift

3.1. The Limits of the Competency Paradigm

The competency paradigm, dominant in European educational discourse over the past three decades, has made incontestable contributions to the operationalisation of educational objectives and to the articulation of education with labour market requirements. Nevertheless, numerous researchers signal the limits of an excessively instrumental approach: the reduction of the person to the sum of their functional capacities, the neglect of the ethical and spiritual dimensions of formation, and the risk of an educational conformism that sacrifices critical thinking in favour of measurable efficiency (Nussbaum, 2010; Biesta, 2006).

3.2. Consciousness as a Pedagogical Horizon

The concept of consciousness — understood broadly as the reflexive, ethical, and existential dimension of the person — proposes a wider horizon of formation. To educate towards consciousness means cultivating the student's capacity to relate critically to themselves and to the world, to assume responsibility for their own actions, and to live in accordance with freely assumed values (Freire, 1970; Morin, 1999).

This perspective does not negate the importance of competencies, but integrates them within a deeper axiological framework. Competency acquires full meaning only when accompanied by an awareness of purpose, consequences, and the values that orient it.

3.3. The Role of the Symposium in Building New Paradigms

The international symposium represents a privileged space for the elaboration and debate of such emerging paradigms. By bringing together the voices of practitioners and researchers from different cultural contexts, it allows not only the identification of common problems, but also the construction of nuanced pedagogical responses anchored in the diversity of global educational experiences.

In this sense, the symposium “New Paradigms in Education: From Competencies to Consciousness” — organised in Galați, in partnership with institutions from Romania and Turkey — illustrates precisely this vocation: to transform diversity into dialogue and dialogue into pedagogical innovation.

4. The Symposium as Reflective Practice and Instrument of Professional Development

4.1. Reflection as an Engine of Change

Research in the field of teachers' professional development emphasises the importance of systematic reflection on educational practice as an engine of change and continuous improvement (Schön, 1983; Zeichner & Liston, 1996). The symposium offers a structured framework for this reflection: by preparing an academic contribution, the teacher is invited to conceptualise, argue, and critically evaluate their own practices.

4.2. The Intercultural Dimension of the International Symposium

Participation in an international symposium involves not merely the exchange of information, but an authentic encounter with cultural otherness. Confrontation with educational systems, pedagogical values, and didactic solutions different from the familiar ones stimulates cognitive decentring and opens new horizons of understanding (Byram, 1997).

This intercultural dimension is all the more valuable in the current context, in which educational systems are called to form citizens capable of living and collaborating in a plural and interdependent world.

4.3. Publication of Contributions — From Dialogue to a Body of Knowledge

An essential aspect of the academic symposium is the publication of contributions in volumes or specialist journals. Through this, the ephemeral dialogue of the academic gathering sediments into a body of knowledge accessible to the broad community of educators, contributing to the accumulation and circulation of the pedagogical heritage (Day, 1999).

5. Conclusions

The international symposium is not a mere academic event — it is a living laboratory of pedagogical thinking, a space in which ideas collide, are refined, and acquire new meanings through confrontation with diverse experiences and perspectives.

In the context of the transition from competency-centred education to one oriented towards consciousness, the symposium becomes an instrument of primary importance for the collective elaboration of new educational paradigms. It offers educators not only knowledge and models of good practice, but also something more precious: the courage to think differently, the certainty that they are not alone in their pursuits, and the conviction that change in education is possible — provided it is thought through together.

Bibliography

1. Biesta, G. J. J. (2006). *Beyond Learning: Democratic Education for a Human Future*. Paradigm Publishers, Boulder.
2. Bourdieu, P. (1984). *Homo Academicus*. Les Éditions de Minuit, Paris.
3. Brew, A., Boud, D. (1995). Teaching and research: Establishing the vital link with learning. *Higher Education*, 29(3), 261–273.
4. Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters, Clevedon.
5. Day, C. (1998). *Working with the Developing Professional*. Falmer Press, London.
6. Day, C. (1999). *Developing Teachers: The Challenges of Lifelong Learning*. Falmer Press, London.
7. Freire, P. (1970). *Pedagogy of the Oppressed*. Herder and Herder, New York.

8. Hargreaves, A., Fullan, M. (2012). Professional Capital: Transforming Teaching in Every School. Teachers College Press, New York.
9. Morin, E. (1999). Les sept savoirs nécessaires à l'éducation du futur. UNESCO, Paris.
10. Nussbaum, M. C. (2010). Not for Profit: Why Democracy Needs the Humanities. Princeton University Press, Princeton.
11. Schön, D. A. (1983). The Reflective Practitioner: How Professionals Think in Action. Basic Books, New York.
12. Swales, J. M. (1990). Genre Analysis: English in Academic and Research Settings. Cambridge University Press, Cambridge.
13. Wenger, E. (1998). Communities of Practice: Learning, Meaning, and Identity. Cambridge University Press, Cambridge.
14. Zeichner, K. M., Liston, D. P. (1996). Reflective Teaching: An Introduction. Lawrence Erlbaum Associates, Mahwah.

CREATIVE METHODS IN PRESCHOOL EDUCATION

*Early Education Teacher Iorga Alina Daniela,
Extended-Hours Kindergarten No. 9, Galați*

Abstract

This paper examines the role of creative methods in preschool education and their contribution to the global development of the child. Starting from the premise that traditional teaching models, centered on the transmission of information, are insufficient for the current needs of the young child, the study highlights the necessity of active and creative methods that capitalize on individual potential and stimulate authentic participation in learning. The theoretical foundations are grounded in the psychopedagogical perspectives of Piaget and Vygotsky, who emphasize learning through action, interaction with the environment, and the role of the social context and language in the development of imagination and creativity. The paper analyzes the applied value of several creative methods—the didactic game, creative storytelling, project-based learning, the experiment, and role-play—and underlines the redefined role of the teacher as a facilitator of learning and mediator between the child and knowledge. The conclusion stresses that the systematic integration of creative methods into educational practice optimizes the instructional process and responds to current societal demands for creative, autonomous, and adaptable individuals.

Keywords: *preschool education, creativity, creative methods, active learning, didactic game, creative storytelling, project-based learning, role-play, child-centered approach, teacher as facilitator.*

Creativity is an essential dimension of early education, playing a decisive role in the global development of the child. In the current context, characterized by the need for adaptability and flexible thinking, the use of creative methods in preschool education becomes a condition for the effectiveness of the educational act. The present study aims to analyze the theoretical foundations of creative methods and to highlight their applied value in teaching activity, by integrating relevant examples. The approach is theoretical-applied, based on the analysis of the specialized literature and on reflection upon educational practice.

Preschool education constitutes the first institutionalized stage in the formation of the individual, having a significant impact on subsequent development. During this period, the child shows an increased readiness for exploration, play, and free expression, which requires the adoption of teaching strategies suited to this specific nature.

Traditional teaching models, centered on the transmission of information, prove insufficient in relation to the current needs of the child. Thus, the specialized literature emphasizes the necessity of orienting toward active and creative methods that capitalize on individual potential and stimulate authentic participation in the learning process.

The concept of creativity has been analyzed from multiple psychopedagogical perspectives. According to J. Piaget, the child learns through action and interaction with the environment, which suggests the importance of open and flexible educational contexts. Likewise, L. S. Vygotsky highlights the role of the social environment and of language in the development of higher psychic functions, emphasizing that imagination and creativity are formed through meaningful experiences. Within this framework, creative methods can be defined as sets of teaching strategies that facilitate learning through discovery, problematization, and personal expression. These are not limited to the artistic domain but involve an integrated approach to the educational process. Integrating creative methods into teaching activity requires not only the diversification of the techniques used, but also a paradigm shift, in the sense of centering on the child and on his or her learning experience.

Thus, the didactic game, as a fundamental form of activity, acquires formative value when it is used not merely as a means of relaxation, but as an instrument of structured learning. For example, organizing exploratory activities in which children identify and classify objects from their immediate environment according to established criteria contributes to the development of logical thinking and analytical capacity, without losing the playful character.

Similarly, creative storytelling becomes an effective method for stimulating language and imagination when the child is actively involved in constructing the narrative. Situations in which the teacher initiates a storyline and the children continue it generate authentic communication contexts and foster discursive coherence.

Another relevant dimension is represented by project-based learning, which allows an integrated approach to content. For example, exploring the theme “animals” may include observation activities, graphic representation, role-play, and guided discussions, thus facilitating connections between different areas of development. Likewise, the experiment, as an active method, contributes to the formation of investigative thinking. Simple activities, such as testing the behavior of objects in water, give the child the opportunity to formulate hypotheses and to observe the consequences of his or her actions, developing curiosity and the spirit of observation.

In the same register, role-play facilitates the internalization of social norms and the development of communication competences, through the simulation of real-life situations. Such contexts allow the child to experience different roles and to develop empathy. The application of creative methods entails a rethinking of the teacher’s role, who becomes a facilitator of learning and

a mediator between the child and knowledge. It is necessary to create a secure educational environment, in which the child feels valued and encouraged to express his or her ideas. At the same time, didactic flexibility and the capacity to adapt to the age-related and individual particularities of children constitute essential conditions for the effectiveness of these methods. The creativity of the teacher thus becomes a decisive factor in the quality of the educational process.

Creative methods represent a central element of modern preschool education, contributing to the harmonious development of the child. By capitalizing on the playful and exploratory potential specific to this age, they facilitate authentic and lasting learning. Their systematic integration into educational practice not only optimizes the instructional-educational process, but also responds to the current demands of society, oriented toward the formation of creative, autonomous, and adaptable individuals.

References

1. Piaget, J. (1972). *Psychology and Pedagogy*. Viking Press.
2. Vygotsky, L. S. (1978). *Mind in Society*. Harvard University Press.
3. Bruner, J. (1977). *The Process of Education*. Harvard University Press.
4. Craft, A. (2005). *Creativity in Schools*. Routledge.
5. Ministry of Education (2019). *Curriculum for Early Education*.

CREATIVITY, MEANING, AND CONSCIOUSNESS — THE PILLARS OF THE NEW EDUCATION

PASAT-PEIU RITA,
teacher of Romanian language and literature, “Iulia Hașdeu” College of Cahul

Abstract

The paper analyzes the urgent need for a profound shift in education driven by rapid technological and social changes, moving from mechanical knowledge accumulation toward interactive, anticipatory, and creative learning. Digital technology becomes an essential environment in this process, while the teacher transforms from a mere information provider into a reflective guide who stimulates students' creative potential. Ultimately, the goal of the new education is to shape morally mature and empathetic individuals capable of building a sustainable and equitable society.

Keywords: *creativity, consciousness, interactive learning, competence-based education, liquid modernity, digital education, reflective teacher.*

The accelerated transformations of present-day society, generated by technological progress, globalization, and social changes, impose a profound rethinking of the finalities of education. If in recent decades the emphasis was placed on developing the competencies needed for professional and social integration, the new challenges of the 21st century highlight the necessity of forming individual and collective consciousness. Modern education can no longer have as its exclusive objective the accumulation of knowledge and the development of competencies, but must contribute to forming responsible persons, capable of thinking critically, manifesting empathy, and participating actively in building a sustainable society.

The paper analyzes the transition from the paradigm of competence-centred education to the paradigm of education centred on consciousness and responsibility, highlighting the implications of this change for the educational process.

At the beginning of this millennium, the English philosopher Zygmunt Bauman proposed a rather promising, but equally somewhat surprising concept — and we refer here to the concept of liquid modernity. The author maintains that the society in which we live is in a process of transformation through the passage from a solid modern phase toward a liquid postmodern phase [2, p. 305].

The intersection of education with information, communication, and digital technologies has allowed the individualization of three distinct roles that technology can play in this relationship:

- an environment in which various sequences of the educational act can take place, but also a resource for education;
- a facilitator for the management of education at different levels;
- a facilitator of the delivery of content in different forms, a fact which evidently implies a rethinking of some of the basic principles of the educational act [4, p. 25].

It is known that the classical model of learning was based on the accumulation of knowledge and the cultivation of punctuality and submission to repetitive mechanical work. The contemporary era, however, imposes a model of creative learning based on flexibility, change, anticipation, and novelty. The scholar Kapitza maintained the idea that developing the aptitudes for creation of the young generation is a primordial task, no less important than the problem of peace or of preventing an atomic war, the future of world civilization depending on it [7, p. 126].

Adaptive or maintenance learning, based on the reaction to predictable changes, no longer corresponds to the complexity of today's life. It is increasingly being replaced by participatory, anticipatory, and creative learning. At the same time, the universe and the record of the values of learning are also changing. We no longer learn merely by accumulating knowledge for a trade, but we learn in order to competently anticipate the complex future. In this context, the development of the capacity for self-information and self-learning becomes vital.

In these circumstances, the role of the teacher in the face of the problems raised by education and instruction in postmodern society must be reoriented in accordance with the requirements of the present and especially with those of the future. The teacher of the future is called upon to continuously redimension their roles and guises, manifesting an open behaviour and a positive, active, and reflective attitude, promoting interactive learning and stimulating the creative potential of their disciples.

Interactive-creative learning is an evolutionary process based on receptivity toward new experiences, sought and resolved through exploration, deduction, analysis, synthesis, generalization, abstraction, and concretization, placing the emphasis on making connections between meanings and requiring a conscious intellectual, psychomotor, affective, and volitional involvement. The teacher will stimulate the creative potential of young learners in the process of instruction, will urge them, in a creative learning, to debate, to investigate perspectives, to pose research problems differently, to deduce different conclusions, and to be guided by the premise that no fact of knowledge is a final act, a "taboo," and that no consciousness is finite, but can be developed.

Interactive-participatory learning appears as a result of individual and collective efforts. The person who learns actively is the initiator and organizer of their own learning experience, capable of permanently reorganizing and restructuring their personal acquisitions. By developing this type of learning, teachers stimulate students to become capable of elaborating personalized learning projects, of assuming responsibility for the conduct of learning, becoming aware, applying, self-evaluating, managing, and progressively acquiring autonomy in their own learning.

Stimulating activism and creativity in the didactic process presupposes fostering an interactive and dynamic learning environment. The specific conditions and situations that can lead to the development of the investigative spirit, of divergent thinking, and of a creative and active attitude in school may be considered the following:

- encouraging students to ask as many questions as possible;
- limiting constraints and the factors that produce frustration;
- stimulating communication by organizing discussions and debates between students, and between teacher and students;
- activating students by requiring them to operate with ideas and concepts in order to reconsider them and produce new variants;
- cultivating cognitive independence and autonomy in learning;
- stimulating the constructive critical spirit, the capacity for argumentation, and the search for alternatives;
- favouring access to knowledge through one's own efforts, stimulating a reflective attitude toward one's own learning approaches;
- the teacher is the one who must find the most effective ways to stimulate the active, interactive, and creative potential of each individual student [1, p. 79].

Contemporary society demands a redefinition of the purposes of education. The development of competencies remains an essential condition for professional and social integration, but it is no longer sufficient to respond to the complex challenges of the present-day world. The innovative paradigm of education promotes the transition from the mere accumulation and application of competencies toward the formation of individual and collective consciousness.

Education must contribute to the development of persons capable of thinking critically, acting responsibly, and participating actively in the life of the community. The teacher thus becomes a guide toward knowledge, but also a former of values and attitudes. In the digital era, this mission acquires a special importance, because technological progress must be accompanied by moral maturity and social responsibility.

The future of education does not consist only in preparing students for professions that do not yet exist, but also in forming people aware of their role in the world, capable of contributing to the development of a more humane, more equitable, and more sustainable society.

Bibliography

- Axentii, A.I., Barbă, M. Interactive Didactic Methodologies of Organizing the Educational Process. Cahul: “B. P. Hasdeu” State University Press, 2011, pp. 76–99.
- Bauman, Z. Education in liquid modernity. Review of Education, Pedagogy, and Cultural Studies, 2001, pp. 303–317.
- Bocoș, M. Interactive Instruction. Benchmarks for Reflection and Action. Cluj-Napoca: Editura Presa Universitară Clujeană, 2001, pp. 63–88.
- Ceobanu, C., Cucos, C., Istrate, O., Pânișoară, I. Digital Education. Iași: Polirom, 2022, pp. 24–27.
- Cristea, S. (coord.). Pedagogical Curriculum. Editura Didactică și Pedagogică, R.A., 2010, p. 126.
- Cucos, C. Pedagogy. Iași: Editura Polirom, 2014, p. 45.
- Mureșan, P. Efficient and Rapid Learning. Bucharest: Editura Ceres, 1990, p. 126.

DIGITAL TOOLS USED IN ROMANIA LANGUAGE AND LITERATURE CLASSES

**Profesor Toma Mariana,
Școala Gimnazială „Unirea”, Braniștea**

Summary: Modern ICT tools significantly increase the attractiveness of the educational process, support it and even give it a new direction. Among these tools that I have used in Romanian language and literature classes not only during the pandemic period, but also currently, but using smart boards, I remember:a) The wordwall application, Padlet, LearningApps.org, Toontastic 3 D application.

From a methodological and didactic point of view, "computer-assisted instruction is increasingly penetrating the instructional process in Romanian language and literature lessons in various forms, whether for visualizing information, displaying diagrams, finding information, creating, self-evaluation." Thus, "the use of ICT tools in education will lead to a shift in emphasis from a teacher-centered learning environment to a student-centered one, with the teacher no longer being the key source of information and knowledge transmission, but active collaborators in education like the students."

Modern ICT tools significantly increase the attractiveness of the educational process, support it and even give it a new direction. Among these tools that I have used in Romanian language and literature classes not only during the pandemic period, but also currently, but using smart boards, I recall:

a) The wordwall application can be used to create both interactive and printable activities.

Most of the templates are available in both interactive and printable versions. The activities created can be used both to capture attention, such as the hangman, the random wheel

(<https://wordwall.net/ro/resource/53119212/valorile-semantice-ale-verbului-predicativ-a-fi>), but

also during the feedback of the lesson: anagram, labeled diagram.

Examples of activities:

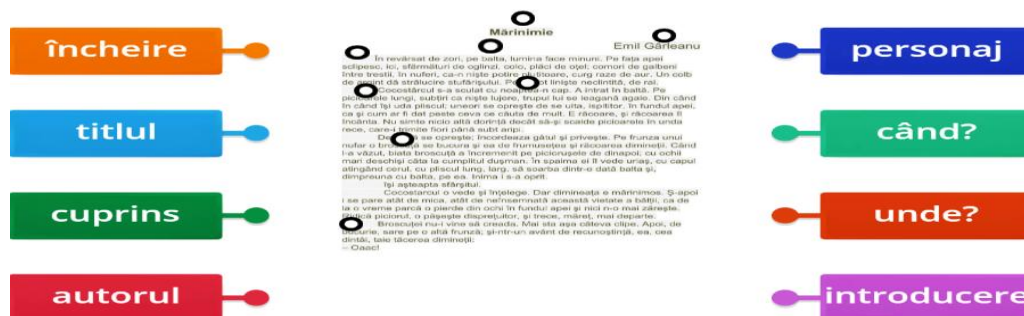
- *The hangman*: Mr. Goe, I.L.Caragiale, class VI (<https://wordwall.net/ro/resource/17603745/d-l-goe>)



- *Random wheel:* *Moara lui Călfar*, Gala Galaction, 7th grade
<https://wordwall.net/ro/community?localeId=1048&query=moara%20lui%20califar>



- *Labeled diagram:* Narrative text, 5th grade, <https://wordwall.net/ro/resource/30882599/copie-a-textul>



b) Padlet

Padlet is an online application that allows users to easily express their opinions on a common topic on a virtual "wall". „Padlet is used for class socialization, collaborative learning, peer-to-peer learning, collecting research and resources on a specific topic, measuring understanding of a topic or a studied concept. It is an easy-to-use application for students and teachers." I used it to find additional information based on certain events found in their texts: about the Holocaust (The Boy in the Striped Pajamas, John Boyne, 7th grade), about fairy tale characters (And I Told You the Story That Way, Florin Bican, 5th grade), about certain content aspects or particularities of the literary texts studied.



c) LearningApps.org

LearningApps.org is a Web 2.0 application designed to support learning and teaching processes through interactive modules. These learning modules can be directly integrated into learning content, but can also be designed online by users themselves or can be modified. The modules themselves do not represent a closed learning unit, but must be incorporated into an appropriate teaching scenario.

