ADECONF 2025
INTERNATIONAL CONFERENCE

UNIVERSITY OF NOVI SAD
FACULTY OF PHILOSOPHY
SERBIA

From Content to
Context:
Understanding
Education through AI

ФИЛОЗОФСКИ ФАКУЛТЕТ · НОВИ САД

PROGRAMME AND BOOK OF ABSTRACTS

ADECONF 2025
6-8 NOVEMBER 2025.

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ADECONF 2025
6-8 NOVEMBER 2025.

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INTRODUCTION

The International Conference *ADEConf 2025 - Advancing Digital Education: Content, Context and Artificial Intelligence* brings together an impressive network of researchers, university professors, and innovators from 25 countries, creating an interdisciplinary platform for the exchange of ideas on the future of digital learning and educational technology.

This year's edition gathers 190 participants, including more than 165 university professors, researchers, and experts in the fields of language education, digital humanities, pedagogy, and artificial intelligence, as well as 25 students and emerging scholars who represent the new generation of educators and digital creators.

Organized by the Faculty of Philosophy, University of Novi Sad (Serbia), ADEConf 2025 aims to explore how digital content, learning contexts, and AI tools intersect to transform education in the 21st century. The conference promotes dialogue between theory and practice, encouraging participants to share innovative approaches, interdisciplinary perspectives, and sustainable models of digital teaching and research.

Through plenary lectures, thematic sessions, and round-table discussions, ADEConf 2025 continues its mission of connecting academic excellence with technological progress. The event fosters international collaboration and contributes to building a global academic community committed to advancing quality, accessibility, and creativity in digital education.

Assoc. Prof. Dr. Ivana IVANIĆ, Vice-Dean for Accreditation, Self-Evaluation and Quality Assurance, Faculty of Philosophy, University of Novi Sad, Serbia – President of the Organising Committee

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PROGRAM AND SCIENTIFIC COMMITTEE

- Milivoj ALANOVIĆ, Prof. Dr., Dean, Faculty of Philosophy, University of Novi Sad, Serbia
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- Una POPOVIĆ, Prof. Dr., Vice-Dean for International Relations and Science, Faculty of Philosophy, University of Novi Sad, Serbia
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- Svetlana DERMENJI, Assoc. Prof. Dr., Head of the Department of Language and Communication, "Ion Creangă" State Pedagogical University, Chișinău, Republic of Moldova
- Gheorghe BRANIȘTE, Prof. Dr., Vice-Director, Institute of Physical Education and Sport, Moldova State University, Chișinău, Republic of Moldova & "Dunărea de Jos" University, Galați, Romania
- Gina-Aurora NECULA, Assoc. Prof. Dr., Romanian Language, Culture and Civilization Lecturer (ILR), "Grigore T. Popa" State University of Comrat, Republic of Moldova
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- Jaya LAKSHMI, Dr., Siddhartha Academy of Higher Education, India
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- Sandra DOEZE JAGER VAN VLIET, Assoc. Prof. Dr., Netherlands Business Academy, Netherlands
- Nicolae STANCIU, Dr., Netherlands Business Academy, Netherlands

ORGANISING COMMITTEE

- Ivana IVANIĆ, Assoc. Prof. Dr., Vice-Dean for Accreditation, Self-Evaluation and Quality Assurance, Faculty of Philosophy, University of Novi Sad, Serbia, *President of the Organising Committee*
- Ema Durić, Research Associate,, Phd student, aculty of Philosophy, University of Novi Sad, Serbia – *Conference Coordinator*
- Ludmila BRANIȘTE, Assoc. Prof. Dr., "Alexandru Ioan Cuza" University of Iași, Romania – *Conference Coordinator*
- Gina-Aurora NECULA, Assoc. Prof. Dr., Lecturer in Romanian Language, Culture and Civilization (ILR), "Grigore T. Popa" State University of Comrat, Republic of Moldova
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- Ioana BRAȘOVEANU, Assist. Prof. Dr., "Alexandru Ioan Cuza" University of Iași, Romania
- Alina Ionela PREDA, Teaching Assistant, PhD Student, Department of Social and Human Sciences, Cross-Border Faculty, "Dunărea de Jos" University of Galați, Romania

THURSDAY, 6 NOVEMBER 2025 | 10:30AM - 8 PM
(CET - BELGRADE, SERBIA)