For example:

- *Predictive Technique: The Ticket Without a Seat*, Cultural Values, Grade 8 (<https://learningapps.org/22045957>)



d) Toontastic 3D App

With Toontastic 3D students can draw, animate and narrate their own cartoons. Students can move the characters around on the screen, telling their story and Toontastic records the voice and animations, then stores them on the device as a 3D movie. Toontastic is a powerful and playful way to create interstellar adventures, to narrate a fragment of a read book, etc. For example, we asked students in the 6th grade to create a video of the text *The Oracle* by Mircea Cărtărescu (<https://play.google.com/store/apps/details?id=com.google.toontastic&hl=ro&gl=US>)



However, in order to achieve a flexible interaction between the teacher's actions and the student's actions, it is necessary to take into account the latter's potential: motivation, ability to act in a certain way and to operate with certain categories of knowledge, level of training, learning style, etc.

Bibliography:

Brut, Mihaela, Tools for E-LEARNING, The modern teacher's computer guide, Ed. Polirom, 2006;

Cordoș, Sanda, What's the point of reading literature again?, Ed. Compania;

Diaconu, Amalia, Differentiated student training, course support B, POSDRU/87/1.3./S/62631;

Pavelescu, Marilena, Methodology of teaching the Romanian language and literature, Ed. Corint;

<https://wordwall.net/ro/features>

<https://sites.google.com/e-uvt.ro/pagina-de-pornire/padlet>

<https://learningapps.org/impressum.php>

FROM COMPETENCIES TO CONSCIOUSNESS. THE CONDITION OF WOMEN BETWEEN 1800 AND 1914. DRAMATURGY

Prof. Cristina Roșu,
LTA “Dumitru Moțoc,” Galați

Abstract: *This article explores the condition of women in society as reflected in dramaturgy during 1800–1914, when women were legally and socially subordinated to men, who restricted their rights, with a particular focus on Romanian contexts. The article traces the slow progress toward gender equality, highlighting early feminist movements. The dramaturgy of the 19th century reflected and challenged these realities. Influential works by Ibsen and plays by Romanian authors portrayed women’s complex identities. Ultimately, the article questions the possibility of achieving true equality between men and women, noting contemporary issues such as femicide and domestic violence that persist despite legal protections.*

Keywords: *women’s condition, feminist movements, social roles of women and their representation in literature (dramaturgy), women’s rights.*

Within the family and in society, woman was assigned various attributes and duties. She was a mother, a “partner” in the manifold household, agricultural, fishing, and hunting activities, a “leader” (there are so many female deities), and, in the 19th century, she also appears as a “midwife” — ensuring, at the moment of birth, that the newborn was not killed or abandoned (Ciupală, A., *Despre femei și istoria lor în România*, University of Bucharest Press, 2004) — as a governess (a substitute for the mother in financially privileged families, also having a chance at education), a servant, a prostitute, a mistress, a spinster, a nun, a widow, a hostess/partner in social gatherings, and, later, involved in the field of charitable assistance, philanthropy, and so on, yet very little protected by the law, because for a long time the man was considered the owner of the woman. A very detailed presentation of these “roles” fulfilled by woman within the family and in society was also made by Enache Nistor Cosmin Gabriel, who analyzed collections of documents concerning woman–family–dwelling–occupation in both rural and urban settings, as well as their depiction in world literature, in the period 1820–1900.

Woman lived under paternal authority until marriage, then passing under that of her husband — practically in a family prison, never able to take any decision (no legal/financial document could be concluded without the consent of the man to whom she belonged). She had no right of inheritance, nor any right concerning her own children, since the law allowed the children to be taken from the

mother strictly at the husband's will, nor the right to private correspondence, to free expression, and so on. If she worked, almost nothing of the derisory pay came to her — after 14 hours of work a day — for the husband was the administrator of the goods, and she was excluded from the outset from certain professions: some professions, such as that of lawyer, were practically closed to the female segment (Popescu, G., 2025). There existed a supremacy of the man, and the married woman was treated as a minor from a legislative point of view. The woman had to tolerate her husband's infidelity, especially since for a long time no legal obligations were stipulated toward children from extramarital relationships; yet at the slightest suspicion, even unfounded, it was the woman who was cast out. She was also the victim of dowry hunters at a time when marriage was a sure means of enrichment for some, until a change in legislation according to which the husband could no longer alienate the dowry, but only administer it. As an employee, if she became pregnant, she was dismissed without any compensation and without consideration, as if pregnancy were some illness, with not the slightest concern for the fate of the child coming into the world. For example, the newspaper *Nepszava* (4 March 1902) announced that entire families of workers from the county of Alba de Jos and from other regions inhabited by Romanians committed suicide to escape misery and famine (Mihăilescu, Ștefania, *Din istoria feminismului românesc*, Polirom, 2002, p. 17).

Thus, on native soil, the history of women is just as sad as that of women in other European spaces, for until 1932 they were denied the right to study, they could not own property, could not conclude contracts, could not appear in court, and could not act as guardians for their own children (Văcărescu, Theodora-Eliza, “Contexte de gen: roluri, drepturi și mișcări ale femeilor din România...,” in *Sociologie Românească*, vol. XII, no. 1–2, 2014, p. 94).

In 1790, in Paris, the *Cercle Social* / Society of the Friends of Truth was opened, an organization that campaigned for women's rights (in the sense of gender equality), pleading for equal rights between spouses and for the protection of women from poverty, domestic violence, and so on; this club functioned until 1800 (British Museum). Unfortunately, in 1804 the Napoleonic Code / French Civil Code was adopted, a foundational model for civil legislation in many countries, granting the head of the family (the husband/father) absolute powers over the wife and children (“marital power” / “paternal authority”). It represented even the first “civil constitution” of Romania, adopted in 1864 and entering into force on 1 December 1865, valid in Romania for 146 years, until October 2011, with the note that marital power was abolished in France in 1970. The former master–slave–free-man relationship also manifested itself in the husband–wife and employee–employer relationship, and for almost the entire century women suffered because the privileged ones were the men. They could be beaten, driven away, humiliated, sent to a convent, and have their dowry confiscated by the husband for an alleged adultery; the deprivation of goods also applied to widows, if the moment of a child's

birth raised the suspicion of adultery. The aggressor in the domestic environment did not suffer; physical correction was even a prerogative of the husband, and divorce was granted only in cases of repeated extreme violence: “If by any means he has threatened the life of his wife,” according to the Calimach Code of 1817 (Acad. Andrei Rădulescu et al., 1958, *Codul lui Calimach. Ediție critică*, p. 107).

The process of industrialization in Romania played an important role, and only one year before the First World War, women were nurses, midwives, seamstresses, secretaries; they represented the majority of female workers in the food and textile industries (Rachieru, S., “Includerea/excluderea socială a femeilor în România modernă (1878–1914),” in *Despre femei și istoria lor în România*, University of Bucharest Press, 2004, p. 43).

In the Romanian space, only the Constitution of 1923 brought the first recognitions concerning equality in civil rights, putting an end to old provisions that obliged the woman to have her husband’s consent for various actions; the right to vote was won by women later, through the Constitution of 1946 (ALEG Romania).

The growth in the number of educated women brought the “woman question” back to attention in several states, and in 1848 women fought for the right to education and to involvement in public life. One of the most distinguished representatives of feminism was Sofia Nădejde, who confronted even Maiorescu himself, dismantling the theory of women’s intellectual inferiority that he too promoted (for example, the article *Răspuns d-lui Maiorescu în chestia creierului la femei*). The first Romanian woman in the role of actress was Marghioala Bogdăneasca, the wife of the *serdar* Dumitrache Bogdănescu, first mentioned in the famous Chapter XX, “The Theatre in Wallachia,” of the novel *Ciocoii vechi și noi* (1862) by Nicolae Filimon (Hațiegan, A., “Precursoarele: primele femei care au jucat în limba română”). The first play in the Romanian language was staged in 1816, in Iași, in the house of the boyar Costache Ghica, at the suggestion of Gheorghe Asachi, and in 1852 the Grand Theatre of Bucharest — today the National Theatre — was opened (Petcu-Păducean, Ioana, *Istoria teatrului românesc*).

The situation of women is reflected in the dramaturgy of the 19th century as a “mirror of society,” as a social laboratory in which misfortunes are exposed, despite efforts to keep up appearances. For instance, addressing aspects concerning the equality of individuals, Ibsen manages to convince, through Nora in *A Doll’s House*, that woman must not be oppressed. Nora has the sad revelation that she represented nothing more than a poor doll for her father and, above all, for her ungrateful husband, whom she abandons. In her parting words she tells Torvald that she has been treated unjustly — first by her father, then by him — that she was their plaything rather than a person

in her own right, and that she now feels she has lived for eight years with a stranger (Henrik Ibsen, *A Doll's House*).

In Romanian literature of the 19th century, woman is associated with the idea of resignation, sacrifice, and subordination within the domestic universe; but Vasile Alecsandri, I. L. Caragiale, and Bogdan Petriceicu Hașdeu present other guises of woman.

Alecsandri wins over the public with the memorable comic figure of Chirița (her social climbing, snobbery, and ridiculous attempt to adopt French fashion and language); Caragiale, with the woman placed in the urban environment, in adultery and frivolity yet with pretensions of refinement, caught between the social respectability acquired through marriage and the risky infidelity (Zița and Veta in *O noapte furtunoasă* and Zoe in *O scrisoare pierdută*), for, as Ionel Funeriu observes, Caragiale reflects the eternal feminine in his own manner — ironizing cultural superficiality, marking ethical lapses conciliatorily, and caricaturing imposture as a reflex of snobbery and of a precarious education (Funeriu, Ionel, “‘Misoginismul’ lui Caragiale”).

In dramas, women are presented in the situation of having to “choose” between duty to their people and personal feelings, caught in the games of power (Ruxandra and Carmina in *Despot Vodă* by Alecsandri; Vidra in *Răzvan și Vidra* by Bogdan Petriceicu Hașdeu).

Published in 1925, but with its action set in 1913, Camil Petrescu's drama *Suflete tari* reveals not only strong souls, willing to resist in a world hostile to their convictions, but above all the condition of woman, through the lines of Matei Boiu Dorcani — so entrenched in the past — addressed to Andrei Pietraru, who intended to marry Ioana, Matei's daughter. Matei boasts that nothing in his lineage was ever done “for the dissoluteness of love”: that on Good Friday in 1542 four of the seven children of the high chancellor Manole Boiu took the veil all at once so that the fortune would not be divided and the lineage would remain powerful; that the daughter of Vasile Boiu, widowed with three infants at nineteen, never remarried so as not to harm her children's home. He threatens to lock Ioana away and burn her library, denounces Andrei as a dowry hunter and a scoundrel who takes his daughter and answers to no one, rails against “laws made by merchants,” and recalls that only seven years earlier his son died — and now his daughter dies while still living (Camil Petrescu, *Teatru*, Editura 100+1 Gramar, Bucharest, 2002, pp. 182–185).

These few examples of reality and fiction highlight a dilemma: can there really be equality between women and men? It is hard to say, even though the contemporary world has generated a law on femicide and conferences on the same theme — under conditions in which murder was punished by law, and today men too are victims of violence, including domestic violence

“DUMITRU MOȚOC” HIGH SCHOOL — SUSTAINABLE PARTNERSHIPS IN THE LOCAL COMMUNITY

ILIEA MARIANA LIDIA

“Dumitru Moțoc” High School of Tourism and Food Industry

Abstract

Sustainable partnerships between schools and local community stakeholders represent an important factor in improving educational quality and promoting social responsibility. Through collaboration with local authorities, cultural institutions, economic agents, non-governmental organizations and families, schools can create valuable learning opportunities and contribute to community development. This paper highlights the role of Liceul de Turism și Alimentație „Dumitru Moțoc” in building sustainable partnerships that support educational success, civic engagement and social inclusion.

Education nowadays is far from being limited to the school space; it presupposes a close and permanent collaboration between the educational institution and the local community. In this context, the “Dumitru Moțoc” High School of Tourism and Food Industry promotes sustainable partnerships that contribute to the harmonious development of students, to the consolidation of social relationships, and to the increase in the quality of the educational act.

In this paper, I propose a case study that explores the application of different educational paradigms within a project focused on sustainability, implemented in a high school. The results demonstrate that student-centred, experiential, collaborative, and transformative approaches contribute significantly to developing sustainable attitudes and behaviours among students.

Educational partnership constitutes a relationship of dynamic cooperation, based on common objectives, responsibility, and active involvement. In the partnership network, the school becomes an important actor of the community; at the same time, the community contributes to supporting the instructional-educational process by providing resources, expertise, and learning opportunities.

In our school, collaboration with the local authorities constitutes one of the essential directions of institutional development. The support offered by the public administration in sustaining the school’s projects results in the carrying out of educational, cultural, and volunteering activities, as well as the improvement of study conditions. Moreover, in our school the values of humanity and of democracy are promoted, along with the principles of environmental protection, the reduction of waste, and aspects related to encouraging the local economic environment and entrepreneurial

initiatives. Our activities — such as clean-up actions, sustainable gastronomy, exercise firms, and business competitions, together with the numerous projects written, implemented, and sustained — are all so many proofs that, in our school, the goals of sustainable development are known and put into practice.

A priority of our school, reflected in the managerial documents and in the initiatives proposed by teachers and students, is the school–family relationship. It is known that this has a major impact on school results and on the socio-emotional development of students. Many of our students have separated parents or parents working abroad, or come from single-parent families, which raises the level of demand in managing the relationship with families. Through meetings organized physically and virtually, parent briefings, joint activities, counselling programmes, and permanent communication, family members are actively involved in the educational process, becoming real partners of the school.

The participation of our students in community projects, on the initiative and under the competent guidance of teachers gathered in mixed working groups, contributes to the formation of civic spirit and to the development of the sense of belonging to the community.

I will bring to attention a case study concerning the way in which various educational paradigms were integrated into a project with a sustainability theme at the school level. I will attempt to highlight the way in which, in our school, their impact on learning experiences and on students' environmental awareness is evaluated.

The context of the case study

The study was carried out in our high school, which conducted “Green Competencies” initiatives within the project “Internships for the students of the Dumitru Moțoc High School in Galați.” The project involved 268 students aged between 15 and 28 and is implemented in partnership with the “Lunca Joasă a Siretului” Association, being supported by the local authorities, environmental organizations, and members of the local community.

The main objectives of the activity were:

- Increasing students' degree of awareness regarding environmental problems;
- Promoting sustainable behaviours and responsible consumption;
- Encouraging active participation in community environmental initiatives;
- Developing students' critical and systemic thinking skills.

The activities included environmental workshops, recycling campaigns, promotional events, energy-saving initiatives, and awareness campaigns, some of them conceived directly by the students. During the course of the activities, the impact on the participants was visible, and we also managed to identify a series of educational paradigms that stood out:

1. The student-centred paradigm

The activities were designed according to a student-centred approach, in which students participated actively in identifying the environmental problems in their community. Instead of receiving information passively, students carried out surveys, collected data, and proposed solutions, which encouraged autonomy, responsibility, and involvement. Students became active agents of change, taking responsibility for their own learning process and developing their decision-making skills.

2. The experiential learning paradigm

Experiential learning played a central role throughout the project. Students learned through direct involvement in practical activities, such as collecting waste, caring for plants, and monitoring environmental parameters. By connecting theoretical concepts with real-life experiences, students gained a deeper understanding of the challenges related to sustainability. The reflection sessions organized after each activity allowed participants to analyze their experiences and draw meaningful conclusions.

3. The collaborative learning paradigm

The project placed an emphasis on teamwork and on cooperation among students, teachers, families, and community stakeholders. Working in groups allowed students to exchange ideas, negotiate solutions, and develop communication skills. The collaboration extended beyond the school environment. Partnerships with local organizations, such as the “Help Lăbuș” Foundation or the County Agency for Employment (AJOFM), offered students access to specialized knowledge and to authentic learning experiences. This approach demonstrated that sustainability is a shared responsibility that requires collective action.

4. The transformative learning paradigm

One of the most significant results of the project was the transformation of students’ attitudes and perspectives regarding environmental problems. Through critical discussions, debates, and problem-solving activities, students questioned their consumption habits and reflected on their role in society. Transformative learning encouraged participants to go beyond mere awareness and to adopt sustainable behaviours in everyday life. Many students subsequently reported that they had

reduced their use of plastic, conserved energy, and promoted ecological practices within their families.

5. The systems-thinking paradigm

Students were encouraged to consider environmental, social, and economic problems as interconnected elements of a larger system. For example, discussions about waste management included topics such as consumer behaviour, economic costs, public health, and environmental impact. This holistic perspective helped students understand that the challenges related to sustainability cannot be solved through isolated actions, but require integrated and long-term solutions.

Results and benefits

These approaches produced several positive results, among which we mention:

- Increased awareness regarding environmental management among the participating students;
- The development of interest in integration into the community and the initiation of new, sustainable communities;
- The formation of working groups and operational teams, composed of students and teachers, but also with the participation of responsible factors from the community, who will continue to act in the spirit of the principles of sustainability;
- The improvement of critical thinking and civic spirit.

Collaboration with local cultural and educational institutions offers students access to diversified learning experiences. Thematic visits, participation in cultural events, exhibitions, competitions, and extracurricular activities have contributed to the development of cultural, artistic, and social competencies. Thus, formal education is complemented by authentic experiences that stimulate creativity and critical spirit.

Partnerships with non-governmental organizations and economic agents have played a special role in preparing students for social and professional integration. Through volunteering projects, information campaigns, ecological activities, and career-guidance programmes, students develop practical competencies, social responsibility, and the capacity to respond to the challenges of contemporary society.

Clean-up actions, the selective collection of waste, and awareness campaigns regarding the protection of natural resources have contributed to forming responsible behaviours among

community members and to promoting the values of sustainability, which we estimate will contribute to forming students as active citizens involved in solving the community's problems.

The results of these partnerships are reflected in the increased participation of students in extracurricular activities, the improvement of relationships between the school and the community, the development of key competencies, and the consolidation of the institution's image in the local space. At the same time, the collaboration among the different community actors generates mutual benefits and creates the premises for sustainable development.

Conclusion

In conclusion, the sustainable partnerships developed by the "Dumitru Moțoc" High School represent a valuable resource for the modernization of education and for the consolidation of the links between school and community. Through the active involvement of all interested factors, the institution contributes to forming responsible, competent young people prepared to participate actively in social and professional life. The development and diversification of these partnerships remain essential objectives for ensuring quality education and for supporting the progress of the local community.

Bibliography

Cucoș, Constantin. *Pedagogy*. Iași: Editura Polirom, 2014, pp. 421–430.

Joița, Elena. *Educational Management*. Iași: Editura Polirom, 2000, pp. 183–195.

Păun, Emil. *The School — A Socio-Pedagogical Approach*. Iași: Editura Polirom, 1999, pp. 156–170.

Neacșu, Ioan. *Instruction and Learning*. Bucharest: Editura Didactică și Pedagogică, 2015, pp. 287–295.

Ministry of Education. *Benchmarks for the Development of the School–Community Partnership*. Bucharest: Editura Didactică și Pedagogică, 2021, pp. 12–25.

EDUCATION AS A SPACE OF PLURALITY

Challenges and Solutions for an Inclusive School

Prof. Alina Mihăilescu,

“Matei Basarab” National Computer Science College, Râmnicu Vâlcea

Abstract: *This article examines inclusive education as both a form of social justice and an essential operating principle of contemporary schools. Against the background of globalization, migration, demographic change, and technological evolution, the classroom has become an increasingly diverse space that the school must integrate harmoniously. The paper argues that inclusion goes beyond the mere presence of all students in a class and requires the active, relevant, and dignified participation of each one, grounded in the principle of equity rather than uniform equality. It highlights the central role of the inclusive teacher — as a facilitator of learning, a mediator of relationships, and an architect of the classroom climate — and analyzes the main obstacles to inclusion: overcrowded classes, lack of resources and support staff, an over-standardized system, and resistance to change. The author concludes that inclusive education is not only a pedagogical necessity but also a moral promise: that of leaving no one behind.*

Keywords: *inclusive education, diversity, equity, social justice, inclusive teacher, school climate, socio-emotional competencies.*

In recent decades, the contemporary school has become a space in which social, cultural, and economic realities intersect in an increasingly complex manner. Diversity, once regarded as a marginal challenge, has today become a fundamental characteristic of any educational environment. In the face of this transformation, inclusive education no longer represents merely a methodological option, but a form of social justice and an essential principle of the functioning of school institutions. In this context, teachers, students, and school communities are called upon to constantly re-evaluate the way in which they understand and support the participation of every child in the learning process.

Globalization, migration, demographic changes, and technological developments have generated a diversity of experiences and identities that the school is required to integrate in a harmonious way. In the same classroom there may coexist students with different mother tongues, children from socially disadvantaged backgrounds, students with special educational needs, but also children with exceptional cognitive abilities or with different rhythms of learning. This complexity

should not, however, be a reason for segregation or uniformization, but an occasion for reconfiguring pedagogical practices.