10:30 AM	CONFERENCE OPENING CEREMONY • WELCOME SPEECH AND INTRODUCTIONS • ADECONF 2025 – ANNUAL AWARD ANNOUNCEMENT
11 AM - 12:00 PM	PLENARY TALKS - SESSION 1
12:00 PM	CONFERENCE SESSION 1
3:00 PM - 4:00 PM	PLENARY TALKS - SESSION 2
4:00 PM - 6:00 PM	CONFERENCE SESSION 2
6:00 PM - 8:00 PM	CONFERENCE SESSION 3
6:00 PM - 8:00 PM	STUDENT CONFERENCE - SESSION 1
6:00 PM - 8:00 PM	STUDENT CONFERENCE - SESSION 2

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FRIDAY, 7 NOVEMBER 2025 | 8:30 AM - 9 PM
(CET - BELGRADE, SERBIA)

8:30 AM - 9:30 AM	PLENARY TALKS - SESSION 3
9:30 AM - 12:00 PM	CONFERENCE SESSION 4
12:00 PM - 1:00 PM	PLENARY TALKS - SESSION 4
1:00 PM - 4:00 PM	CONFERENCE SESSION 5
4:00 PM-5:00 PM	PLENARY TALKS - SESSION 5
6:00 PM-9:00 PM	CONFERENCE SESSION 6

SATURDAY, 8 NOVEMBER 2025 | 8:30 AM-3:30 PM
(CET - BELGRADE, SERBIA)

8:30 AM - 9:30 AM	PLENARY TALKS - SESSION 6
9:30 AM - 12:00 PM	CONFERENCE SESSION 7
10:30 AM - 11:30 AM	PLENARY TALKS - SESSION 7
11:30 AM - 3:00 PM	CONFERENCE SESSION 8
11:30 AM - 3:00 PM	CONFERENCE SESSION 9
11:30 AM – 12:30 PM	PLENARY TALKS - SESSION 8
12:30 PM – 3:30 PM	CONFERENCE SESSION 10
12:30 PM – 3:30 PM	CONFERENCE SESSION 11
12:30 PM – 3:30 PM	CONFERENCE SESSION 12
12:30 PM – 3:30 PM	CONFERENCE SESSION 13

THURSDAY, 6 NOVEMBER 2025 | 10:30 AM-8PM

CONFERENCE OPENING CEREMONY

🕐 Time: 10:30 AM – 11:00 AM (*CET - Belgrade, Serbia*)

🌐 **Welcome Speech and Introductions**
🌐 **ADEConf 2025 – Annual Award Announcement**

Prof. Dr. Milivoj ALANOVIĆ, *Dean, Faculty of Philosophy, University of Novi Sad, Serbia*

Assoc. Prof. Dr. Ivana IVANIĆ, *Vice-Dean for Accreditation, Self-Evaluation and Quality Assurance, Faculty of Philosophy, University of Novi Sad, Serbia — President of the Organising Committee*

Prof. Dr. Una POPOVIĆ, *Vice-Dean for International Relations and Science, Faculty of Philosophy, University of Novi Sad, Serbia*

🔗 **Conference Link:** https://meet.google.com/oqf-zazo-dcj

PLENARY TALKS - SESSION 1

📅 Date: 6 November 2025
🕐 Time: 11:00 AM – 12:00 PM (*CET - Belgrade, Serbia*)
🔗 **Conference Link:** https://meet.google.com/oqf-zazo-dcj

Speakers:
Prof. Dr. Ramona MIHAILA
Invisible Nodes: Using AI to Uncover 19th Century European Networks of Female Translators

Prof. Dr. Alexandra BARBĂNEAGRĂ
University Policies for the Responsible Integration of Artificial Intelligence in Education

CONFERENCE SESSION 1

Theme: *Artificial Intelligence in Education and Society: Challenges and Transformations*

📅 **Date:** 6 November 2025

🕐 **Time:** 12:00 PM – 2:00 PM (CET)

🎙 **Chair: Maria IORDAN & Silvia TITA**

🔗 **Conference Link:** https://meet.google.com/oqf-zazo-dcj

George T. ȘIPOȘ
Digital Humanities, AI and Teaching Japanese Culture

Silvia TITA
Challenging AI in Writing about Art

Maria IORDAN, Angela BONEHILL, Debbie NYE
Artificial Intelligence in Higher Education: Transforming Teaching, Learning, and Assessment