Inclusive education is not limited to the mere presence of all students in a class, but aims at the active, relevant, and dignified participation of each one. This approach proposes an environment in which differences are not passively tolerated, but celebrated as educational resources. In essence, inclusion presupposes a profound transformation of the school culture, of the relationships between actors, and of the way in which school success is defined.

Recognizing diversity is only the first step in building an inclusive school. The true challenge consists in transforming this diversity into an opportunity for learning. This is where the principle of equity intervenes, which, unlike equality, does not presuppose the uniform treatment of all, but the provision of resources and support according to specific needs. Treating students identically can, paradoxically, lead to the perpetuation of inequalities; treating them equitably means recognizing that each one has a different starting point.

In this sense, curricular adaptation, the differentiation of tasks, the flexibility of teaching methods, and complex assessment are essential tools for the teacher. Increasingly, the idea is taking shape that the inclusive teacher is not merely a transmitter of knowledge, but a facilitator of learning, a mediator of relationships, and an architect of the classroom climate. Their professional ethos is based on empathy, openness, the capacity for reflection, and the desire to learn continuously.

The teacher is the central figure in ensuring inclusion. Despite legislative frameworks and educational policies, without the willingness and competence of teaching staff, inclusion risks remaining a theoretical ideal. It is the teacher who knows their students, observes the dynamics of the group, identifies individual needs, and decides which strategies are appropriate. In the contemporary school, the teacher must act as a manager of diversity, not merely as a specialist in subjects.

An inclusive teacher uses active and collaborative methods, promotes dialogue and peer learning, adapts materials, uses assistive technologies when necessary, and creates a safe space in which students are not afraid to make mistakes. In addition, they are aware that diversity can generate tensions or discriminatory behaviours. Consequently, they have the responsibility to cultivate in the classroom values such as respect, tolerance, and solidarity.

Although the ideal of inclusive education is increasingly present in public discourse, the reality of the contemporary school reveals a series of difficulties that cannot be ignored. Overcrowded classes, the lack of adequate teaching resources, the insufficiency of support teachers or school

counsellors, as well as an educational system often oriented toward standardization and measurable performance, can considerably limit the application of inclusive principles.

Likewise, one of the major challenges is resistance to change. For some teachers or parents, inclusion is viewed as a threat to the academic level or as an additional task that is difficult to manage. These perceptions are fuelled not only by a lack of information, but also by the absence of coherent educational policies that genuinely support the school in the process of inclusion. In this sense, continuous training and institutional support are essential.

Inclusive education represents more than a set of pedagogical techniques: it is a vision of the world, a conviction that every child has the right and the capacity to learn at their own pace and in their own style. The school of the future is imagined as a space in which diversity is assumed and integrated naturally — not as an obstacle, but as an engine of progress.

More and more studies show that students who learn in an inclusive environment develop superior socio-emotional competencies, have a greater tolerance toward differences, and are better prepared for the multicultural society in which they will live. In this sense, the inclusive school prepares not only academically competent individuals, but also responsible and empathetic citizens.

In order to attain this ideal, the collaboration of all actors is necessary: teachers, parents, students, authorities, and local communities. Inclusion cannot be achieved in isolation, but presupposes a network of relationships and resources that support the development of each child. Investments in teacher training, in infrastructure, in educational resources, and in support services are essential for the functioning of an inclusive school.

Inclusion and diversity are not mere topics of discussion, but the foundation of a modern education oriented toward equity and respect for the uniqueness of each student. The contemporary school has the responsibility to transform differences into educational capital, to redefine school success, and to create an environment in which all children feel seen, heard, and valued. In a world in continuous change, inclusive education is not only a pedagogical necessity, but also a moral promise: that of leaving no one behind.

THE USE OF DIGITAL TOOLS IN TEACHING CONTEMPORARY HISTORY: DIDACTIC APPLICATIONS THROUGH NOTEBOOKLM, CONCEPT MAPS, AND INFOGRAPHICS

Ilie Gîrneț

Teacher of Romanian and Universal History “Iulia Hașdeu” College of Cahul, Republic of
Moldova

Abstract

The article highlights the possibilities of integrating modern digital tools into the history teaching-learning-evaluation process. It analyzes the educational applications of the NotebookLM platform, concept maps, and infographics in studying sensitive topics from contemporary history: the Ribbentrop-Molotov Pact, the Holocaust, the GULAG, the organized famine, and the deportations from the Moldavian SSR. The presented experiences demonstrate that using digital resources contributes to developing critical thinking and research skills, while increasing student motivation.

Introduction

The profound transformations produced by the digitalization of contemporary society directly influence the educational system, determining the need to adapt didactic strategies to the characteristics and needs of the new generations of students. In the context of the accelerated development of information technologies and of increasingly easy access to digital educational resources, the teacher is called upon to make use of innovative tools and methods that contribute to raising the quality of the instructional-educational process and to forming the competencies needed for the 21st century. In this sense, the integration of digital technologies into didactic activity no longer represents merely an option, but a necessity imposed by the evolution of the knowledge-based society.

The specialized literature highlights the fact that the use of digital technologies can contribute significantly to increasing motivation for learning, to developing critical thinking, and to forming competencies of collaboration and communication. The American researchers Jan Herrington, Thomas Reeves, and Ron Oliver emphasize the importance of using digital technologies in creating authentic learning contexts that allow students to participate actively in constructing knowledge. In the same vein, Marc Prensky considers that the students of the current generation, characterized as “digital natives,” respond more effectively to interactive methods and to the use of technological resources in the educational process.

In the field of history teaching, the new technologies offer important opportunities for developing competencies specific to the discipline. The British historian and pedagogue Peter Lee emphasizes that learning history involves not only the accumulation of factual information, but also the development of the capacity to critically analyze sources, interpret different perspectives, and construct historical arguments. Digital tools facilitate precisely this type of investigative approach, offering students the possibility to explore, compare, and interpret information from diverse sources.

In Romania and in the Republic of Moldova, the need to integrate digital technologies into education is supported by numerous specialists. The works of Constantin Cuciș, Ioan Cerghit, and Sorin Cristea highlight the role of modern didactic strategies and of educational technologies in making the learning process more efficient. At the same time, researchers from the Republic of Moldova, such as Valeriu Pasat, Igor Șarov, and Anatol Petrencu, have emphasized the importance of making use of historical sources and modern teaching methods for developing historical thinking and a culture of memory in students.

Topics concerning totalitarian regimes, crimes against humanity, the Holocaust, the GULAG system, the organized famine, and the deportations of Romanians from the territory between the Prut and the Dniester involve the analysis of significant volumes of information and the development of students' capacity to critically interpret historical documents. The complexity of these subjects requires the use of methods that facilitate the organization of information, the identification of causal relationships, and the formulation of well-argued conclusions.

In this context, the use of digital tools such as NotebookLM, concept maps, and infographics offers the possibility of transforming the student from a mere receiver of information into an active participant in the process of constructing historical knowledge. These tools support the analysis of sources, the logical organization of information, and the synthetic presentation of research results, thus contributing to the development of historical, digital, and civic competencies. The present study aims to highlight the ways of using these tools within history lessons and their impact on increasing students' interest in learning and on developing competencies specific to the discipline.

NotebookLM – a digital assistant for historical research

Developed by Google, NotebookLM represents one of the most innovative tools based on artificial intelligence that can be integrated into the teaching–learning–evaluation process of history. Unlike other AI applications that generate answers based on information available on the internet, NotebookLM works directly with the sources uploaded by the user, offering analyses and syntheses based exclusively on the selected materials.

The teacher can upload:

- historical texts;
- archival documents;
- excerpts from textbooks;
- scientific articles;
- testimonies of survivors;
- official documents.

On their basis, students can generate:

- summaries;
- verification questions;
- chronologies;
- study sheets;
- historical comparisons;
- educational podcasts.

Practical example. Topic: “The Ribbentrop-Molotov Pact and its impact on the destiny of the peoples of Europe.”

I uploaded into the application: the text of the Pact, the secret protocol, excerpts from historical works, and maps of the territorial changes.

The students formulate questions:

- What were the causes of the signing of the Pact?
- Which states were affected?
- What were the consequences for Bessarabia?

NotebookLM synthesizes the information and allows students to compare different historical perspectives. In this way, the emphasis shifts from memorizing the information to analyzing and interpreting it.

The digital concept map

The digital concept map is another effective tool for organizing and structuring historical information, facilitating the understanding of the relationships between events, processes,

personalities, and historical concepts. The digital tool allows students to visually represent cause–effect connections, the chronological succession of events, and the interdependence between historical phenomena.

Within history lessons, digital concept maps can be used both for systematizing knowledge and for carrying out individual or group research activities. By elaborating them, students develop their capacity for analysis, synthesis, and argumentation, more easily identifying the essential elements of a topic. At the same time, the tool contributes to the formation of critical thinking and to increasing the degree of involvement in the learning process, transforming historical information into a clear, logical, and easily understandable representation.

Applications such as the following can be used:

- Canva
- MindMeister
- Coggle
- Miro

An applied example for the topic “The Reinstatement of the Communist Regime in the Moldavian SSR. Forced Collectivization, Famine, and Deportations” is the use of the Canva platform.

Students build a concept map having at its centre:

The Communist Regime in the Moldavian Soviet Socialist Republic

The branches may include: collectivization, the famine of 1946–1947, the three waves of deportations from Bessarabia, denationalization, Russification, political repression, the social consequences, and the demographic consequences.

Through this activity, students identify the cause-effect relationships and understand the systemic character of totalitarian policies.

The infographic

Another effective digital tool for synthesizing and visually presenting historical information is the infographic. Students often encounter difficulties in selecting the essential information from a large volume of historical data, and the creation of infographics contributes to the development of competencies of analysis, synthesis, and visual communication. By using digital platforms, students can transform complex information into clear and attractive graphic representations, using concise texts, images, symbols, and timelines.

Within history classes, the infographic can be used for presenting the causes and consequences of events, illustrating the biographies of historical personalities, or highlighting the evolution of historical processes. This method facilitates the understanding and memorization of information, stimulates creativity and the active involvement of students, and contributes to the development of the digital competencies needed in contemporary society. By creating infographics, students become not only consumers but also creators of educational content.

Recommended platforms:

- Canva
- Piktochart
- Venngage

For example, I used this applied tool for the topic: “Crimes against Humanity. GULAG. Holocaust. Katyn.” Students created comparative infographics concerning:

Aspect	Holocaust	GULAG	Katyn
Period			
Victims			
Those responsible			
Purpose			
Consequences			

The final result was presented both within the history lesson and within the activity organized by the Ministry of Culture and Education of the Republic of Moldova, “The Decade of Memory and Gratitude,” through thematic exhibitions, and was published on the page of the educational institution.

Impact on the instructional-educational process

The integration of digital tools within history lessons generates significant effects on the instructional-educational process, contributing both to the diversification of didactic strategies and to the increase in the quality of learning. The experience of using applications such as NotebookLM, digital concept maps, and infographics demonstrates that they increase students’ interest and motivation for the study of history, transforming traditional activities into an interactive and student-centred process.

An important impact is observed in the development of digital competencies, with students being involved in the responsible use of modern technologies for identifying, selecting, organizing, and making use of historical information. At the same time, activities based on research, analysis, and the interpretation of historical sources contribute to the formation and consolidation of critical thinking. Students are encouraged to compare different perspectives, to identify relationships of causality, and to formulate well-argued conclusions based on the analyzed information.

The use of these tools also favours the development of research competencies, through the involvement of students in the process of collecting, systematizing, and interpreting historical data. At the same time, the activities carried out individually or in teams stimulate collaboration and communication, offering students the opportunity to share ideas, negotiate solutions, and build relevant educational products together.

Likewise, the elaboration of concept maps, infographics, and other digital materials contributes to the development of presentation and argumentation competencies, with students being placed in the situation of selecting the essential information and presenting it in a clear, coherent, and attractive manner. Through these activities, learning by discovery is encouraged, with students exploring various sources, formulating questions, and constructing their own explanations of the historical phenomena studied.

Consequently, the use of digital tools in teaching history contributes to transforming the student from a passive receiver of information into an active participant in the process of constructing historical knowledge, favouring the formation of competencies essential for education and for the society of the 21st century.

Conclusions

The integration of digital tools such as NotebookLM, concept maps, and infographics offers new perspectives on the teaching of contemporary history. These resources allow historical sources to be used in an interactive and accessible way, contributing to the development of competencies specific to the discipline and of the key competencies needed in the knowledge society.

Their use in studying complex and sensitive subjects, such as the Ribbentrop-Molotov Pact, the Holocaust, the GULAG, the famine, and the deportations from the Moldavian SSR, demonstrates that technology can become a valuable partner of the teacher in forming a solid historical culture and a responsible attitude toward the past.

Bibliography

- CERGHIT, Ioan. Metode de învățământ. 4th ed. Iași: Editura Polirom, 2006, 376 p.
- COJOCARU, Gheorghe E. Cominternul și originile moldovenismului. Chișinău: Civitas, 2007, 248 p.
- CRISTEA, Sorin. Dicționar de pedagogie. Bucharest: Editura Litera Educațional, 2000, 398 p.
- CUCOȘ, Constantin. Pedagogie. 3rd revised and enlarged ed. Iași: Editura Polirom, 2014, 536 p.
- HERRINGTON, Jan; REEVES, Thomas C.; OLIVER, Ron. A Guide to Authentic e-Learning. New York: Routledge, 2010, 328 p.
- LEE, Peter. Understanding History. In: SEIXAS, Peter (ed.). Theorizing Historical Consciousness. Toronto: University of Toronto Press, 2004, pp. 129–164.
- NEGREI, Ion. Politica etnoculturală în RSS Moldovenească. Chișinău: Prut Internațional, 2008, 320 p.
- PASAT, Valeriu. RSS Moldovenească în epoca stalinistă (1940–1953). Moscow–Chișinău: Cartier, 2011, 848 p.
- PETRENCU, Anatol. Istoria contemporană. Probleme metodologice și didactice. Chișinău: Editura Civitas, 2007, 248 p.
- PRENSKY, Marc. Teaching Digital Natives: Partnering for Real Learning. Thousand Oaks, California: Corwin Press, 2010, 224 p.
- ȘAROV, Igor. Istoria românilor și universală: repere metodologice pentru predare și învățare. Chișinău: Editura Univers Pedagogic, 2018, 214 p.

STRATEGIES FOR INTEGRATING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS INTO MAINSTREAM EDUCATION

— A Case Study —

Teacher GROZAV IULIA,
“Saint Hierarch Nicholas” Secondary School, Vlădești

Abstract

The integration of students with special educational needs (SEN) into mainstream education represents both a major challenge for teaching staff and an opportunity to build an inclusive educational environment. This case study examines the methods of educational intervention applied in the case of a fourth-grade student diagnosed with mild intellectual disability, as well as their impact on his academic and socio-emotional progress, tracking his evolution over modules M1 and M2 of the 2025–2026 school year, with an emphasis on initial assessment and personalized intervention. The comparative analysis of initial and final results demonstrates the effectiveness of remedial intervention based on the adaptation of content, the use of differentiated strategies, and constant support, confirming that these factors are essential in integrating students with SEN.

Keywords: *special educational needs (SEN), mild intellectual disability, mainstream education, inclusive education, remedial strategies, personalized intervention plan, differentiated learning.*

The integration of students with special educational needs into mainstream education represents a major challenge for teaching staff, but also an opportunity to develop an inclusive educational environment. Students with mild intellectual disability encounter difficulties in processing information, in the pace of learning, and in adapting to school requirements.

The present study aims to highlight the methods of educational intervention used in the case of a fourth-grade student diagnosed with mild intellectual disability, as well as their impact on academic and socio-emotional progress, tracking the evolution over modules M1 and M2 of the 2025–2026 school year, with an emphasis on initial assessment and personalized intervention.

Mild intellectual disability is characterized by a below-average intellectual level, associated with difficulties in scholastic acquisitions and in social adaptation. Students with this type of disability can progress significantly if they benefit from appropriate educational interventions. Inclusive education promotes equal opportunities and access for all students to quality education,

regardless of individual particularities. Remedial strategies aim at adapting content, methods, and the pace of teaching to the student's needs, using interactive methods and varied supports.

Important principles: the individualization of learning, learning through experience, the use of visual and concrete support, consolidation through repetition, and constant positive feedback.

Mild intellectual disability is characterized by a slower pace of cognitive development and difficulties in acquiring and applying knowledge, but also by the capacity to acquire basic competencies with appropriate support.

The specialized literature emphasizes the importance of differentiated learning, the use of concrete and visual materials, repetition and consolidation, and positive and immediate feedback. Likewise, collaboration among teaching staff, the family, and specialists (support teacher, school counsellor) is essential for the success of the educational intervention.

Aim

To identify and apply effective remedial strategies for the school integration of a student with mild intellectual disability and to improve his academic and social performance.

Objectives

- Assessing the student's initial level.
- Identifying the learning difficulties.
- Elaborating a personalized intervention plan.
- Applying the remedial strategies.
- Monitoring progress.
- Evaluating the effectiveness of the intervention.

General hypothesis

The application of adapted remedial strategies will lead to the improvement of school performance and to a more effective integration of the student into the class group.

Specific hypotheses

- Visual and concrete methods facilitate learning.
- Repetition contributes to the consolidation of knowledge.
- Learning through play increases motivation.

- The support of the teacher and the family positively influences progress.
- Group activities improve social interaction.

Research methodology

The method used is the case study, which allows the detailed analysis of a student's evolution in a real educational context.

The subject

The student A.M., aged 10, is enrolled in the fourth grade at a mainstream school. He comes from a modest family environment, benefiting from limited support in completing homework. The diagnosis of mild intellectual disability was established by specialists, the student holding a school-orientation certificate without a support teacher.

Observed characteristics:

- difficulties in reading (slow reading, sounding out syllables), difficulties in understanding the text, reduced capacity for concentration, difficulties in solving mathematical problems, low self-esteem and fear of failure, a constant need for support.

Nevertheless, the student manifests a desire to get involved, responds positively to encouragement, and prefers practical activities.

Methods used

- systematic observation, conversation, the analysis of activity products, pedagogical testing.

Instruments used:

- initial tests (Romanian language and Mathematics), systematic observation, worksheets, the analysis of school progress, discussions with the family and the school counsellor.

Stages of the research

1. Initial assessment.
2. Designing the intervention.
3. Applying the strategies.
4. Monitoring.
5. Final assessment.

The initial assessment was carried out at the beginning of module M1, and the final one at the end of module M2.

The results of the initial test reveal a low level of basic competencies in both disciplines, specific to students with mild intellectual disability. The student encounters difficulties both in processing information and in applying knowledge in simple contexts.

The need is noted to elaborate an individualized remedial plan, centred on developing reading and comprehension competencies, consolidating basic mathematical notions, and increasing self-confidence and autonomy in work.

Within the remedial plan, exercises adapted to the student's level of development were used, with an emphasis on the concrete, visual, and repetitive character of the tasks.

The results of the final test reveal increased fluency in reading, more correct answers to questions, improved mathematical calculation, more active involvement in class, and increased self-confidence.

Comparative interpretation (initial – final)

To ensure the coherence of the assessment and pedagogical relevance, the items of the initial and final tests were correlated with the specific competencies provided in the school syllabus for the fourth grade, allowing the monitoring of the student's progress in relation to the curricular standards.

Conclusions

The comparative analysis of the results demonstrates the effectiveness of the remedial intervention carried out over modules M1 and M2. The adaptation of didactic strategies and constant support contributed to his progress. The student recorded visible progress both at the cognitive level and at the socio-emotional level.

The results confirm the hypothesis according to which the adaptation of content, the use of differentiated strategies, and constant support represent essential factors in the integration of students with special educational needs.

Bibliography

Cucoş, C. (2014). *Pedagogy*. Iaşi: Editura Polirom.

Gherguţ, A. (2016). *The Psychopedagogy of Persons with Special Needs*. Iaşi: Editura Polirom.

Vrăşmaş, E. (2015). *Inclusive Education and the Integration of Children with SEN*. Bucharest: Editura Didactică şi Pedagogică.

Ministry of Education (2023). *Curriculum for Primary Education*.

STUDENT ASSESSMENT IN THE AGE OF ARTIFICIAL INTELLIGENCE. CHALLENGES AND CREATIVE SOLUTIONS FOR ROMANIAN LITERATURE CLASSES IN HIGH SCHOOL

Cătălina Elena Enache,
“Paul Dimo” Technological High School

Abstract

The widespread adoption of generative artificial intelligence has profoundly disrupted traditional assessment practices in high-school education. This article examines the challenges that AI poses to assessment integrity, with a focus on the discipline of Romanian language and literature. Drawing on recent research, we argue that, on the one hand, the extensive use of AI requires changing existing methods, but that, on the other hand, it simultaneously opens an opportunity to reconsider what it essentially means to assess literary understanding. We propose seven creative, AI-resistant methods anchored in authenticity and higher-order thinking — adapted to the literary canon and to the context of the Romanian curriculum.