Luminita POPESCU
Artificial Intelligence and Sexual Violence: Risks, Responses, and Ethical Challenges

Cristina NICULESCU
Context and Communication in AI-Support Learning

Maria ULICAN
The Role of Artificial Intelligence in Preventing and Combating Domestic Violence in Romania

Onorina BOTEZAT
AI-Enhanced Language Pedagogy for Business and Legal French and English: Rethinking Content and Context for International University Classrooms

Andrei IONESCU
New Technologies and the Influence of AI in the Emergence of New Political Elites

Mihaela MATEESCU
Teaching Spanish in the Age of Artificial Intelligence: New Contexts, New Challenges

Aynur GURSOY
Enhancing Multicultural Teacher Competencies in the Digital Age: An AI-Supported Reflective Teaching Model

Aura PREDA CONSTANTINESCU
The Challenges of AI in the Juridical Research Field

Ema DURIĆ & IVANIĆ Ivana
The Educational Potential of ChatGPT in the Instruction and Acquisition of Romanian as a Foreign Language

Ivan GOLUŠIN
Linguistic Challenges and Translation Errors from Russian to Serbian in the Context of Generative Artificial Intelligence Models

Valentin POPESCU
AI-Driven International Relations: Shaping Future Education Policies in the Ministry of Education

Remus CHINĂ
Artificial Intelligence and the Transformation of Quality in Higher Education: Evolving Competences for a Digital Era

PLENARY TALKS - SESSION 2

📅 Date: 6 November 2025
🕐 Time: 3:00 PM – 4:00 PM (*CET - Belgrade, Serbia*)
🔗 **Conference Link:** https://meet.google.com/uvg-vdzn-koh

Speakers:

Prof. Dr. Dragana ĆORIĆ
Prof. Dr. Dejan MATIĆ
Legal and Ethical Dimensions of Artificial Intelligence

CONFERENCE SESSION 2

Theme: *Innovative teaching and ai-based learning approaches*
📅 **Date:** 6 November 2025
🕐 **Time:** 4:00 PM – 6:00 PM (CET)
🎙 **Chair**: **Dragana ĆORIĆ**
🔗 **Conference Link:** https://meet.google.com/uvg-vdzn-koh

Srđan ĐORĐEVIĆ & Nikola IVKOVIĆ
Artificial Intelligence and Legal Responsibility in the Digital Era

Merita ISMAILI
Digital Literacy and Critical Thinking in the Age of AI

Jaya LAKSHMI
Enhancing Student Engagement Through AI-Based Digital Learning Tools: A Simulation-Based Case

Jovana MARČETA, Nina ILIĆ
Exploring the Potential of Cognitive Linguistics in Idiom Teaching

Nazlije LATIFAJ
The Role of Preschool Teachers in Integrating STEM Fields in Early Childhood Education

Motia MANNAN & Tarekol Islam MARUF
Curriculum Design for AI-Driven Learning: Integrating AI Tools for Future-Proof Higher Education

Adela MANOLII
The Role and Place of AI in Didactic Communication

José Miguel MATA HERNÁNDEZ
Innovative Pedagogies: AI Tools in Customs and International Law Education

Dang-Thanh NGUYEN & Luong Thi Van HA
Artificial Intelligence in Vietnamese Higher Education: Emerging Trends and Structural Challenges in the Digital Transformation Era

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CONFERENCE SESSION 3

Theme: *Education, values & digital innovation*
📅 **Date:** 6 November 2025
🕐 **Time:** 6:00 PM – 8:00 PM (CET)
🎙️ **Chair**: **Dragana ĆORIĆ**
🔗 **Conference Link:** https://meet.google.com/uvg-vdzn-koh

Cristina MIHAI & Lilia ȚURCAN
Management of Digital Education in Preventing Aggression and Cultivating Value Orientations in the Educational Environment

Omar OUSSAMA
Digital Transformation in Higher Education: Re-Engineering University Curricula in Algeria for the Fourth-Generation University Model

Irina POSTOLACHI-JOSAN
Artificial Intelligence in teaching French as a living language to migrants in France: between inclusion, innovation, and humanity