Keywords: *artificial intelligence, academic integrity, authentic assessment, Romanian literature, ChatGPT, Bloom’s taxonomy.*

1. Introduction

The launch of ChatGPT at the end of 2022 and the subsequent proliferation of advanced language models have generated what some researchers call a wicked problem for educational assessment — a challenge that no single solution can resolve (Corbin et al., 2025). Only a few months after the generative models were made available to the public, studies showed that between one fifth and over one third of students reported having used ChatGPT for assignments, the great majority of them being aware that this represents a form of academic dishonesty (Khalil & Er, 2023).

What makes this moment truly different is not the scale of the temptation, but the almost invisible nature of the transgression. Traditional detection tools — including Turnitin — are largely blind to AI-generated text. Research shows that essays produced by ChatGPT obtain an average similarity score of only 13.72% on Turnitin — figures indistinguishable from students’ original work — and that both novice and experienced teachers display real difficulties in identifying such texts (Fleckenstein et al., 2024).

For the teacher of Romanian language and literature, this situation creates an acute dilemma. The problem is not that students are “cheating,” but that our testing system relies on memorization, comprehension, and application — exactly what AI does best. When we ask a student to “characterize the character” or to “explain the features of realism,” we offer a task that an algorithm solves in a few seconds. If we want our students to truly learn, we must shift assessment from the product (the essay written at home) to the process (live, spontaneous thinking).

2. The challenges of assessment in the age of AI

2.1 The inadequacy of traditional formats

Research consistently confirms that standard written assessments are highly susceptible to AI-assisted completion. A 2024 study published in the Proceedings of the National Academy of Sciences found that ChatGPT can correctly answer 65.8% of the exam questions from 50 diverse university courses (Borges et al., 2024). The explanation lies in the cognitive architecture of traditional testing: lower-order tasks — memorization, comprehension, and application — are significantly more replicable by AI than analysis, evaluation, and creation (Bloom et al., 1956; Anderson & Krathwohl, 2001). AI tools perform precisely where traditional tests measure the most; their performance drops significantly only at the top of Bloom’s hierarchy, where authentic literary understanding is located (Gonsalves, 2024).

2.2 The integrity crisis and the limits of detection

Generative AI produces texts that often appear original by conventional measures, creating what researchers describe as “AI-assisted plagiarism” — fundamentally different from the classical kind precisely because it leaves no detectable traces (Himendra & Sachini, 2025). Although specialized tools have appeared, research consistently shows that they face high false-positive rates, risking accusing innocent students while the real fraud remains undetected. The institutional response focused on detection thus proves to be a dead end: detection and evasion coexist in a technological race that institutions cannot win (Corbin et al., 2025). What is needed is not better surveillance, but better pedagogy.

2.3 Equity and dependence

The challenges go beyond the sphere of integrity. When AI tools are accessible to some students but not to others, they create an asymmetry of advantage that deepens existing educational inequalities (Redesigning Assessments, 2025). More worrying in the long term is the risk of dependence: research shows that increased reliance on AI-generated results leads to reduced engagement of critical thinking, since users tend to rely on AI answers instead of independently

evaluating the information (Lee et al., 2025). For Romanian literature, where affective engagement with national identity and cultural memory is inseparable from literary understanding, delegating reading and writing to a language model represents a profound educational loss.

3. The Romanian literature class, a specific context

High-school literary education in Romania is governed by the national curriculum developed by the National Centre for Curriculum and Assessment (CNCEE) and by the Ministry of Education and Research. In December 2025, the Ministry published revised syllabuses for Romanian language and literature in the 9th grade, with an emphasis on communicative, analytical, and cultural competencies (Ministry of Education and Research, 2025). The assessment framework provides for three complementary modes: predictive, formative, and summative — all three vulnerable to the misuse of AI in their written forms.

The canonical works studied — from the chronicles of Grigore Ureche to the modernist poetry of Bacovia, from Eminescu's *Luceafărul* to Preda's *Moromeții* — invoke a literary tradition with deep roots in Romanian cultural identity. This specificity is both a challenge and an asset. On the one hand, language models are becoming increasingly capable of producing competent analyses of canonical Romanian texts. On the other hand, the lived dimension of this literature — its rootedness in family stories, regional dialects, and the memory of the communist era — creates fertile ground for assessment methods that AI cannot replicate, because they require the student's personal involvement.

4. Creative, AI-resistant assessment methods

The methods proposed below are grounded in recent research on authentic assessment, oral examination, and higher-order thinking. They are designed to enrich the arsenal of pedagogical methods and to be structurally resistant to the misuse of AI, because they require students to think, speak, feel, and respond in real time, starting from personal experience.

4.1 The heuristic conversation

Oral examination is the most robust AI-resistant assessment method. Perkins (2026) argues that, in the age of advanced AI, students must be able to discuss, adapt, and apply knowledge in real time, unlike written assessments, which often measure recognition or reproduction.

Application to Romanian literature: instead of asking students to write an essay about Ion Creangă's *Amintiri din copilărie*, the teacher conducts a structured oral conversation that pivots dynamically according to the student's answers. The opening question — "What role does play have

in the construction of Nică's identity?" — is followed by deeper probes: "Why do you think so? Can you find a moment in the text that contradicts your interpretation?" The method is enhanced by including a short sight passage that the student must comment on immediately, without prior preparation.

4.2 The reading journal

The reflective portfolio anchored in personal experience is one of the formats most frequently recommended as AI-resistant (Khlaif et al., 2024). Since AI cannot access a student's life, memories, or emotional history, assessments that require the fusion of personal experience with textual analysis are structurally inaccessible to it.

Application to Romanian literature: students keep a reading journal throughout the semester. For each text studied, they write not only an analysis, but also a note of personal resonance — a passage that connects the text with something in their own life. For Sadoveanu's *Baltagul*, a student from a rural family might write about their grandparents' relationship with the land. The journal is assessed not only for its final state, but also for its evolution over time, revealing the student's growth as a reader.

4.3 Role-play

Role-play is identified in educational research as a powerful assessment tool, because it requires live, spontaneous analysis and abstract thinking — capacities that AI cannot provide as a substitute for a student in the classroom (Frontiers in Education, 2024).

Application to Romanian literature: students are assigned a character — for example, Vitoria Lipan from *Baltagul* or Felix Sima from *Enigma Otiliei* — and must answer their classmates' questions on behalf of the character. The questions may include anachronistic challenges: "Madam Vitoria, if you lived today, what would you write on Facebook?" This requires the simultaneous mastery of the text and the capacity for spontaneous creative reasoning. An interesting variant: two students who embody characters from different canonical texts are put into dialogue — Eminescu's *Luceafărul* meets Bacovia's lyrical subject in a conversation about loneliness.

4.4 The multimedia project

Research on authentic assessment emphasizes the value of multimodal projects, which require choices rooted in the student's aesthetic sensibility and lived experience (Redesigning Assessments, 2025).

Application to Romanian literature: students select a poem from the corpus studied — Eminescu, Bacovia, Blaga, Nichita Stănescu, Mircea Cărtărescu — and create a multimedia reinterpretation: a short video that combines their own reading of the poem with personally chosen photographs, music, or images, accompanied by a written reflection. The result is then presented to the class. The assessment looks at the depth of textual understanding, the coherence between the creative choices and the literary interpretation, and the student’s ability to articulate and defend their choices.

4.5 The real-time literary debate

Collaborative, real-time activities are considered some of the most AI-resistant assessment formats, because they depend on spontaneous, contextual, and interpersonal performance (Khlaif et al., 2024). The debate format specifically trains the higher competencies of Bloom: analysis, evaluation, and the defence of a position under adversarial pressure.

Application to Romanian literature: students are given a contestable interpretive motion — “Marin Preda’s *Moromeții* is, in essence, a novel about the crisis of communication, not about the disappearance of the peasant world.” Each team prepares arguments for and against, based on evidence from the text. Crucially, the teacher introduces a surprise element in the middle of the debate — a secondary text that both teams must immediately incorporate into their argumentation. This element cannot be anticipated and cannot be delegated.

4.6 The literary inquiry

This method requires original, localized, and personal research — something qualitatively different from what AI can generate from its training data (Redefining Student Assessment, 2025).

Application to Romanian literature: students are assigned a micro-research task that connects a canonical text to a local or family reality. For example: “Investigate how rural life in your home region is reflected in the novels of Rebreanu or Sadoveanu. Interview an adult from your family or community who can provide cultural context.” The student must conduct at least one real interview and collect at least one primary source — a photograph, a document, a dialectal expression. The resulting presentation is irreducibly personal: it contains information that exists nowhere online and that no AI could generate.

4.7 The portfolio with staged writing

The research literature strongly supports process-based, multi-stage assessments as a structural response to the misuse of AI (Khlaif et al., 2024; Redefining Student Assessment, 2025). Instead of assessing a finished essay, these portfolios track the entire course of producing the composition.

Application to Romanian literature: for a written assignment — for example, the tragic dimension in Eminescu’s poetry — students submit:

- a brainstorming page written in class under supervision (10 minutes, by hand);
- a first draft submitted digitally;
- a peer-review exchange;
- a revised draft with a meta-reflective note explaining the changes;
- a short oral defence of one paragraph from the final essay.

This structure makes AI assistance both detectable — through inconsistencies between stages or improbable leaps in quality — and less attractive, because the process itself is the assessment, not the product.

5. Discussion

The methods described above share a common logic: they shift the centre of gravity of assessment from the product to the person. This is not an abandonment of rigour, but a raising of standards. To stand before the class and argue, in real time, a reading of Bacovia’s poem *Plumb* requires a depth of engagement that no AI-generated essay can simulate.

This shift aligns with the broader movement in assessment science toward assessment that mirrors the real-world contexts in which literary knowledge is used (Redesigning Assessments, 2025). Literature must be discussed, debated, interpreted, and connected to life.

The solution is not to ban AI, but to redesign assessment so that the question of whether AI was used becomes less relevant (Corbin et al., 2025). The methods proposed do not ask teachers to play the role of detective, but that of attentive observers of students as thinking and feeling human beings.

6. Conclusions

Artificial intelligence has made traditional written assessment increasingly unreliable as a measure of students’ authentic competence. The central challenges — AI-assisted plagiarism, the inadequacy of detection tools, the risk of dependence, and concerns related to equity — converge toward a single imperative: the methods by which we assess literary understanding must change.

The necessary change does not involve an abandonment of rigour, but a raising of standards. We no longer assess the ability to “reproduce” a correct essay, but the ability to think, to feel, and to connect with our national culture. The age of AI does not force us to be detectives, but challenges us

to become mentors. Ultimately, to educate means to observe the person behind the text, and this is a task that no technology can take over.

References

- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's educational objectives. Longman.
- Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (Eds.). (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. David McKay.
- Borges, B., Foroutan, N., Bayazit, D., & EPFL Data Consortium. (2024). Could ChatGPT get an engineering degree? Evaluating higher education vulnerability to AI assistants. Proceedings of the National Academy of Sciences. <https://doi.org/10.1073/pnas.2414955121>
- Corbin, Th., et al. (2025). The wicked problem of AI and assessment. Assessment & Evaluation in Higher Education. <https://doi.org/10.1080/02602938.2025.2553340>
- Fleckenstein, J., et al. (2024). Detecting AI-generated text in student essays: Challenges for teachers. Computers and Education: Artificial Intelligence. <https://doi.org/10.1016/j.caeai.2024.100144>
- Frontiers in Education. (2024). AI-resistant assessments in higher education: Practical insights from faculty training workshops. Frontiers in Education. <https://doi.org/10.3389/feduc.2024.1499495>
- Gonsalves, C. (2024). Generative AI's impact on critical thinking: Revisiting Bloom's taxonomy. Journal of Educational Research. <https://doi.org/10.1177/02734753241305980>
- Himendra, B., & Sachini, P. (2025). Reassessing academic integrity in the age of AI: A systematic literature review. Social Sciences & Humanities Open. <https://doi.org/10.1016/j.ssaho.2025.100269>
- Khalil, M., & Er, E. (2023). Will ChatGPT get a passing grade? ChatGPT performance across academic disciplines. arXiv. <https://doi.org/10.48550/arXiv.2302.04335>
- Khlaif, Z. N., et al. (2024). AI-resistant assessments in higher education: Practical insights from faculty training workshops. Frontiers in Education. <https://doi.org/10.3389/feduc.2024.1499495>
- Lee, H., et al. (2025). Overreliance on AI-generated content and reduced critical engagement. Microsoft Research.

- Ministry of Education and Research. (2025, December 23). School syllabuses for the discipline of Romanian language and literature (9th grade): updated versions. https://www.edu.ro/programe_revizuite_LLRO_IX
- Perkins, G. (2026). Resilient assessment in the age of AI: authentic design and the case for verbal examinations in business education. *Assessment & Evaluation in Higher Education*. <https://doi.org/10.1080/02602938.2026.2644516>
- Redefining student assessment in AI-infused learning environments. (2025). *AI and Ethics*, Springer. <https://doi.org/10.1007/s43681-025-00871-w>
- Redesigning assessments for AI-enhanced learning: A framework for educators in the generative AI era. (2025). *Education Sciences*, 15(2), 174. <https://doi.org/10.3390/educsci15020174>

MODERN METHODS AND DIGITAL TOOLS IN THE “EXERCISE FIRM”

Eng. Prof. Drăguș Oana Veronica,

“Dumitru Moțoc” High School of Tourism and Food Industry, Galați

Summary: *The Exercise Firm methodology is an effective approach for developing professional, entrepreneurial, and digital competences in vocational education. This paper presents the modern teaching methods used during Exercise Firm laboratory activities in the 12th grade, Tourism and Hospitality Technician qualification. The learning process is student-centered and integrates problem-solving, project-based learning, collaborative activities, role-play, simulations, and case studies. Digital tools such as Canva and Trello support teamwork, communication, and task management while enhancing students' digital skills. By simulating real hospitality business activities, students apply theoretical knowledge in authentic contexts, develop responsibility, creativity, and decision-making abilities, and improve their readiness for the labor market. The results emphasize the positive impact of innovative teaching strategies on student engagement and professional development.*

Keywords: *Exercise Firm, hospitality education, innovative teaching methods, collaborative learning, digital competences, vocational education.*

The specific nature of the “Exercise Firm” discipline offers a favourable framework for the use of modern didactic strategies, centred on the student and oriented toward developing the professional competencies needed by future specialists in the hotel sector. Within the activities carried out in the 12th grade, the Hotel Management Technician qualification, the learning process is organized so that students participate actively in building their own knowledge and experience situations as close as possible to professional reality.

The didactic approach frequently begins by launching challenges or problem-situations inspired by the activity of accommodation units. In these contexts, students are encouraged to identify solutions, formulate hypotheses, and argue decisions, using elements specific to the problematization method. This approach stimulates critical thinking and prompts them to analyze situations from the perspective of a professional in the hospitality field.

In order to identify varied and creative solutions, the activities are complemented by brainstorming sessions, in which students propose ideas regarding the promotion of hotel services, the attraction of clients, or the organization of themed events. The exchange of opinions contributes

to developing creativity and to consolidating the spirit of initiative — competencies essential in a field characterized by dynamism and competitiveness.

Starting from the ideas generated, students are involved in carrying out projects that simulate the activity of a firm in the hotel sector. Drawing up the business plan, designing the visual identity of the exercise firm, producing promotional materials, or developing tourism offers are examples of tasks that make use of project-based learning. In this way, students have the possibility to integrate knowledge from different fields and to observe the connection between theoretical content and its practical applicability.

Throughout the development of the projects, collaboration becomes an essential condition for achieving the proposed objectives. Organizing the activity by functional departments — reception, marketing, human resources, or finance — favours collaborative learning and the development of teamwork competencies.

To make communication more efficient and to coordinate tasks, students use digital tools such as Canva and Trello. Through the Canva platform, team members collaboratively create promotional materials, presentations, and elements of the exercise firm's visual identity, having the possibility to contribute simultaneously to the same project. At the same time, the Trello application facilitates the organization of activities through the distribution of responsibilities, the monitoring of work stages, and adherence to the established deadlines. The use of these digital tools transforms collaboration into a transparent and efficient process, close to the practices encountered in the current professional environment, while also contributing to the development of students' digital and organizational competencies.

The practical character of the discipline is constantly supported by simulation activities, considered the central element of the exercise firm. By assuming specific professional roles, students experience authentic situations, such as making reservations, receiving clients, drawing up specific documents, or managing complaints. These experiences facilitate the transfer of knowledge into contexts close to those encountered in real professional activity and contribute to developing the competencies needed for integration into the labour market.

In addition to the simulations, role-play is used for practising professional communication and interaction with clients. Acting out situations such as the dialogue between a receptionist and a tourist, the presentation of an accommodation offer, or the resolution of a complaint helps students gain confidence in their own abilities and form behaviours appropriate to the professional environment.

Another frequently used strategy is the case study, which allows the analysis of real situations from the hospitality industry. Students examine concrete examples concerning the management of complaints, customer loyalty, or the organization of special events, and are challenged to formulate well-argued solutions. In this way, the capacity for analysis, decision-making, and professional responsibility are developed in an authentic and relevant manner.

All these activities are supported by the integration of digital technologies, an indispensable component of contemporary education. The use of presentation applications, collaborative platforms, online communication tools, and digital resources contributes both to making the learning process more efficient and to developing the digital competencies needed by future employees in the hotel field. In addition, digital environments facilitate access to up-to-date information and allow the creation of attractive and relevant educational products.

Through the harmonious blending of these didactic methods and strategies, the activity carried out within the “Exercise Firm” laboratory goes beyond the limits of a mere economic simulation and becomes an authentic context of professional training. Students are placed in the situation of learning through experience, cooperating, making decisions, and creatively using digital resources, thus developing the competencies needed to adapt to the current demands of the hotel field.

Bibliography

Cerghit, I. (2009). *Teaching Methods*. Iași: Editura Polirom, p. 82.

Cucoș, C. (2007). *Pedagogy*. Iași: Editura Polirom.

Oprea, C.L. (2017). *Interactive Didactic Strategies*. Bucharest: Editura Didactică și Pedagogică.

Central Office of Exercise Firms in Romania (ROCT) (2012). *The Exercise Firm Guide. Best Practice*.

Ministry of Education (2018). *Curriculum for the “Hotel Management Technician” professional qualification*.

MULTIPLE INTELLIGENCES AND DIGITALIZATION — NEW PARADIGMS IN PROMOTING SCHOOL SUCCESS IN BIOLOGY LESSONS

CHELBAN Aliona,
teacher of psycho-pedagogical disciplines, “Iulia Hașdeu” College of Cahul, Republic of
Moldova

Abstract: *This study examines the impact of Howard Gardner’s Multiple Intelligences Theory and digital technologies on academic achievement in Biology. The research involved 70 tenth-grade students and investigated the effectiveness of differentiated teaching strategies supported by digital tools, including Kahoot, virtual simulations, educational videos, and the EduMind platform. The findings revealed increased student engagement, motivation, and academic performance. The results suggest that integrating multiple intelligences with digital technologies can enhance learning outcomes and support the educational success of students with diverse cognitive profiles.*

Keywords: *multiple intelligences, Biology, digital education, school success, EduMind, differentiated learning.*

The education of the 21st century can no longer be conceived through the lens of a single type of intelligence or a single way of teaching. In the context of globalization, accelerated digital transformation, and the diversification of students’ needs, the school is called upon to find creative, inclusive, and truly personalized answers. The theory of multiple intelligences, elaborated by the American psychologist Howard Gardner, offers precisely this framework: a way of regarding each student not as a passive receiver of information, but as an individual with a unique cognitive profile, with strengths that deserve to be recognized and valued. Biology is par excellence the discipline in which this cognitive diversity becomes a resource: one student understands photosynthesis through a diagram, another through an experiment, another through a verbal metaphor, and a third only after explaining it to their classmate.

Howard Gardner maintains that intelligence is not a singular construct, measurable through a single IQ test, but a set of distinct cognitive abilities, each having its own set of characteristics and fields of applicability. Unlike the traditional vision, which privileged logical-mathematical and linguistic thinking, Gardner identifies eight types of intelligence with manifestations and value that are equal in the educational process. Each type activates different zones of the cognitive process,

requires different didactic strategies, and produces different forms of competence. His theory does not rank the intelligences — there is no one “better” than another — but recognizes each as a legitimate way of understanding and creating.

Table 1. The 8 types of intelligence and their didactic relevance in biology.

Visual-Spatial Schemes, diagrams, concept maps, digital animations	Musical-Rhythmic Rhythms, mnemonic songs, educational podcasts
Logical-Mathematical Hypotheses, genetics problems, experiments, data analysis	Linguistic Debates, papers, verbal explanations, written summaries
Interpersonal Group work, collaborative projects, class discussions	Intrapersonal Self-assessment, learning journal, personal reflection
Kinesthetic Laboratory experiments, virtual simulations, manual work	Naturalistic Observing the environment, field trips, field studies, classifications

No didactic activity is based on a single type of intelligence. A well-constructed biology lesson can simultaneously activate visual-spatial intelligence through a diagram of the cell, kinesthetic intelligence through an experiment, interpersonal intelligence through a group discussion, and naturalistic intelligence by connecting the content to observations from the surrounding environment. It is precisely this harmonious combination that is the stake of differentiated pedagogy. Analyzing the National Curriculum in Biology (grades X–XII, Chişinău, 2020), it is found that the document predominantly makes use of logical-mathematical, linguistic, and naturalistic intelligences, while the kinesthetic, musical, and intrapersonal ones remain under-represented, without clear recommendations regarding their systematic integration. This gap justifies the need for complementary strategies, especially digital ones, that broaden the spectrum of cognitive stimulation.

If the theory of multiple intelligences offers the conceptual framework, digital technologies represent the concrete instruments through which this framework becomes reality in the classroom. Current digital tools allow the biology teacher to reach simultaneously students with different cognitive profiles, offering visual, interactive, auditory, and personal-exploration-based content — all, usually, within the same lesson.

Table 2. Integrated digital strategies in biology classes

Kahoot Gamified quiz	Online simulations Virtual experiments	EduMind Personal website	Video and Animations Visual content	Flipped Classroom Inverted learning
--------------------------------	--	------------------------------------	---	---

The Kahoot platform transforms assessment into a game, activating logical-mathematical and interpersonal intelligence. Virtual simulations offer kinesthetic students the possibility of “manipulating” cells, genes, or ecosystems without the need for a physical laboratory. Animated videos make visible what the human eye cannot perceive directly — mitosis, photosynthesis, the transmission of the nerve impulse — activating visual-spatial intelligence. The Flipped Classroom method encourages autonomy and self-regulation, characteristic of intrapersonal intelligence. All these instruments, coherently integrated into the lesson, create a learning environment that responds to the cognitive diversity of the class. When the student learns through the modality that makes use of their strengths, learning is no longer perceived as a difficult task, but as a process of exploration and discovery.

The psycho-pedagogical experiment carried out at the “Iulia Hașdeu” College of Cahul involved 70 tenth-grade students, organized into two groups of 35 students each. The main method was the questionnaire-based survey with 14 items on a Likert scale, complemented by the comparative analysis of school results before and after the implementation of strategies based on multiple intelligences and digital resources. The data concerning the frequency of use of the types of intelligence in the study of biology show the following distribution:

Table 3. The frequency of use of learning strategies based on multiple intelligences

The visual-spatial, logical-mathematical, and auditory intelligences are the best integrated into current didactic practice, while the musical and naturalistic intelligences remain insufficiently used. Students who combine several types of intelligence — visual, kinesthetic, and logical — report a higher motivation for biology and a better understanding of the concepts, while those who limit themselves to a single learning style record difficulties in retaining information. The most relevant indicator of the effectiveness of the approach remains the evolution of grades:

Table 4. The evolution of school results in biology after applying the strategies

Group	Initial average	Current average	Average increase
Group 1 (35 students)	6.60	7.49	+0.89 points ↑
Group 2 (35 students)	6.06	6.97	+0.91 points ↑

The increase is consistent in both groups, with progress visible especially among the students who initially had average and weak results. The high-performing students consolidated their level, confirming that the differentiated approach does not advantage only the students in difficulty, but supports the entire class in a balanced way.

The research also generated a concrete educational product: the EduMind website, conceived as an integrated pedagogical and psychological instrument that addresses students, teachers, and parents simultaneously. The biological content is structured by types of intelligence: interactive schemes and animations for visual students, gamified quizzes and virtual experiments for kinesthetic ones, reflection guides for intrapersonal ones, and group assignments for interpersonal ones. The distinctive element of EduMind is the integration of the psychological component: resources for managing emotions, self-regulation strategies, and recommendations for parents, anchoring learning in a holistic context. The website functioned as a bridge between school and home, involving the family in supporting school success and demonstrating that the digitalization of education can mean much more than the simple use of a screen instead of a blackboard.

The research confirms that the theory of multiple intelligences, combined with modern digital tools, does not represent merely a temporary educational trend, but a paradigm with concrete and measurable effects. When the student identifies ways of learning compatible with their own cognitive particularities — whether through visual representations, experimental activities, collaboration, or interactive digital tools — the educational process acquires meaning and personal relevance. Under these conditions, school success becomes the result of making use of individual potential and of an educational environment adapted to the diversity of students. Teachers are encouraged to systematically integrate visual, kinesthetic, and interactive activities, to make use of educational digital platforms, and to monitor the cognitive preferences of their students. The cognitive diversity of students represents one of the most important resources of contemporary education. When the teacher designs flexible and inclusive learning contexts, this diversity becomes a factor that supports the participation, motivation, and school success of each student.

BIBLIOGRAPHY

1. Bîrsan, E., Țurcan, L. DIDACTICA DANUBIENSIS, Vol. 5, no. 1, 2025, p. 188.
2. Briceag, S. The Psychology of Education. Bălți: “Indigo Color” Printing House, 2019. ISBN 978-9975-50-196-5, p. 105.
3. Cîmpanu, R. Modern Teaching Strategies. In Proceedings of the National Symposium “Innovative Methods of Teaching-Learning-Assessment,” Buftea, 2020. ISBN 978-973-0-31282-9, p. 724.
4. Cosmovici, A., Iacob, L. School Psychology. Iași: Editura Polirom, 1999. ISBN 973-683-048-9, p. 221.
5. Crețu, C. The Psychopedagogy of Success. Iași: Editura Polirom, 1997. ISBN 973-683-010-1, p. 79.
6. Cristea, A. M. Didactic Intervention Based on the Theory of Multiple Intelligences in the Study of Biology in Secondary School. iTeach, 2022, p. 231.
7. Cristea, S. Dictionary of Pedagogical Terms. Bucharest: R.A., 1998, p. 96.
8. Davido, R. How to Discover Your Child through Their Drawings (trans. A. Irimia). Bucharest: Editura Univers, 2017. ISBN 978-606-771-099-1, p. 75.
9. Drăghici, M. Innovative Teaching Methods — Practical Applications and the Reduction of School Dropout. Innovation in Education, no. 5/2020, p. 65.
10. Enea, V. Psychological Interventions in School. The School Counsellor’s Handbook. Iași: Editura Polirom, 2019. ISBN 978-973-46-6358-3, p. 399.
11. Gardner, H. Frames of Mind: The Theory of Multiple Intelligences. Bucharest: Curtea Veche, 2022. ISBN 978-606-44-1162-4, p. 237.
12. Ianovici, N., Frenț, A. O. Didactic Methods in Teaching Biology. Timișoara: Mirton, 2009, p. 13.
13. Malai, T. Developing Multiple Intelligences in Biology. The Didactics of Natural Sciences, 2019, p. 323.
14. Mihai, D. The Flipped Classroom. In Proceedings of the National Symposium “Innovative Methods of Teaching-Learning-Assessment,” Buftea, 2020. ISBN 978-973-0-31282-9, p. 425.
15. Pletea, S. Applying the Theory of Multiple Intelligences in Biology. The Pre-University Review, p. 233.

16. Popescu, G. I. Modern Teaching Methods. In Proceedings of the National Symposium “Innovative Methods of Teaching-Learning-Assessment,” Buftea, 2020. ISBN 978-973-0-31282-9, p. 50.

THE ROLE OF SUSTAINABLE DEVELOPMENT IN SHAPING THE PERSONALITY OF A STUDENT

DICULESCU ANCA LOREDANA,
"Dumitru Moțoc" High School of Tourism and Food Industry, Galați

Abstract

Sustainable development represents a model of progress that seeks to balance the economy, society, and the environment, ensuring that future generations benefit from the same opportunities as the current generation. The 17 Sustainable Development Goals established by the 2030 Agenda provide a global framework for addressing the major challenges facing the contemporary world.

Schools play an essential role in promoting these goals, as they help develop the knowledge, skills, and values that enable students to become responsible citizens. By integrating sustainable development into school subjects, practical projects, extracurricular activities, and community involvement, education contributes to preparing a generation capable of responding to future challenges and actively participating in the creation of a more equitable, prosperous, and sustainable society.

The role of sustainable development in shaping the personality of a high school student is profound and multifaceted. It contributes to the development of a responsible individual who is aware of their own value and their responsibility toward the world, capable of thinking critically, making fair decisions, and acting for the common good. In this way, students become active citizens, prepared to contribute to the building of a just and sustainable society.

Sustainable development represents a complex and essential concept in modern society, its aim being the responsible use of natural resources, the protection of the environment, and the ensuring of a balance between present needs and those of future generations.

For a high-school student, involvement in and understanding of the principles of sustainable development not only contribute to shaping a conscientious citizen, but also have a profound impact on the development of their personality and their attitudes toward the surrounding world.

A first step in sustainable development is becoming aware of the role each person plays in protecting the environment. A student who learns about this topic realizes that natural resources — water, air, soil, forests — are not infinite and that they must be managed with care. This understanding

develops in them a personal responsibility toward the environment, which is fundamental to shaping a responsible character that respects nature.

The principles of sustainable development influence the values that the student adopts. Respect for life, solidarity with the community, and generosity toward future generations become major themes in their education. Through activities of ecological education, recycling, or community projects, the student internalizes these values, forming a balanced and moral personality.

Students who are involved in sustainable-development projects develop the capacity to analyze the impact of their own actions — not only on themselves, but on the environment and the community. This stimulates critical thinking, the ability to make informed decisions, and social responsibility. They understand that negative changes can be prevented through conscious actions, and this awareness is essential in the process of personal maturation.

Sustainable projects often involve teamwork and collaboration with other students, teachers, and members of the community. This experience helps develop social skills such as clear communication, active listening, empathy, and respect for the opinions of others. In this way, students learn to work together toward a common goal and to appreciate the diversity of points of view.

Active participation in environmental-protection actions and social initiatives gives the student the opportunity to develop their civic spirit. They become aware that they can influence changes in the community and in society. This involvement stimulates the development of a sense of civic responsibility, the assumption of leadership roles, and the cultivation of confidence in their own abilities.

Sustainable development also shapes future-oriented behaviour. The student learns to be aware of the importance of long-term choices, developing patience, perseverance, and a spirit of planning. All these qualities are essential for their personal and professional success.

High-school students can be involved in a series of concrete sustainable-development projects. Thus, participation in a project for recycling paper, plastic, or glass within the school helps students take on a practical responsibility toward the environment. They learn the importance of reducing waste and contribute to protecting natural resources. In doing so, they develop perseverance, a spirit of initiative, and collaboration.

Students can organize or participate in awareness campaigns on climate change, energy saving, or the importance of biodiversity. These activities develop communication skills, expressiveness, and the ability to positively influence the people around them.

Initiatives to create and tend a garden at school or in a community space teach students to be responsible and consistent. The direct connection with nature stimulates empathy and respect for the surrounding environment, contributing to the development of a sustainable mindset.

Participation in debates and competitions on ecological topics gives students the opportunity to develop their critical thinking and their ability to argue. In addition, it helps them understand the complexity of issues related to sustainable development and the importance of integrated solutions.

Involvement in volunteer projects for the rehabilitation of green spaces, the cleaning of public areas, or educating their peers on sustainability topics teaches young people the importance of civic spirit and social solidarity. They become aware that change begins with each one of them.

These practical activities, alongside theoretical education, transform sustainable development from an abstract concept into a personal and real experience for students. They help shape a responsible, conscious, and active personality, prepared to contribute positively to society.

Sustainable development represents a model of progress that seeks the balance among economy, society, and the environment, so that future generations may benefit from the same opportunities as the current generation. The 17 Sustainable Development Goals established by the 2030 Agenda provide a global framework for combating the principal problems of the contemporary world.

The school has an essential role in promoting these goals, since it forms the knowledge, competencies, and values that help students become responsible citizens. By integrating sustainable development into school subjects, through practical projects, extracurricular activities, and community involvement, education contributes to preparing a generation capable of responding to the challenges of the future and of participating actively in building a more equitable, prosperous, and sustainable society.

The role of sustainable development in shaping the personality of a high-school student is profound and complex. It contributes to forming a responsible individual, aware of their own worth and of their responsibility toward the world, capable of thinking critically, making sound decisions, and acting for the common good. In this way, students become active citizens, ready to contribute to building an equitable and sustainable society.

Bibliography

Cocan P., Ilovan O.R. (2008). Elements of Sustainable Development Management. *Geographia Napocensis*, Year II, no. 2.

- Constantinescu I., Motatu A., Ionașcu Gh. (2019). Sustainable Development and Civilization. Sustainable Development and Multilingualism. Editura Milena Press, ISBN: 978-973-7873-66-8.
- Florescu M., Marton B., Neamțu B., Balogh N. Project Management. Sustainable Development. Course support material.
- Ghiga C., Bulearca M. (2009). Sustainable Development and Environmental Protection — New Practical and Conceptual Approaches. Editura Printech, Bucharest.
- Părăușanu V., Ponoran I. (2003). Sustainable Development and Environmental Protection. Editura Sylvi, Bucharest.

CREATIVITY IN THE CONTEMPORARY EDUCATIONAL PROCESS

Prof. ARDELEANU-BLAGA NICUȚA

“Elena Doamna” College of Food Industry, Galați

Abstract:

The paper examines the role of creativity in modern education and highlights that creativity is the ability to generate original, useful, and valuable ideas, solutions, and products for both individuals and society. It is based on imagination, knowledge, experience, and motivation, and represents an essential factor in human development.

The study emphasizes that the contemporary student-centered school has the responsibility to identify and nurture the creative potential of every child. Contrary to the belief that only exceptionally gifted individuals are creative, the paper argues that all children demonstrate creativity from an early age and that this ability can be developed through appropriate educational activities. Creative learning fosters imagination, curiosity, initiative, self-confidence, and the ability to find original solutions to various problems.

A crucial role in this process is played by the teacher, who must create stimulating learning environments and use teaching methods that encourage independent thinking. The effectiveness of creativity development depends on the teacher's professional preparation and on the way educational activities are organized. The paper identifies the main components of creativity as ingenuity, originality, flexibility, sensitivity, and fluency, all of which contribute to the development of innovative thinking.

Special attention is given to the subject of Romanian Language and Literature, where creativity can be encouraged through activities such as original writing, storytelling by analogy, dramatizations, educational games, poetry creation, expressing personal opinions, and project-based work. Furthermore, extracurricular activities, competitions, academic contests, and special school programs provide favorable contexts for developing imagination and creative thinking.

In conclusion, the paper argues that fostering creativity should be a fundamental objective of the educational process, as it contributes to the development of cognitive skills, academic achievement, and students' preparation for active and effective participation in contemporary society.

The term creativity comes from the Latin *creare*, which means to beget, to fashion, to give birth. In psychological language, the term was initially adapted to define the capacity for artistic creation. Contemporary society requires every individual to adapt to ever-new, challenging situations, to solve multiple social and professional problems, and to find varied, original, ingenious solutions. The term itself is a very general one. To create means to produce something new in relation to what is old, known, and customary. Between the concept of creativity and talent, the common feature is originality. Talent is proven through heightened originality. Thus, talent corresponds to creativity of a superior level. Many people are creative to various degrees, but only some of them are talented.

Creativity represents that characteristic of thought which inventively uses accumulated experience and knowledge, offering original solutions and ideas. It makes possible the creation of real or purely mental products, constituting progress on the social plane. The principal component of creativity is imagination, but creation of real value also presupposes a certain motivation.

The contemporary school, centred on the student, has a well-defined role in developing intellectual potential — represented by intelligence and creativity — which, once put to use, will constantly ensure socio-human progress. As regards education, it was long believed that creative activity was the exclusive preserve of certain exceptional, specially gifted people; in fact, however, we need only observe the multitude of ideas children develop, their imagination being a perfect guarantee of the fact that we all possess creativity from the very first years of life.

Creative learning is based on the student's capacity to elaborate things that are new, original, valuable, important, and useful for themselves and for the environment in which they operate. This process stimulates imagination and curiosity, initiative and self-confidence, and independence in finding varied solutions — attitudes so much in demand in the era in which we live.

Educating the creativity of students represents a priority objective within the entire body of the educational process, because the process of modernizing education seeks to develop students' creative thinking. Immanuel Kant considered that human thought exists only through creativity. The effectiveness of educating creativity in students depends on the teacher's training, on their ability to judiciously guide the students' activity, and to subordinate the totality of their didactic means to the proposed objectives. The act of creation constitutes a component of thought and is realized first of all at the moment when the teacher prepares the lesson.

The main elements of creativity are:

- ***Ingenuity*** — the sign of a sharp mind, capable of identifying novel solutions in any circumstance, avoiding stereotyped thinking;

- **Originality** — presupposes the quality of adopting personal operations, rather than reproducing or copying the way others think;
- **Flexibility** — the individual's ability to adapt their thinking to new situations in identifying the optimal solutions to problems that arise at various stages of cognition;
- **Sensitivity** — the quality of feeling, which depends on the student's spirit of observation, cultivated through their participation in the realization of various procedures designed and guided by the teacher at different stages of the lesson. The student cultivates sensitivity through the direct, attentive, and systematic observation of the surrounding reality, as well as during lessons, as a result of various exercises;
- **Fluency** — the property of fluent, flowing expression, the ability to express what one wishes to say.

An instructive activity will contribute to the development of creativity if the teacher orients the student's thinking toward solving the given task in an original, independent manner, thus revealing the child's ingenuity, desire, and ability to create. If, however, the student is constrained to answer only the teacher's questions, their thinking will remain at the reproductive level. The role of the teacher is to use a multitude of methods and procedures meant to develop children's creativity, to make them eager to express their own opinion, to make deductions, and to confirm their personal position and view.

It is important that the methods and procedures used in lessons should not be selected at random, but in accordance with the targeted objectives, the stages of the lesson, the students' age, and the class's level of understanding. The products created by students in the discipline of Romanian language and literature display great diversity: ideas, tests, problems, projects, literary works (poems, didactic games, prose, etc.), graphic works, the use of the computer, and so on.

Creative learning within the Romanian language and literature lesson represents that form of learning whose ultimate purpose is the realization of individual and collective components oriented toward the search for, discovery of, and application of the new. School and extracurricular activities can constitute a favourable framework for energizing creativity through independent and group work, the completion of homework, competitions, olympiads, and so on. Communication lessons offer possibilities for organizing and conducting activities meant to develop students' creative capacity: retelling with a change of form, retelling by analogy, inserting new episodes into stories, dramatizing stories, oral didactic games, creating poems, transforming direct speech into indirect speech, and so on. Other creative exercises may include: continuing a story or the content of certain texts, answers to questions such as: what would it be like if..., what would you do if..., what would happen if..., and so on. Creative interventions by students may also take the form of expressing personal opinions

about characters, facts, events, and so on. Extracurricular activities, school workshops, the activities of the “School Otherwise” Week, or those dedicated to particular celebrations (8 March, Union Day, Dragobete, etc.) can offer numerous occasions for cultivating imagination and creativity.

Creative activities, regardless of their nature, abundantly lead to the formation of competencies — even of high performance — for students, contribute to the progress of social life, and above all to the formation of cognitive capacities. All of these constitute foundations of the genuine creative process for any young person eager to enter the flow of material and spiritual life.

Bibliography:

1. Mariana Pintilie, *Modern Methods of Learning*, Editura Didactică, Cluj-Napoca, 2003.
2. *Creativity in Education*, Editura Terra, Focșani, 2004, chap. Educating Creativity in School.
3. A. Cosmovici, I. Iacob, *School Psychology*, Editura Polirom, Iași, 2005, chap. Creativity and Its Cultivation in School.