Luan TRAN
Education for Sustainable Development: A Case Study of a Volunteer EFL Teacher

Akpan UDO USIERE
Philosophies of Digital Literacy and Contexts of Artificial Intelligence: Evaluating Prospects of Virtual Education in African Universities

STUDENT CONFERENCE - SESSION 1

Theme: *AI, Humanities & Digital Pedagogy*
🗓 **Date:** 6 November 2025
🕐 **Time:** 6:00 PM – 8:00 PM (CET)
🎙 **Chair**: **Ksenija MUDRI**
🔗 **Conference Link:** https://meet.google.com/wbp-gvud-vxe

Frozina VALEK
Using Digital Tools in the Teaching of the Latin Language

Dragan BARUDŽIJA
A Student's Perspective on Critical Thinking and Attention Spans in the Age of AI

Dunja DRAGINČIĆ-ŽIVIĆ
Using Artificial Intelligence in Digital Humanities to Preserve Endangered Languages

Ksenija MUDRI
The Significance of Implementing and Understanding Mechanisms for Ensuring Incremental Reliability of Artificial Intelligence – An Analysis of Potential Improvement Paths

Aksa ZAIMI
Artificial Intelligence in Education as a New Cultural Industry

Jovana IVANOVIĆ
The Role of Artificial Intelligence in the Digital Education of Future Social Workers: Opportunities and Ethical Challenges

Nebojša DAMNJANOVIĆ
Artificial Intelligence in Task-Based Language Teaching

STUDENT CONFERENCE - SESSION 2

Theme: *Innovative teaching and ai-based learning approaches*
🗓 **Date:** 6 November 2025
🕐 **Time:** 6:00 PM – 8:00 PM (CET)
🎙 **Chair**: **Ema DURIĆ**

Adrian CIOBICA
The Impact of Digital Learning on Student Mental Health

Gabriel ICHIM-RADU
Pedagogical Coordinates of Students' Training for Digital Communication in the Spirit of Emotional Culture

Felicia RUSNAC
The Role of Artificial Intelligence in Optimizing Post-Traumatic Knee Joint Recovery Protocols

Tomasz CZYŻ
Effectiveness of ChatGPT and Dictionaries in Language Reception: A Comparative Analysis

Kenza NEZZAR & Houria MIHOUBI
Beyond Compliance: Pedagogical Repurposing of Moodle for EFL Learner Autonomy in Algerian Higher Education

Ana Mae SACNANAS, Ma. Junabelle CLEMENTE, Renil Cris MIJARES, Jonil MOREJON
Perceptions Toward the Use of ChatGPT among Science Major Students of the College of Teacher Education at Negros Oriental State University – Main Campus I

Siyambalawewa Yaye **DHAMMASARINI**
Buddha-Nature and AI Ethics: A Philosophical Inquiry into Technological Advancement from the Tiantai Buddhism

PLENARY TALKS - SESSION 3

🗓 Date: 7 November 2025
🕐 Time: 8:30   AM – 9:30 AM (*CET - Belgrade, Serbia*)
🔗 **Conference Link:** https://meet.google.com/mdu-yhdm-tnu

Speakers:
Prof. Dr. Habil. Elena PRUS
Artificial Intelligence in Dialogue with Human Intelligence in the Literary Imagination

Prof. Dr. Carolina DODU SAVCA
Beyond Teaching World Literature: AI's Role in Fostering Nuanced Emotional Engagement and Cultural Understanding

CONFERENCE SESSION 4

Theme: *Artificial Intelligence in Language Didactics: Multimodal Approaches and Digital Solutions for Developing Linguistic, Literary, and Cultural Competences*
🗓 **Date:** 7 November 2025
🕐 **Time:** 9:30 AM – 12:00 PM (CET)
🎙 **Chair: Carolina DODU SAVCA & Anastasia SAVA**
🔗 **Conference Link:** https://meet.google.com/mdu-yhdm-tnu

Felicia BANU
Artificial Intelligence in Phraseological Studies: Challenges, Methods and Future Directions

Lilia PORUBIN
Artificial Intelligence as a Tool for Teaching and Assessing English for Specific Purposes

Lilia HERȚA
Humanising the Machine: The Translator's Role in the Age of Artificial Intelligence

Anastasia SAVA
Digital Contexts for Multilingual Education: AI Tools in Content and Language Integration