THE USE OF THE MOODLE PLATFORM IN ASSESSMENT MANAGEMENT IN ECONOMIC DISCIPLINES

Ana Creciuneac,
teacher of economic disciplines, “Iulia Hașdeu” College of Cahul, Republic of Moldova

Abstract

The modernization of financial and economic education in the digital era requires innovative pedagogical strategies that transform student evaluation from a stressful final control into a dynamic tool for self-directed learning. This paper presents a validated best practice model focused on the implementation of the Moodle e-learning platform (hosted at moodle1.ceiti.md) for assessing student outcomes at the discipline „The System of Accounting Documents”. By creating a comprehensive question bank, enforcing random selection of items, and providing multi-attempt formative simulation prior to the final exam, the digital environment shifts the educational paradigm. The results demonstrate a significant decrease in exam anxiety, an increased level of student autonomy, and an optimized objectivity in the final grading process.

1. Rationale

The transition toward a modern education, adapted to the requirements of the digital society, imposes the redefinition and modernization of the teaching-learning-assessment triad. Within the disciplines of the economic profile, where the understanding of rigorous theoretical concepts constitutes the foundation of professional competencies, the management of assessment becomes an important pillar.

The discipline “The System of Accounting Documents” requires a precise assimilation of terminology and of economic-financial mechanisms. In this context, the use of the Moodle platform does not represent merely a technological alternative to traditional paper-based tests, but a complex pedagogical instrument intended to make both current and final assessment more efficient. Through the integration of this technology, assessment is transformed from a stress factor into an adaptive formative approach, capable of stimulating students’ autonomy and involving them actively in the process of their own formation.

According to the coordinators Grosseck and Crăciun (2020, p. 100), the new educational paradigms transform modern assessment from a simple act of control into an interactive and contextualized process, intended to stimulate self-reflection and self-assessment among students.

2. The methodology of digital assessment in Moodle – strategies and implementation

The model of good practice presented is based on the use of the Moodle platform as a unique environment for assessing theoretical knowledge within the examination for the discipline “The System of Accounting Documents.” The digital integration is achieved through the dedicated institutional server, accessible at the web address moodle1.ceiti.md. This platform was used in a phased manner, being integrated initially into the current assessments throughout the semester, a fact that ensured the full familiarization of students with the system’s interface and with the types of digital interaction.

For the organization of the examination itself, the didactic strategy was structured on three fundamental technical-pedagogical pillars:

1. **The question bank and the diversity of items:** An extensive question bank was developed within the platform, structured by thematic chapters. It includes a variety of items: multiple-choice questions, true/false items, short-answer questions, or matching of specific accounting terms. This diversity allows the nuanced verification of knowledge and prevents the monotony of digital assessment.
2. **Securing the assessment process through randomization and Safe Exam Browser:** At the moment when a student launches the examination test on the moodle1.ceiti.md server, the platform’s algorithm randomly extracts a predefined number of questions from the sections of the database, ensuring a unique variant for each candidate. To guarantee the integrity and academic rigour of the final assessment, integration with the Safe Exam Browser application was implemented. This function temporarily locks the device’s operating system during the testing, preventing students from leaving the examination window, accessing auxiliary websites, communication resources, or other local files. The combination of item randomization and the use of Safe Exam Browser completely eliminates the risk of digital fraud, ensuring an absolute objectivity of grading.
3. **Repeated formative simulation (multiple attempts):** The innovative element of this good practice consists in opening an examination-simulation test several weeks before the date of the official sitting. Students were allowed to access the test repeatedly, from any internet-connected device. Each attempt generated a different set of questions and offered immediate

automatic feedback. The student could instantly observe where they had made a mistake, having the possibility to revisit the theoretical material before a new attempt. Assessment thus went beyond its traditional role of control, becoming a veritable instrument of self-directed learning and continuous regulation of the educational path.

3. Estimated results and progress monitoring

Within a technology-centred educational model, a fundamental role is occupied by the integration of new forms and structures of control. As Professor Constantin Cuciș emphasizes, in the context of the development of digital pedagogy it is imperative to call upon or introduce forms, structures, and evaluative instruments of the learning process and of student performance through digital tools that allow continuous motivation and immediate feedback. This type of approach was materialized in the present research through the implementation of formative tests on the Moodle platform, where students benefited from an interactive assessment and an instant visualization of their academic progress.

Since the implementation of this digital assessment system culminates in the final examination scheduled for the end of June, the results recorded so far concern the stage of the current assessments throughout the semester and the monitoring of students' behaviour within the repeated-simulation module:

4. **Active involvement in self-preparation:** The statistics provided by the moodle1.ceiti.md server show an increased interest of students in the simulation test opened in advance. The possibility of accessing the test repeatedly generated a dynamic of self-directed learning, with students running random versions of the test to check their level and to revisit, point by point, the unclear theoretical notions from "The System of Accounting Documents."
5. **A visible reduction of anxiety:** From the discussions held with students during classes, it was found that prolonged familiarization with the digital format of the items and with the Safe Exam Browser interface considerably reduced the fear of the examination. They view testing not as a moment of sanction, but as a natural validation of the knowledge accumulated progressively.
6. **Objectivity and remedial monitoring:** For the teacher, the use of the platform in current assessments offered immediate statistical reports. These data allowed the rapid identification of the chapters or accounting concepts with a higher error rate, facilitating the organization of targeted remedial activities before the examination itself.

To demonstrate the effectiveness of using the Moodle platform in the discipline “The System of Accounting Documents,” the performances obtained by the students from two parallel groups within the current semester assessments (Test 1 and Test 2) were analyzed. The indicators monitored were: the class average, the pass rate (grades ≥ 5), and the index of learning quality (grades ≥ 7).

The results centralized automatically by the platform are presented synthetically in the table below:

Table 1. *Statistical indicators of the current assessments in the discipline “The System of Accounting Documents” (Groups C2331 and C2332)*

Academic Group	Current Assessment	Students Assessed	Group Average	Pass Rate (%)	Learning Quality (grades ≥ 7) (%)
Group C2331	Assessment no. 1	22	8.27	100%	81.82%
	Assessment no. 2	22	7.59	100%	72.73%
Group C2332	Assessment no. 1	19	7.21	100%	63.16%
	Assessment no. 2	19	6.11	94.74%	42.11%

The statistical analysis highlights a remarkable pass rate, which demonstrates that the continuous use of the platform helps to consolidate basic knowledge. In Assessment no. 1, both groups recorded a high quality index (81.82% for C2331 and 63.16% for C2332), generated by familiarization with the interactive interface.

In Test no. 2, although the subject matter presented a higher degree of difficulty — a fact reflected by a slight decrease in the averages — digital monitoring allowed the rapid and automatic identification of the gaps. This instant statistical report offers the teacher the possibility to intervene through targeted remedial measures and to guide students in the use of the multiple-attempt simulations during the time remaining until the final examination.

Although the final assessment will take place in the period immediately following, the preliminary data demonstrate that the Moodle platform, secured through Safe Exam Browser,

represents a digital solution of high pedagogical effectiveness. It shifts the emphasis from mere memorization to the awareness of one's own competencies, offering a model of good practice perfectly aligned with the standards of innovative education.

4. Bibliography

1. Cucos, C. Digital Pedagogy. Prefigurations, Status, Components, in the journal "Didactica Pro...", no. 2-3 (138-139), 2023, p. 7.
2. Grosseck, G., Crăciun, D. (Coordinators). Practical Guide of Educational and Digital Resources for Online Instruction. Timișoara: West University Press, 2020, p. 100.
3. Moodle user guides and documentation, available on the official platform <https://moodle1.ceiti.md>.

FROM MONOLOGUE TO DIALOGUE: THE EVOLUTION OF COMMUNICATION TO DIALOGUE

**Prof: Di Grandi Nicoleta,
Liceul de Turism și Alimentație "Dumitru Moțoc"-Galați**

Education has been, over time, a process in continuous transformation, influenced by social, cultural and technological changes. One of the most significant mutations in this field is the transition from the traditional model, centered on monologue, to a modern model, based on dialogue. This evolution reflects not only a change in method, but a profound redefinition of the roles of the teacher and the student, as well as of the way in which knowledge is constructed.

In the traditional paradigm, educational communication was predominantly unidirectional. The teacher held the central role, being the main provider of information, and the student had a passive position, as a receiver. Lessons were constructed in the form of presentations, in which the emphasis was on the transmission of content and memorization. In this context, communication was more of a monologue, and authentic interaction was limited. With the development of modern theories of education and the psychology of learning, a new vision of the educational process emerged. The focus has shifted from the simple transmission of information to the active construction of knowledge. Thus, dialogue has become a central element.

Communication is no longer a one-way process, but a two-way and even multi-directional one, in which students are encouraged to participate, ask questions, express their opinions and collaborate.

This paradigm shift is supported by interactive teaching methods, such as cooperative learning, debates, case studies or group projects. The teacher becomes a facilitator of learning, guiding students in the process of discovery and understanding, instead of being the only source of knowledge. At the same time, the student takes on an active role, becoming a partner in the educational act.

The importance of dialogue in education is also evident through the development of communication, critical thinking and collaboration skills. Through interaction, students not only acquire information, but also learn to analyze, interpret and apply it in various contexts. Dialogue stimulates creativity and involvement, contributing to the formation of autonomous and responsible individuals.

Communication is essential in people's lives. It can take different forms, the most important of which are monologue and dialogue. The transition from monologue to dialogue represents an evolution in the way people express their ideas and relate to each other.

Monologue is a form of communication in which a single person speaks, without receiving a direct response. It can appear in various situations:

- in literature (characters express their thoughts),
- in speeches,
- in moments of personal reflection.

Monologue has the role of expressing emotions, ideas or inner feelings, but does not involve real interaction with other people.

What is dialogue? Dialogue is a form of communication in which two or more people actively participate, exchanging ideas, opinions and feelings. It is the basis of human relationships and involves:

- listening,
- responding,
- cooperation.

Dialogue is present in everyday life, in the family, at school or in society.

Differences between monologue and dialogue

Monologue	Dialogue
A single voice	Two or more people
No immediate response	Exchange of lines
Personal expression	Interaction and collaboration
Can be internal	It is external and social

The importance of moving from monologue to dialogue
The move from monologue to dialogue is important because:

- it helps mutual understanding,
- it develops social skills,

- it encourages cooperation and respect,
- it reduces conflicts through communication.

In modern society, dialogue is essential for solving problems and building healthy relationships.

- A student who just says his opinion (monologue) vs. one who discusses with colleagues (dialogue).
- A person who talks to himself about problems vs. one who asks for advice.
- In literature, the move from interior monologue to dialogue highlights the evolution of characters.

In the work "Ion" by Liviu Rebreanu. Ion's interior monologue is in the moments:

he expresses his obsessive desire for land and reflects on his marriage to Ana. In the introduction, the teacher explains Ion's monologue which is interior, not spoken out loud and shows his hidden thoughts and conflicts. The students read the fragment, in which Ion thinks about land. He gradually analyzes this fact with the help of the teacher, then it is followed by questions for the students:

- What does Ion want the most?
- Why is he obsessed with land?
- What kind of person does this monologue seem like?

Possible answers can be:

- he is ambitious
- he is dominated by the desire for wealth
- he sacrifices his feelings

A student interprets the monologue as if he were Ion. The students rewrite the monologue:

"If I were Ion, I would think that..."

- Is Ion a positive or negative character?
- How does the monologue help us understand him?

Evaluation

- role interpretation
- answers to the interrogatives

The monologue of the desire for land: Ion often reflects on the land, considering it the greatest value: he tells himself that without land he is worth nothing and wants to become respected in the village. Answers can be: strong ambition, obsession with wealth and the motivation of his actions.

The monologue about Ana: in moments of loneliness, Ion thinks about Ana, he does not truly love her and sees her as a means to obtain the land. The inner conflict (interest vs. feelings) and the lack of emotional sincerity are highlighted.

The monologue of love for Florica: Ion reflects on his love for Florica, he considers her his true love and regrets that he cannot be with her because of poverty. The duality of the character and the struggle between love and interest are shown.

The monologue after marriage: after marrying Ana, Ion has moments of reflection: he is dissatisfied and feels that he has not achieved the happiness he desired. The consequences of his choices and his inner emptiness are highlighted.

Final monologue (regret and awareness): towards the end, Ion has moments in which he analyzes his life: he realizes the mistakes he made and is dominated by frustration and anxiety. The character's drama and moral failure are shown.

How to use them in class (quickly): students identify the fragment, say what Ion thinks, explain what traits emerge (ambitious, selfish, inner conflict), they can transform the monologue into a dialogue (creative exercise).

In conclusion, monologue and dialogue are two important forms of communication, but dialogue has a more complex role in social life. The transition from monologue to dialogue means openness to others, the desire to understand and be understood. The transition from monologue to dialogue represents one of the most important transformations of contemporary education. This reflects a change in perspective on learning, emphasizing interaction, collaboration and active participation. In a constantly changing world, dialogue-based education is not just an option, but a necessity for the formation of citizens capable of communicating, thinking critically and adapting.

Bibliography:

- Cerghit, Ioan. Teaching methods. Iași: Polirom Publishing House, 2006.
- Cucuș, Constantin. Pedagogy. Iași: Polirom Publishing House, 2014.
- Joița, Elena. Pedagogy and elements of educational psychology. Bucharest: Didactic and Pedagogical Publishing House, 2003.
- Pânișoară, Ion-Ovidiu. Effective communication. Iași: Polirom Publishing House, 2015.
- Pânișoară, Ion-Ovidiu. The successful teacher. Iași: Polirom Publishing House, 2009.

CURRICULAR ADAPTATION AND COMPETENCE-BASED FOCUS IN THE PREPARATORY GRADE: THE INTEGRATION OF STUDENTS WITH SEN — A CASE STUDY

Calapod Valeria,
teacher “Saint Hierarch Nicholas” Secondary School, Vlădești, Galați County

Abstract

In the context of the shift from an informative to a formative approach to education, the present case study analyzes the integration of a student with special educational needs into the preparatory grade. The subject presents mild intellectual disability and a mixed disorder of expressive language and of scholastic skills. The research highlights the imperative of curricular adaptation and of operationalizing didactic strategies at the child's actual developmental level. The results demonstrate that transposing elementary knowledge into functional competencies and respecting the individual pace significantly support cognitive progress, the partial correction of language, and the social inclusion of the student.

Keywords: *special educational needs (SEN), curricular adaptation, competence-based education, preparatory grade, differentiated instruction, educational inclusion, personalized intervention plan.*

Introduction

The integration of students with SEN into mainstream education represents the central axis of inclusive education. The current competence-based paradigm may, paradoxically, generate dysfunctions in the evaluation and integration of students with global developmental delays, if the didactic design remains rigid.

For students with associated impairments, the formation of competencies cannot be achieved in an abstract manner; it is conditioned by the internalization of knowledge anchored in sensory-concrete experiences. In the absence of these pedagogical support structures, the gap between requirements and possibilities generates school failure, anxiety, and demotivation. The present study analyzes how curricular differentiation transforms the potential of a student with SEN into real adaptive competencies in the preparatory grade.

Aim of the research

To highlight the impact of individualized psycho-pedagogical strategies (focused on reconfiguring the knowledge–competence correlation) on the school progress and social integration

of a student with multiple pathologies: mixed expressive language disorder, mixed disorder of scholastic skills, and mild intellectual disability.

Objectives of the research

General objective: evaluating the effectiveness of strategies of didactic differentiation and compensation in facilitating inclusion and basic acquisitions.

Specific objectives: the initial assessment of the cognitive and psychomotor level; the identification of the specific barriers in school adaptation; the implementation of the Personalized Intervention Plan; the dynamic monitoring of language and pre-literacy/pre-numeracy skills; the optimization of the school–family–support-teacher partnership.

Research hypothesis: If compensatory and support strategies centred on the concrete operationalization of knowledge and adapted to the psychological structure of the student with SEN are used in the didactic process, then a significant improvement is obtained in school performance, expressive communication, and the degree of acceptance within the class group.

Research methodology

Type of research: qualitative case study (longitudinal, of an ameliorative orientation).

Participant: the student B.N. (6 years and 8 months), enrolled in the preparatory grade, diagnosed with mixed expressive language disorder, mixed disorder of scholastic skills, and mild intellectual disability (holds a school-orientation certificate).

Methods and techniques: systematic observation, analysis of activity products, the biographical method, the case study.

Instruments: the psycho-pedagogical reflection sheet, progress-monitoring matrices, the working portfolio, initial/formative assessment tests.

Period: Modules I and II of the 2025–2026 school year.

Progress indicators: the extension of active vocabulary, phonemic decoding, primary numerical processing, attention stability, socio-affective behaviour in the group, the degree of autonomy.

Presentation of the case and initial assessment

B.N. comes from a cooperative family environment, interested in the child's school situation. The initial assessment upon entry into the preparatory grade revealed:

- **Cognitive and language area:** extremely restricted vocabulary, deficient grammatical structures (functional expressive aphasia), severe deficit of attention and working memory;

inability to associate the phoneme with the grapheme or to establish the digit–quantity correspondence.

- **Psychomotor area:** poorly developed fine motor skills, digital dyspraxia, insufficiently consolidated laterality.
- **Strengths:** positive affectivity, increased interest in playful, sensory, and practical activities; functional short-term visual memory.

Educational intervention

- **Anchoring in the intuitive:** abstract content was transposed into a visual-tactile code (tokens, casts, analytic-synthetic systems), facilitating the transition from concrete action with objects to mental representation.
- **Algorithmization and small steps:** complex tasks were fragmented into successive micro-operations, accompanied by unambiguous instructions, avoiding cognitive overload.
- **Alternative response channels:** verbal limitation was compensated by accepting nonverbal and alternative responses (gestural pointing, sorting by given criteria, matching through colour codes).
- **Temporal flexibilization and formative redundancy:** adapting the temporal axis of learning, centred on fixative repetition, overlearning, and immediate positive feedback, to consolidate the core of knowledge.
- **The multidisciplinary team:** synchronizing the interventions of the class teacher, the support teacher, and the parents (ensuring therapeutic continuity at home as well).

Research results

Post-intervention (at the end of Module II), the reassessment indicated a qualitative progress:

- **Linguistic level:** the transition from isolated words to simple sentences, the diminishing of echolalia phenomena, the increase of verbal fluency.
- **Academic level:** the recognition and assisted tracing of printed letters (the group of vowels), conscious counting within the 0–5 range.
- **Behavioural level:** an increase in concentration time (from 5 to 12 minutes), the extinction of task-avoidance behaviours (reduced anxiety), and the internalization of group rules. Thus, the data obtained confirm the truth value of the formulated hypothesis.

–

Conclusions

The study reveals that the school inclusion of the student with mild intellectual disability and language disorders is directly proportional to the flexibility of the curricular design. A competence-based focus becomes viable only if it is supported by a pedagogy of differentiation, capable of valuing the asynchronous rhythms of development. The success of inclusive education calls for the abandonment of standardization in favour of the personalization of learning contexts.

Bibliography

- Bocoș, M. (2017). *Interactive Instruction. Benchmarks for Reflection and Action*. Cluj-Napoca: Editura Presa Universitară Clujeană.
- Gherguț, A. (2016). *Inclusive Education and the Pedagogy of Diversity*. Iași: Editura Polirom.
- Vrășmaș, T. (2017). *Integrated and/or Inclusive Education*. Bucharest: Editura Aramis.
- Ministry of Education (2023). *Methodological Benchmarks for Applying the Curriculum in the Preparatory Grade*. Bucharest: Ministry of Education.

**DIGITIZING THE SPARK OF COMMUNICATION: DIGITAL STRATEGIES AND
TOOLS FOR THE ACTIVE INVOLVEMENT OF STUDENTS IN ORAL PRODUCTION
(A1/A2)**

Stanciuc Tatiana — “Iulia Hașdeu” College of Cahul

Bostănel Sabrina — “Iulia Hașdeu” College of Cahul

Abstract

The rapid development of educational technologies has generated new opportunities for enhancing foreign language learning and promoting active student engagement. This paper presents a series of digital strategies designed to stimulate oral production among A1/A2 English language learners. By integrating interactive tools such as Mentimeter, Genially, Wheel of Names, Padlet and digital whiteboards into communicative activities, teacher can create a motivating and low-anxiety learning environment. The study is based on classroom practice and pedagogical observation, highlighting the positive impact of digital resources on students' participation, confidence and willingness to communicate. The findings suggest that meaningful technology integration supports not only the development of linguistic and digital competences but also the formation of learner autonomy, responsibility and educational awareness, reflecting the transition from competence-based education to conscious and active learning.

In the context of contemporary technological transformations, the paradigm of teaching the English language imposes a redefinition of the role of the teacher from the perspective of the knowledge society, through the promotion of creativity and transversal digital competencies. The conceptual passage “from competencies to consciousness” calls for the presence of an actively involved student, whose motivation goes beyond the constraint of formal assessment (the grade), orienting itself toward the authentic desire for social and linguistic interaction.

The aim of this paper is to present examples of good practice applied in the classroom using digital tools for improving oral communication and removing barriers to expression in English.