Natalia CELPAN-PATIC
Artificial Intelligence in Language Research and Teaching: A Contrastive Approach and Perspectives on ICT-Supported Collaborative Learning

Ana BULAT-GUZUN
Small Hands, Big Screens: Digital Mediation in Preschool Foreign Language Teaching

Lilia PETRICIUC
The Human Touch in AI-Enhanced Language Learning

Lilia CONSTANTINOV
Enhancing English Spelling and Communication Skills through AI Tools

Eugenia ROTARU
Multimodal Usage of AI in Teaching English as a Foreign Language

Ecaterina NICULCEA
Artificial Intelligence as a Reflection of Crisis in Modern Society: A Transhumanist Reading of Science Fiction Literature at the Turn of the 20th and 21st Centuries

Lucia SCHIOPU
Cognitive, Behavioral, and Educational Implications of Digital and Print Reading

PLENARY TALKS - SESSION 4

📅 Date: 7 November 2025
🕐 Time: 12:00 PM – 1:00 PM (*CET - Belgrade, Serbia*)
🔗 **Conference Link:** https://meet.google.com/ico-tymx-dco

Speakers:
Dr. Olga NOVIKOVA
Evaluation of existing educational competences through advancing of digital technologies

Prof. Dr. Laura LEON
The Role of Feminist Fiction in Exploring Medical Humanities

CONFERENCE SESSION 5

Theme: *Innovative Approaches to Teaching and Learning in the Digital Age: Artificial Intelligence, Multilingual Education, and Pedagogical Transformation*

📅 **Date:** 7 November 2025
🕐 **Time:** 1:00 PM – 4:00 PM (CET)
🎙 **Chair: Olga Novikova**
🔗 **Conference Link:** https://meet.google.com/ico-tymx-dco

Maiko ANICOY
The Influence of Approaches to Non-Routine Problem Solving and Parental Involvement on the Mathematics Achievement of Students

Ma Heilynn BABOR, Alexa Maica BALANSAG, Pinkie BENLOT, Rica ELTAGONDE
Critical Success Factors Among Preservice Science Teachers and Their Levels of Perceived Ease of Use, Perceived Usefulness, and Satisfaction with Google Classroom at Negros Oriental State University – Main Campus 1

Zohaib HASSAN SAIN**,** Hasan BAHARUN
Overcoming Barriers to Work-Life-Learning Integration: Strategies for Supporting Adult Learners in Higher Education

Lumturie BAJRAMI
Human–AI Collaboration in ESP for Political Sciences: Theoretical Perspectives on Pedagogical Innovation

Kumar BHARATH
Impact of Artificial Intelligence (AI) in Digital Learning Environments

Fatima DOUADI
Hybrid Learning in the EFL Classroom: Challenges and Opportunities

Silvia GUTU
AI-Assisted Assessment in Teaching French as a Foreign Language

Shpresa HASANI
Rethinking ELT Curriculum Design in the Digital Era: Integrating Artificial and Emotional Intelligence for Inclusive Learning

Ivana IVANIĆ & Ema DURIĆ
How We Invented **Metodica 4.0***: AI in Language Learning*

Mahmood HASNAIN
Refugee Law in the Digital Age: Aligning Gaps through Digital Literacy

David Eduardo HERNÁNDEZ ORTEGA
The Influence of Genre-Based Approach in a COIL Project in the Production of Expository Essays

Mihaela-Claudia TRIFAN
Mistakes Caused by Using AI Tools in Papers and Presentations Made by Romanian Students

Nicolae STANCIU & Sandra DOEZE JAGER VAN VLIET
Artificial Intelligence and Neuroscience in Learning and Using Languages in Business Communication

PLENARY TALKS - SESSION 5

📅 Date: 7 November 2025
🕐 Time: 4:00 PM – 5:00 PM (*CET - Belgrade, Serbia*)
🔗 **Conference Link:** https://meet.google.com/rvm-waoa-kyh

Speakers:
Prof. Dr. Lilia TRINCA
Cultural Connotations in Romanian Temporal Idiomatic Expressions and Their Artificial Intelligence Applications

Prof. Dr. Oxana CHIRA
Linguistic and Cultural Aspects of the Concept of "Time" in Romanian and German Proverbs Based on Digital Corpora (Sketch Engine, DWDS, DEXonline)