Within the process of instruction in the English language (level A1/A2, having as its curricular support the textbook Empower Second Edition Student's Book with eBook, Elementary A2), the energizing of oral production requires a solid psycho-pedagogical foundation. From this perspective, the Affective Filter Hypothesis, formulated by Stephen D. Krashen (1982), becomes an essential pillar in justifying the introduction of technology into the classroom. Krashen maintains that emotions

directly and profoundly influence the process of learning a foreign language, highlighting certain factors: the fear of failure, anxiety, and the lack of self-confidence, and the risk of speaking in English without the paralyzing fear of making a mistake in front of one's peers.

In order for the use of technology not to become a mere passive screen activity or a technical artifice, the didactic design must observe rigorous methodological principles. In this sense, the present paper aligns itself with the vision of the researchers Gavin Dudeney and Nicky Hockly (2007), who argue that technology must be integrated exclusively under the pedagogical umbrella, and not used merely for the novelty effect. According to them, digitalization becomes truly effective only when it:

- stimulates authentic collaboration;
- develops the autonomy of learning;
- actively supports the communication process;
- facilitates rapid, formative, and constructive feedback.

Moreover, the optimization of oral expression at the elementary levels (A1/A2) follows the structural model proposed by Scott Thornbury (2005) in *How to Teach Speaking*. Thornbury affirms that verbal fluency develops through frequent practice, exposure to meaningful contexts, and authentic interaction. The teacher has the task of generating real communication situations and of prioritizing the fluidity of discourse over excessive grammatical correctness, which can inhibit the student's verbal flow. In this context, technology offers indispensable visual and structural support, allowing the actualization of communicative principles by eliciting spontaneous responses and using the language in interactive contexts.

Chapelle, in the work *Computer Applications in Second Language Acquisition*, demonstrates that digital environments offer authentic and interactive contexts for the acquisition of a foreign language. John Hattie shows that effective learning occurs when the student is active and receives constant feedback.

Therefore, the applications selected for the classroom through the didactic experiment (Genially, Canva, Mentimeter, Padlet) functioned strictly as supports (scaffolding) for communication, and not as ends in themselves.

Within the research carried out, traditional communication activities were subjected to a process of digital reconfiguration, their effects on oral performance being monitored.

One activity that I use within lessons is the externalization and structuring of questions: "Who am I?" via Mentimeter and Wheel of Names. In the classical version, the activity involves identifying

a character through direct questions addressed to the group. The digital transposition aimed at using the Wheel of Names application for the random and objective selection of a student, while the rest of the group used the Mentimeter module (Open Ended Questions) to transmit clues or closed-type questions (e.g., “Are you a singer?”, “Do you live in the UK?”). This technological hybridization significantly reduced the stress of direct public exposure (an effect correlated with the lowering of the affective filter) and imposed a heightened rigour in the correct structure of interrogative patterns.

Another applied activity is visual scaffolding and collaboration: “The Architects’ Challenge” through Genially and Canva. The traditional activity (describing a map on paper, seated back to back) was optimized by distributing a unique Genially link to one student (the Architect), containing an interactive map connected to Unit 5A (Holidays and Places) of the Empower textbook. The work partner used a blank two-dimensional template in Canva. The spatial reconstruction was achieved exclusively through oral linguistic negotiation (e.g., “In the centre, there is a park. Next to it, there is a cinema”). The task demonstrated an increase in digital literacy and in the capacity for orientation, generating heightened interest thanks to gamification mechanisms specific to video games.

In the teaching-learning-assessment process, I apply input processing and live questioning: “Three Truths and a Lie” through Padlet. Unlike the classical technique of exclusively oral presentation, students were instructed to write the four statements (concerning past experiences or future plans) on a Padlet digital noticeboard, inserting visual elements (authentic or distorted). The group visually processed the text on their mobile devices and triggered a session of spontaneous oral questioning (e.g., “When did you go to Paris?”). The technology offered psychological support to introverted students, facilitating free speaking through the possibility of a pre-processing of the input.

Another practised activity is the personalization of options: the “Would you rather...?” dilemmas on the interactive whiteboard: the dilemma statements (e.g., “Would you rather study online or at school?”) were projected on the digital board. Students placed their digital avatar next to the chosen option, and then argued their position in micro-groups. The immediate visual impact stimulated spontaneous verbal production based on real personal opinions, observing the criterion of relevance formulated by Thornbury.

The implementation and testing of these strategies took place during the 2025–2026 academic year. The evaluation of the impact was carried out through systematic pedagogical observation, the analysis of activity products, and the monitoring of the descriptors of oral competence for levels A1/A2.

Through the responsible use of technology, the student becomes aware of their own cognitive path, assumes active roles in the micro-community of the class, and develops the autonomy of learning. Thus, the conversion of competencies into consciousness is objectified through the transformation of the student from a passive receiver into a critical and creative agent of their own formation.

The comparative analysis with the periods in which traditional methods were used highlighted major qualitative and quantitative changes:

- **An increase in the index of confidence and fluency.** Students manifested a low rate of verbal hesitations and a heightened availability for spontaneous dialogue.
- **The optimization of school inclusion.** The visual support and the extended thinking time offered by the digital interfaces allowed students with a slow pace of learning or with a respective initial linguistic level (A1) to record successes in oral production.
- **The development of awareness in the use of technology.** A translation of students' behaviour was observed, from the passive/recreational use of mobile devices toward a reflective, instrumental use, with strictly educational purposes.

Technology thus goes beyond the status of a mere auxiliary instrument, becoming an ecological environment that favours reflection, collaboration, and the assumption of epistemic responsibility. Through the effective digitalization of the “spark of communication,” students are co-opted as active partners in the educational act, being prepared for the complex demands of the society of the future.

The new educational paradigms impose a structural reconfiguration of the methodology of teaching communication competencies. The digital strategies analyzed do not substitute for inter-individual human interaction, but mediate and optimize it, transforming an activity traditionally perceived as stress-generating (oral expression in a foreign language) into an interactive approach that is secure from an affective point of view.

Bibliography

1. Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing and Research*. Cambridge University Press.
2. Doff, A., Thaine, C., Puchta, H., Stranks, J., Lewis-Jones, P. *Empower Second Edition Student's Book with Digital Pack: Elementary A2*. Cambridge University Press.
3. Dudeney, G., Hockly, N. (2007). *How to Teach English with Technology*. London: Pearson Longman, pp. 82–85.

4. Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge.
5. Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press, pp. 31–32.
6. Regulations of the International Symposium “New Paradigms in Education: from Competencies to Consciousness,” 2nd Edition, Teachers’ Resource Centre & “Dumitru Moțoc” High School, Galați, 2026, pp. 2–3.
7. Scrivener, J. *Learning Teaching: A Guidebook for English Language Teachers*. Oxford: MacMillan Books, 2011, pp. 214–217.
8. Thornbury, S. *How to Teach Speaking*. London: Pearson Longman, 2005, pp. 94–96.

CLASSROOM MANAGEMENT AND THE INTEGRATION OF STUDENTS WITH SEN: CHALLENGES AND STRATEGIES AT THE START OF SECONDARY SCHOOL

Calapod Spiru,
teacher Secondary School no. 1 Cavadinești, Galați County

Abstract: *The transition to the fifth grade marks a critical moment for students with special educational needs (SEN), as the secure figure of the primary-school teacher is replaced by a fragmented team of subject teachers and a constantly changing physical environment. This paper examines the central role of the form teacher (diriginte) as the anchor of the student with SEN, analyzing the social, academic, and emotional challenges of inclusion at the beginning of secondary school. It proposes a set of practical intervention strategies — shaping the class group through a “pedagogy of diversity,” coordinating the teaching team, and building a relationship of trust with the family — and argues that the success of inclusion is measured less by academic averages than by indicators of well-being: the emotional safety of the integrated student and the transformation of the class into a supportive community.*

Keywords: *special educational needs (SEN), educational inclusion, classroom management, form teacher, secondary-school transition, peer support.*

Introduction

If for a neurotypical student the fifth grade arrives with the excitement and fear of the new, for a child with SEN (autism spectrum disorders, ADHD, specific learning disorders, or intellectual disabilities) this stage can trigger a veritable “adaptation shock.” The primary-school teacher — that unique and reassuring figure — is replaced by a fragmented team of teachers, each with different styles and expectations. Moreover, the physical space changes; the student no longer works in a single, personalized classroom, but is often forced to migrate between laboratories and specialist rooms, a major disruptive factor for children who depend on routine and predictability.

In this dynamic landscape, the form teacher becomes the anchor of the student with SEN. The form teacher is no longer merely an administrator of documents, but a manager of emotions, a mediator of conflicts, and a catalyst of collective empathy, with the mission of transforming the new environment from a threatening one into an inclusive one.

The form teacher’s challenges in the context of inclusion

When taking over a fifth-grade class in which students with SEN are enrolled, the form teacher faces three levels of difficulty:

- **The social level (the student group):** At the age of 10–11, group dynamics undergo essential changes. The need to belong to the group leads students to seek conformity. The atypical behaviours of the student with SEN (stereotypes, hyperactivity, difficulties of emotional self-regulation) may be misinterpreted by peers, exponentially increasing the risk of isolation, labelling, or bullying.
- **The academic level (the teaching team):** Each subject teacher tends to evaluate the class through the lens of their own discipline. It falls to the form teacher to undertake the complex task of ensuring curricular adaptation, monitoring the application of the individualized learning plan, and preventing the involuntary tendency toward the student's academic marginalization ("he can't keep up, so we leave him in the back row").
- **The emotional level (the family):** The relationship with parents is often marked by a historical vulnerability. The form teacher must manage either the overprotective anxiety of the parents of the child with SEN or, at the other extreme, the resistance and prejudices of the parents of the other students in the class, who may invoke the fear that the general pace of teaching will be slowed down.

Practical intervention strategies of the form teacher

For inclusion not to remain merely a concept on paper, the fifth-grade form teacher must act strategically from the very first weeks of the school year.

a) Shaping the class group through a "pedagogy of diversity"

Within the Counselling and Guidance (form) lessons, the theme of diversity must be approached not as a weakness, but as a normality.

- **Team-building activities:** implementing experiential exercises in which all students temporarily experience various limitations (sensory, motor, or communication-related). Understanding the mechanism behind a difficulty changes the group's reaction from amusement or rejection into empirical support.
- **The "Peer-Buddies" system:** designating, on a rotating and voluntary basis, partners for learning and socialization. These "buddies" support the student with SEN in organizational tasks (writing down homework in the planner, preparing textbooks for the next lesson,

accompanying them during breaks), transforming the act of support into a civic responsibility valued by the group.

b) Coordinating the team of class teachers

The form teacher is the link between the teachers of various curricular areas and the school counsellor.

- **The rapid-briefing meeting:** at the beginning of the year, the form teacher organizes a working meeting with all the teachers of the class to briefly present the psycho-pedagogical profile of the student with SEN, emphasizing the strengths (e.g., “has an excellent visual memory,” “responds very well to descriptive praise”) and the triggers that must be avoided (a raised tone, forced exposure in front of the class).
- **Synchronizing interventions in moments of crisis:** establishing a single protocol for managing disruptive behaviours. If the student with SEN suffers an emotional decompensation or an overstimulation crisis, all teachers must apply the same validated strategy (offering a calming space, using non-confrontational language), ensuring a predictable environment.

c) A relationship of trust with the family

Communication with the parents of a child with SEN requires a radical reconfiguration. The form teacher must break the pattern of phone calls made only in moments of crisis. The technique of “daily/weekly good news” is recommended — short messages that highlight an isolated piece of progress (a completed exercise, a gesture of courtesy toward a classmate). This approach reduces the parent’s defensiveness and transforms them into a reliable ally in applying the school strategy at home.

Conclusions

The integration of children with SEN in the fifth grade does not represent the ticking of bureaucratic indicators, but a living, profoundly human, and laborious process that redefines the competencies of the form teacher. From this perspective, success is no longer measured exclusively by high averages and olympiad performances, but by indicators of well-being: the emotional safety of the integrated student, the degree of acceptance shown by the group, and the transformation of the class into a community of solidarity.

In order to truly transform the mainstream school into an inclusive space, the secondary-school form teacher needs reserves of patience, a permanent methodological flexibility, and, above all, the

refusal to give up. Each student with SEN successfully integrated represents not only a victory for the educational system, but a lesson in humanity taught live to the entire generation of fifth-grade students.

Bibliography

Gherguț, A. (2005). *Syntheses of Special Psychopedagogy. A Guide for Teachers and Parents.* Editura Polirom, Iași.

Mara, D. (2009). *Didactic Strategies in Inclusive Education.* Editura Didactică și Pedagogică, Bucharest.

Popescu, D. (2018). *Management of the Inclusive Classroom. A Practical Guide for Teaching Staff.* Editura Universitară, Bucharest.

Ministry of Education — *Methodological guides on the integration of children with SEN in the mainstream school.*

GASTRONOMY AS A DESTINATION

An innovative approach to culinary heritage in tourism education

**Professor Ivaşc Marilena, Andronic Mariana,
School of Tourism and Food Studies "Dumitru Moţoc" Galaţi**

Abstract:

This article presents an innovative pedagogical approach for secondary school students in the Tourism Technician qualification (years 11-12), centred on the valorisation of local culinary heritage as a resource for developing complex tourism products. The 90-minute lesson integrates active methods—Culinary Mapping, Jigsaw, and Storyboarding—with principles of educational inclusion, whilst simultaneously bridging theoretical understanding of Heritage Storytelling with its practical application in real-world contexts. The experience demonstrates that gastronomy represents not merely a component of tourism offerings, but an authentic vector of cultural identity and education for active citizenship.

Keywords: culinary heritage, tourism product, Heritage Storytelling, active methods, educational inclusion

1. Context and Rationale for the Pedagogical Approach

We are living in an era in which the tourism industry is reconfiguring profoundly: the contemporary tourist no longer simply seeks destinations, but authentic, memorable experiences rooted in local identity. Within this context, gastronomy has transcended its former status as a mere auxiliary service of the tourism offering and has acquired the role of destination in itself. Wine routes, traditional farmers' markets, cooking workshops based on heritage recipes—all of these represent viable tourism products with well-defined markets at European and international level.

This reality obliges us, as subject-matter specialists, to respond with equal coherence: if the tourism market has evolved, our pedagogical approach must evolve too. The lesson project I propose here is not the result of a purely theoretical exercise, but of a reflection process grounded in concrete professional development experience, undertaken during a course dedicated to exploring culinary heritage and tourism. Participating in that programme provided me not only with new pedagogical tools, but also with a different perspective on how we can transform a classroom into a laboratory of applied creativity.

The lesson presented below was designed for year 11 students in the Tourism Technician qualification, Module 4: Travel Agency Activity, lesson theme: Complex Tourism Products. Creating complex tourism products based on culinary heritage, with a duration of 90 minutes, aims to develop in students the competence to construct a complex tourism product drawing from the culinary heritage resources of their own region. The lesson scenario can also be utilised with year 12 students in the Module: Travel Agency Product Offerings.

2. Theoretical Foundation: Heritage Storytelling as a Pedagogical Instrument

The central concept around which this lesson is structured is Heritage Storytelling—the story of heritage. It proceeds from the premise that every element of local culinary tradition is, in essence, a narrative: an age-old recipe speaks of climate, of migrations, of trade relationships, of social structures. The task of the tourism specialist is to transform this latent narrative into an experience that is accessible and attractive to the visitor.

From a pedagogical perspective, Heritage Storytelling functions as an instrument of knowledge contextualisation: the student no longer simply memorises abstract definitions of a tourism product, but actively constructs one, by relating raw materials, local producers, routes, accommodation facilities, and interactive activities. This type of approach corresponds to the principles of pedagogical constructivism and aligns with the requirements of the curriculum for years 11-12, which aim at developing competences in analysis, synthesis, and design within the field.

3. Pedagogical Scenario—Description and Methodological Justification

The lesson is structured in four distinct stages, each with a clearly defined function within the whole.

Stage I—The Box of Spices and Memories (15 minutes)

opens the lesson through a multisensory activity: students are invited to identify and associate three specific objects or ingredients (a hand-carved wooden spoon, a bag of milled maize, wild thyme) with a region and with a possible tourism experience. This method of capturing attention is not chosen by chance—it activates affective memory and connects new content to pre-existing experiences and knowledge. Simultaneously, the multisensory approach (smell, touch, visual) responds to the needs of students with different learning styles, including those with difficulties in auditory or visual processing.

Stage II—The Jigsaw Method (30 minutes)

represents the methodological nucleus of the lesson. The class is organised into four expert groups, each specialised in a distinct pillar of tourism product construction: Route Architects (integrating local producers, cultural sites, and accommodation facilities), Culinary Anthropologists (identifying forgotten recipes and associated stories), Sustainability Specialists (protecting resources and avoiding superficial folk tourism), and Experience Designers (creating interactive activities). The jigsaw method allows not only for in-depth learning on individual components, but also for subsequent synthesis, when experts reconvene to integrate perspectives. It is a method that naturally develops transversal competences: active listening, argumentation, and negotiation of solutions.

Stage III—The Route of Taste (35 minutes)

constitutes the moment of practical application. Reintegrated groups have the task of designing a complete day within a thematic route (The Wine Route, the Bread Route, or the Cheese Route), drawing on regional specificity. The final product must respect the structure of a complex tourism product: transport,

accommodation, meals, and entertainment. Students utilise digital tools (Canva, Padlet) to create a Storyboard of the experience, which introduces a dimension of digital literacy consistent with current labour-market requirements. Inclusion is ensured through flexible presentation formats: students with writing difficulties can opt for audio recording or can contribute primarily through the visual component.

Stage IV—Tasting Ideas (10 minutes)

proposes collective reflection in which each group presents its tourism product, and its authenticity is analysed in relation to the principles of heritage discussed earlier. This stage is not a formal evaluation, but a moment of consolidation and pedagogical meta-reflection, in which students are invited to observe the quality of argumentation and internal coherence of their classmates' products.

4. Inclusion and Curriculum Differentiation

One aspect which I consider essential in any contemporary pedagogical approach is the dimension of inclusion. This lesson was constructed with the explicit intention of responding to diversity in the classroom—not as an optional add-on, but as a design principle.

In the first place, the methods chosen are, by their nature, inclusive: multisensory activities, adapted roles within the jigsaw, flexible presentation formats. Students who prefer technical structure can focus on cost analysis and product feasibility, whilst students with a more creative profile can be responsible for the story and visual identity of the route.

Secondly, the lesson actively harnesses the cultural diversity of the classroom. Where students belong to ethnic minorities or have different cultural backgrounds, they are encouraged to introduce elements from their own culinary heritage as a starting point for the tourism product. This approach transforms diversity from a logistical challenge into an authentic pedagogical resource.

5. Didactic Resources and Transfer of Good Practice

The lesson is supported by a set of resources that enhance its contextual relevance. Maps of European heritage—featuring examples of gastronomic routes from Italy or France—offer students a comparative perspective and help them understand that the product they are designing forms part of a coherent European trend, not an isolated exercise.

The Product Passport Sheet is the central working instrument: a structured document that guides the student step by step from identifying raw materials and local producers through to formulating a complete tourism package, with description, indicative pricing, and target audience. It serves both as a working support during the activity and as a tool for self-assessment and portfolio building.

A piece of advice I would offer to colleagues wishing to implement this lesson: use materials drawn from your own experience—photographs, notes, impressions—from relevant professional development in the field. This personal touch has a remarkable effect on student motivation. When the teacher themselves becomes a traveller who has discovered new things, students understand that the chosen field is not merely examination material, but an open door to the world.

6. Conclusions and Perspectives

The experience of designing and implementing this lesson has convinced me that the paradigm shift which tourism education requires does not necessarily imply significant additional resources. It involves, first and foremost, a shift in perspective: from the transmission of knowledge to the facilitation of experiences of knowing.

Local culinary heritage is a pedagogical resource of extraordinary richness, grossly under-utilised in current practice. It connects our subject matter with geography, history, biology, economics, and civic education. It transforms the classroom into a space of discovery and gives us the most natural pretext for developing competences that will truly be useful to our students: the capacity to observe, to narrate, to design, and to value what they have inherited.

I invite colleagues to explore this direction, to adapt it to the specific context of each community, and to enrich it with their own experiences of professional development and life. Education for heritage is not a niche field—it is, fundamentally, a form of education for identity and for the future.

Note:

The lesson project described in this article was developed following participation in the course "Flavours of Sustainability: Culinary Heritage and Tourism" in the field of culinary heritage and cultural tourism, as part of the Erasmus+ programme, Key Action 1, VET Mobility with no. 2024-1-RO01-KA121-VET-000210668. Its methodological structure can be adapted for any region in Romania with potential gastronomic heritage.

Bibliografie

1. Gheorghe, G., Tudorache, P., & Nistoreanu, P. (2014). Gastronomic tourism, a new trend for contemporary tourism. *Cactus Tourism Journal*, 9(1), 12-21.
2. Nistoreanu, P. (coord.). (2003). *Ecoturism si turism rural*. Editura ASE.
3. Nistoreanu, P., & Gheres, M. (2010). *Turism rural. Tratat*. Editura C.H. Beck.
4. Stanciulescu, G. (coord.). (2004). *Managementul turismului durabil in tarile Carpato Danubiano-Pontice*. Editura All Beck.
5. Nica, A.-M., & Nistoreanu, P. (2019). Turismul gastronomic — tendinte si provocari la nivel global. *Amfiteatru Economic*, 21(50), 112-128.
6. UNESCO. (2003). *Convention for the Safeguarding of the Intangible Cultural Heritage*. United Nations Educational, Scientific and Cultural Organization. <https://ich.unesco.org/en/convention>
7. UNESCO. (2010). *Gastronomic meal of the French — Inscription on the Representative List of the Intangible Cultural Heritage of Humanity*. United Nations Educational, Scientific and Cultural Organization. <https://ich.unesco.org/en/RL/gastronomic-meal-of-the-french-00437>
8. Ionescu, M., & Radu, I. (coord.). (2001). *Didactica modernă*, Editura Dacia.

INTEGRATING THE STEAM APPROACH IN EARLY CHILDHOOD EDUCATION

Author: Elena Condurache,
Educator, Teaching Degree I, Grădinița-creșă „Garofița,, Nr.1, satul Horești raionul
Ialoveni, Republica Moldova

*“If you want them to know — explain!
If you want them to think — make them experiment!”*
— Ernest Rutherford

Abstract

This paper explores the STEAM approach (Science, Technology, Engineering, Arts, and Mathematics) as an integrated educational framework applicable in early childhood settings. The study presents the conceptual foundations, key principles, and practical implementation of STEAM activities in kindergartens. The paper argues that STEAM education nurtures children’s natural curiosity, fosters critical thinking, creativity, and collaborative problem-solving skills, preparing them for the demands of the 21st century. Findings indicate that when STEAM activities are embedded in play-based learning environments, children become active participants in their own education, developing cognitive and socio-emotional competencies simultaneously. The paper concludes with reflections on the teacher’s role and offers examples of hands-on activities implemented with preschool children.

Keywords: STEAM education, early childhood education, integrated learning, critical thinking, creativity, problem-solving, preschool activities.

1. Introduction

The world in which our children are growing up is changing at a remarkable pace. Technological advances, global challenges, and the rapidly shifting labour market demand a new generation capable of flexible thinking, collaboration, and innovation. In response to these demands, contemporary education is increasingly emphasising the STEAM approach — an innovative concept that integrates Science, Technology, Engineering, Arts, and Mathematics into a single practical and engaging framework.

In the kindergarten context, STEAM does not mean complex academic lessons. Rather, it signifies discovery through play, experimentation, and creativity. Children build, test, wonder “what happens if...?”, find solutions, and unconsciously develop logical thinking, imagination, and

collaborative skills. This paper examines the theoretical foundations of the STEAM approach, its distinguishing features compared to traditional integrated activities, the role of each component, its fundamental principles, and the benefits it brings to preschool learners.

2. Conceptual Framework of STEAM Education

STEAM represents an integrated educational approach that combines five fundamental domains of knowledge:

- S – Science: developing curiosity, observation, and hypothesis formulation;
- T – Technology: fostering responsible use of tools and digital resources;
- E – Engineering: encouraging design, construction, and solution-finding;
- A – Arts: stimulating expressiveness, imagination, and creative design;
- M – Mathematics: supporting logical thinking, measurement, comparison, and estimation.

This approach places emphasis on experiential learning, real-world problem-solving, and the development of 21st-century competencies: critical thinking, creativity, collaboration, and communication (Yakman, 2008; Henriksen, 2014). The integration of these five components ensures a balanced and deep learning experience, in which the child is simultaneously an explorer, a designer, an artist, and a mathematician.

3. STEAM vs. Traditional Integrated Activities

Although traditional integrated activities combine multiple domains of knowledge, the STEAM approach distinguishes itself through several key features. While conventional lessons focus on transmitting information across subjects, STEAM centres on real problems or challenges that require children to think, experiment, and revise their solutions.

The distinguishing characteristics of STEAM activities include:

- The presence of a real problem or challenge as a starting point;
- A focus on the process rather than on the final product;
- Active encouragement of experimentation and testing of hypotheses;
- The freedom to make mistakes and to improve solutions iteratively.

STEAM activity requires children's involvement in discovery, analysis, and creation, not merely in reproducing information. This fundamentally repositions the child as the protagonist of their own learning journey.

4. Fundamental Principles of the STEAM Approach

The STEAM approach is grounded in five core pedagogical principles that transform the child from a passive recipient into an active agent of learning:

- **Problem-based learning:** children engage with authentic, open-ended questions that stimulate inquiry;

- **Interdisciplinarity:** knowledge from different fields is connected and applied in an integrated manner;
- **Collaboration:** children work together, developing social and communicative competencies;
- **Reflection:** learners are guided to analyse what they did, what they discovered, and what they can improve;
- **Formative assessment:** evaluation is ongoing and process-oriented rather than summative.

5. Benefits of the STEAM Approach for Preschool Children

Research consistently highlights the multiple developmental benefits that STEAM activities bring to young learners. The approach contributes to:

- The development of critical and logical thinking;
- The stimulation of creativity and inventive thinking;
- The formation of problem-solving skills;
- The growth of autonomy and self-confidence;
- The development of socio-emotional competencies, including empathy, cooperation, and resilience.

In a STEAM-enriched environment, learning becomes meaningful, functional, and transferable, transcending the fragmented approach of separate disciplines (Yakman, 2008). The child is simultaneously a participant, explorer, and creator of solutions.

6. Assessment in STEAM Education

Assessment within the STEAM framework is predominantly formative and holistic in nature. Rather than measuring a single correct outcome, it focuses on the quality of the thinking and creative process. Assessment methods include:

- Systematic observation of children during activities;
- Child self-assessment and peer feedback;
- Constructive feedback from the educator;
- Portfolio documentation of children's work and progress;
- Products and artefacts created during activities.

The emphasis is placed firmly on the learning process rather than exclusively on the final result, ensuring that children develop a growth mindset and a positive attitude toward challenges.

7. Practical Implementation: Activities in the Kindergarten

To implement the STEAM approach effectively, educators must employ appropriate tools and pedagogical strategies tailored to the developmental stage of young learners. Logic games,

construction tasks, simple scientific experiments, and collaborative projects are among the most suitable vehicles for STEAM learning at the preschool level.

For example, logic games stimulate spatial intelligence, promote problem-solving, and encourage children to exercise their sense of planning and sequencing. Although these activities may sound complex in theory, for children they are simply forms of play — and that is precisely their strength.

Inspired by the drive to satisfy children’s curiosity and to prepare them for the future, the author of this paper has researched and applied innovative projects designed to stimulate children’s interest and to offer them varied, meaningful experiences across a wide range of activities.

The STEAM approach in early childhood education capitalises on the child’s natural potential for exploration, offering integrated learning contexts grounded in play, discovery, and experimentation. By combining scientific domains with the arts, STEAM activities contribute to the holistic development of the child.

8. Conclusions

The STEAM approach represents a cornerstone of modern education, facilitating active, creative, and relevant learning. It responds to the contemporary needs of early childhood education by positioning the child as an active participant, an explorer, and a creator of solutions. The approach ensures that learning becomes meaningful, functional, and transferable, surpassing the fragmented treatment of individual disciplines.

Effective implementation of this approach requires continuous methodological support, and the role of the educational specialist is strategic in ensuring the quality of the educational act. Through the integration of science, technology, engineering, arts, and mathematics, young children are equipped not only with knowledge but with the dispositions and competencies that will serve them throughout their lives.

“Science is a long and systematic curiosity.” — André Maurois

Bibliography

- Bequette, J. W., & Bequette, M. B. (2012). A place for art and design education in the STEM conversation. *Art Education*, 65(2), 40–47.
- English, L. D. (2016). STEM education K–12: perspectives on integration. *International Journal of STEM Education*, 3(1), 1–8. <https://doi.org/10.1186/s40594-016-0036-1>
- Henriksen, D. (2014). Full STEAM ahead: Creativity in excellent STEM teaching practices. *The STEAM Journal*, 1(2), 1–15.

- Makel, M. C., & Plucker, J. A. (2014). Facts are more important than novelty: Replication in the education sciences. *Educational Researcher*, 43(6), 304–316.
- McClure, E. R., et al. (2017). *STEM starts early: Grounding science, technology, engineering, and math education in early childhood*. The Joan Ganz Cooney Center at Sesame Workshop.
- National Research Council. (2012). *A framework for K–12 science education: Practices, crosscutting concepts, and core ideas*. The National Academies Press.
- Yakman, G. (2008). *STEAM education: An overview of creating a model of integrative education*. PATT-17 & PATT-19 Proceedings.
- Zosh, J. M., et al. (2018). Accessing the inaccessible: Redefining play as a spectrum. *Frontiers in Psychology*, 9, 1124. <https://doi.org/10.3389/fpsyg.2018.01124>

FEMICIDE, A PAINFUL PHENOMENON IN CONTEMPORARY SOCIETY

Prof. Moraru Dorina,
"D. Motoc" High School of Tourism and Food Industry, Galați

In 2025, approximately 66 cases of femicide were recorded in Romania, according to data documented by women's rights organizations. The phenomenon of domestic violence has reached alarming levels, with authorities registering 14 assaulted women every hour and thousands of protection orders violated by abusers.

Femicide (or feminicide) is defined as the intentional killing of a woman or girl, motivated by her gender. This crime is often the direct result of gender-based violence, unequal power relations, domestic abuse, or beliefs based on gender superiority. Motivation: *Victims are targeted because they are women.* The context of the killing of women: In most cases, the crime is committed by current or former partners, family members, and is preceded by a history of physical, psychological, or sexual abuse. Recognized typologies: According to the United Nations, it can include crimes within the family, "honor" killings, or crimes committed by unknown persons characterized by gender hatred.

According to the *European Institute for Gender Equality (EIGE)*: Femicide can be understood as the extreme end of a long chain of violence against women taking place in all member states of the European Union.

There is no standard definition of femicide agreed upon among the Union's member states or globally. The lack of a uniform definition represents an obstacle to measuring femicide, which becomes invisible among general homicide data.

The general concept of femicide refers to the killing of a woman or a girl because of her gender. The United Nations Vienna Declaration on Femicide was the first to identify different types of femicide, including:

- the killing of women as a result of intimate partner violence;
- misogynistic torture and killing of women;
- the killing of women and girls in the name of honor;
- the targeted killing of women and girls in the context of armed conflict;
- the killing of women because of dowry;
- the killing of women and girls because of their sexual orientation and gender identity;
- the killing of aboriginal and indigenous women and girls because of their gender;
- female infanticide and gender-based selective foeticide;

- deaths related to genital mutilation;
- accusations of witchcraft;
- other types of femicide related to gangs, organized crime, drug traffickers, human

trafficking, and the proliferation of firearms. Femicide (the murder of women/girls by men) is an extreme form of manifestation of violence against women and girls and is influenced by hatred, contempt, pleasure, pride. This can take place both in the private and public spheres, with perpetrators frequently being intimate partners, family members, or individuals who know the victim.

Femicide is a serious, extreme form of manifestation of violence against women and girls who continuously live in a violent environment. The femicide phenomenon has come to the attention of specialists in recent decades. This is a social phenomenon because the rate of women killed by their intimate partners or within a family setting is higher than the rate of men killed in a non-intimate or family context. The introduction of the term femicide aimed to increase awareness that the violent death of women and girls is a crime that should not be confused with the term homicide.

Femicide differs from other crimes based on several criteria:

- in most cases, acts of femicide are committed by current or former life partners;
- acts of femicide are preceded by continuous domestic violence, threats or intimidation, sexual violence;
- acts of femicide are characterized by an unequal ratio of strength and resources compared to those of the partners.

In the *Global Study on Homicide. Understanding homicide, 2019 UNODC*, it is mentioned that 87,000 women and girls died in 2017, the number decreasing from 93,000 in 2012. However, the share of women killed by an intimate partner or another family member out of total femicide cases increased from 47% in 2012 to 58% in 2017 (from 48,000 to 50,000 victims). The home remains the most dangerous place for women, who continue to bear the heaviest burden of lethal victimization as a result of gender inequality and stereotypes. Although women and girls represent a much smaller share of homicide victims out of the total number of homicides (19% – women and girls, 81% – men and boys), they are, however, more frequently killed by an intimate partner or family member (64% – women and 36% – men). In the global report, *Gender-related killings of women and girls: Improving data to improve the responses to femicide/feminicide, 2022 UNODC, UNWomen*, it is mentioned that 81,100 women and girls died in 2021 globally, with the share of women killed by an intimate partner or another family member being 45,000. While the overwhelming majority of homicides worldwide are committed against men and boys (81%), women and girls are disproportionately affected by criminal violence in the private sphere. Approximately 56% of all female homicides are committed

by intimate partners or other family members, while only 11% of total male homicides are committed in the private sphere. During the period 2010 - 2021, an average reduction in the number of women killed by intimate partners or family members was recorded in Europe (-19%).

However, there are differences between regions and some reversals in the escalation of numbers for the year 2020. The increase in femicide cases in the private sphere in Western and Southern European countries in 2020 is explained by some specialists through the impact of isolation measures due to Covid-19, although other contributing factors cannot be excluded. The purpose of this article consists of establishing the particularities of femicide cases in society and the actions taken by authorities to improve institutional response mechanisms to cases of gender-based violence and domestic violence and to reduce the number of lethal cases.

Bibliography

1. *STUDIA UNIVERSITATIS MOLDAVIAE* Scientific Journal of the State University of Moldova, 2023, no. 8(168)
2. <https://romania.europalibera.org/a/de-cazuri-de-femicid-in-romania-de-la-inceputul-anului-2025-14-femei-agresate-in-fiecare-ora/33588051.html>

DIGITAL STRATEGIES AND ACTIVE METHODS FOR TRAINING FUTURE PROFESSIONALS IN TOURISM AND FOOD SERVICE

Niță Aurelia,
Teacher at the "Dumitru Moțoc" Tourism and Food Service High School

In recent years, technology has become an essential component of activities in the tourism and food service sectors. Hotels, restaurants, and travel agencies use digital applications and platforms for reservation management, service promotion, customer communication, and daily operational organization. Under these circumstances, schools have the responsibility to prepare students for the real demands of the labour market and for a continuously evolving industry.

In classroom teaching and practical training activities, it has been observed that students are more motivated when they actively participate in the learning process and when they can connect theoretical knowledge with real-life professional situations. For this reason, the use of active learning methods and digital tools contributes to increasing learning engagement and to the development of professional competences required for future specialists in tourism and food service.

Teaching experience shows that students learn more effectively when they are directly involved in activities. Methods such as case studies, projects, role-playing, and collaborative learning help them analyse real situations, make decisions, and find solutions to problems close to professional practice. In this context, the teacher's role is to organise and coordinate the learning process, providing students with opportunities to apply their knowledge in practice.

For the preparation of practical activities, the Edpuzzle platform is used, which allows the integration of questions into educational video materials. Before specialised lessons, students watch videos presenting various professional activities, such as restaurant hall organisation, service preparation, or stages of culinary production. The embedded questions check understanding and support more efficient practical training.

In food service activities, students are frequently involved in projects aimed at developing creativity and initiative. Using Canva for Education, they design thematic menus, posters for gastronomic events, promotional materials, and presentations of specific dishes. In this way, students better understand the importance of image and promotion in the hospitality industry and develop skills relevant to their future professional activity.

Another example of activity is the analysis of customer reviews for hotels and restaurants. Based on real examples, students identify aspects appreciated by guests, analyse the causes of dissatisfaction, and propose solutions to improve service quality. This activity contributes to developing observation skills and helps students understand the importance of customer satisfaction in the hospitality industry.

The Padlet platform is used to organise collaborative activities and tourism promotion projects. Students collect information, images, and video materials about various tourist attractions and collaboratively build virtual documentation spaces. This approach encourages collaboration, communication, and the ability to select relevant information.

Within interdisciplinary projects, students design tourism routes that include representative local and regional attractions. The activity involves documentation, selection of relevant information, and presenting it in an attractive format. Through such activities, students develop professional competences and gain a better understanding of local heritage.

Preparing students for tourism activities also requires the development of communication and customer interaction skills. Therefore, role-playing and simulation activities are frequently used in lessons dedicated to hotel reception. Students act out various real-life situations such as making a reservation, welcoming tourists, providing information, or handling complaints. These activities help build confidence and professional behaviour.

Similarly, practical training includes simulations of customer interaction in restaurant settings, where students practice welcoming and seating guests, presenting menus, taking orders, and communicating in a polite and professional manner. These exercises contribute to the development of job-specific skills and a customer-oriented attitude.

A positive impact on students is also achieved through activities involving the organisation of thematic events. During these activities, students participate in menu planning, promotional material design, and product presentation, while teamwork develops responsibility, organisational skills, and collaboration spirit.

The assessment process can also benefit from the advantages offered by technology. Platforms such as Quizizz and Wordwall enable interactive and engaging evaluations for students. Immediate feedback allows teachers to easily identify areas requiring further reinforcement. Moreover, questions based on real situations in tourism and food service assess how students apply knowledge in professional contexts.

In certain documentation activities, students also use artificial intelligence-based tools to gather information and generate ideas. The teacher's role is to guide them in verifying sources and selecting relevant and accurate information. In this way, students learn to use new technologies responsibly and develop a critical attitude towards online information.

Despite the advantages of technology, it cannot replace practical training. In tourism and food service, professional competences are developed through hands-on practice, direct contact with equipment, and interaction with people. Technology serves to complement and support the learning process without diminishing the importance of practical experience.

Conclusions

The integration of digital strategies and active learning methods in education contributes to improving the quality of vocational training and to aligning schools with current labour market demands. Teaching experience shows that students are more engaged when they actively participate in the learning process and when they can use digital tools in contexts closely related to professional reality.

By combining practical activities with modern technological resources, teachers can create relevant and engaging learning situations that contribute to the formation of competent, responsible graduates ready to integrate successfully into the tourism and food service sector.

Bibliography

1. Ivanov, S., & Webster, C. Robots, Artificial Intelligence and Service Automation in Travel, Tourism and Hospitality. Emerald Publishing, 2019, Bingley, p. 1.
2. Walker, J. R. Introduction to Hospitality (8th ed.). Pearson, 2021, New York, p. 62.
3. Kotler, P., Bowen, J. T., & Makens, J. C. Marketing for Hospitality and Tourism (8th ed.). Pearson, 2021, Boston, p. 526.
4. Bates, T. Teaching in a Digital Age (2nd ed.). Tony Bates Associates Ltd, 2019, Vancouver, p. 317.
5. Sigala, M., Rahimi, R., & Thelwall, M. (Eds.). Big Data and Innovation in Tourism, Travel, and Hospitality. Springer, 2019, Cham, p. 1.
6. Tajeddini, K., Ratten, V., & Merkle, T. (Eds.). Tourism, Hospitality and Digital Transformation. Routledge, 2019, Londra, p. 1.

Abstract

This paper explores the integration of digital strategies and active teaching methods in the training of future professionals in tourism and food service. In the context of a rapidly evolving industry, driven by digital transformation, educational institutions play a key role in developing students' professional competences aligned with labour market demands. The study highlights how active learning approaches such as case studies, role-playing, collaborative projects, and simulations contribute to improving students' engagement, motivation, and practical skills.

The paper also presents the use of digital tools and platforms, including Edpuzzle, Canva for Education, Padlet, Quizizz, and Wordwall, which support interactive learning, creativity, assessment, and collaboration. In addition, the responsible use of artificial intelligence tools is discussed as a means of enhancing information access and idea generation, under teacher guidance.

Findings emphasize that combining practical training with digital resources leads to more effective learning experiences, fostering both technical and transversal competences such as communication, teamwork, problem-solving, and customer orientation. However, the study underlines that digital technologies cannot replace hands-on practical training, which remains essential in tourism and food service education.

Overall, the integration of digital strategies and active methodologies contributes to improving the quality of vocational education and preparing students for successful integration into the tourism and hospitality industry.

Keywords: active learning; vocational education; tourism education; hospitality and food service; digital pedagogy.