CONFERENCE SESSION 6

Theme: *Foreign languages in the digital age – between teaching and translation*

📅 **Date:** 7 November 2025
🕐 **Time:** 5:00 PM – 9:00 PM (CET)
🎤 **Chair:** Oxana CHIRA & Elvira GURANDA
🔗 **Conference Link:** https://meet.google.com/rvm-waoa-kyh

Lucia BALANICI
Morphosyntactic and Lexical Features of Phraseological Expressions Denoting "Time" in French

Iraida COSTIN
Artificial Intelligence as a Tool for Mapping the Evolution of Identity Discourse in Bessarabian Literature

Elena BANARI
AI as a Means of Protecting the Romanian Linguistic Heritage

Aliona SOBOL
Using the Microsoft Bing AI Tool in Teaching Romanian as a Foreign or Non-native Language

Elena SIROTA
Using Innovative Technologies to Enhance the Efficiency of the Educational Process

Vyacheslav DOLGOV
Working with Various Types of Artificial Intelligence as a Method for Developing University Students' Critical Thinking

Oxana STANȚIERU
AI and the Narrative of the Self: Redefining Authenticity in Memoir Literature

Adela MANOLII
The Role and Place of AI in Didactic Communication

Aurelia CABAC
AI, Culture, and Ethnic Stereotypes: The Representation of "the Other" in the Digital Age

Tatiana KONONOVA
Topic-Based Vocabulary Learning Through Digital Resources on DaF Learning Platforms

Elvira GURANDA
AI-Assisted Vocabulary Acquisition: Practical Applications

Lina CABAC
The Impact of Artificial Intelligence on the Translation Profession: Between Threat and Opportunity

Elena VARZARI
Designing Context-Aware Learning Environments for Translator and Interpreter Education

Oxana STANȚIERU
Ethical Implications of AI in Literary Education

Ludmila RĂCIULA
Connecting Worlds, Adapting Lessons: Designing Online Intercultural Communication Modules for Global Impact and Local Relevance

Nicolina MUNTEAN
The Terminology of Wine in the Digital Era and the Interpretation of Numerical and Historical Data

Angela MURZAC
Cognitive and Affective Functions of Somatic Gestures in Intercultural Digital Communication

Cristina CUCOȘ
Untranslatability of Gastronomic Terms in Linguistic and Cultural Contexts

Andreea APETRI
Developing Vocabulary Through Digital Tools in German as a Foreign Language Classes

Tatiana YAVUZ
The Digital Logos: Philology, AI, and the Future of Textual Understanding in English Education

SATURDAY, 8 NOVEMBER 2025 | 8:30AM- 9:30AM

PLENARY TALKS - SESSION 6

📅 Date: 8 November 2025

🕐 Time: 8:30   AM – 9:30 AM (*CET - Belgrade, Serbia*)

🔗 **Conference Link:** https://meet.google.com/srz-auej-bus

Speakers:

Prof. Dr. Oana-Maria FRANȚESCU
A Shortcut in the Grammar Syllabus – Using AI to Teach Conditional Clauses with the Lexical Approach

Prof. Dr. Ludmila BRANIȘTE
The National Poet through the Lens of Foreign Languages in the Course "Romanian Cultural Identity" for the Preparatory Year

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CONFERENCE SESSION 7

Theme: *Artificial Intelligence in Language Didactics: Multimodal Approaches and Digital Solutions for Developing Linguistic, Literary, and Cultural Competences*

📅 **Date:** 8 November 2025

🕐 **Time:** 9:30 AM – 12:00 PM (CET)

🎤 **Chair: Arina CHIRILĂ & Ioana BRAȘOVEANU**

🔗 **Conference Link:** https://meet.google.com/srz-auej-bus

Sanda PĂDUREȚU
The Integration of Artificial Intelligence in Foreign Language Teaching: Didactic Limits and Perspectives

Angelica-Maria CĂPRARU
Artificial Intelligence and the Transformation of the Communicative Paradigm in Contemporary Language Education

Violina DĂNILĂ
Teaching Strategies for the Noun in Genitive and Dative Cases in Romanian as a Foreign Language

Maria-Lucreția CAZAC
The Integration of Artificial Intelligence in Teaching Romanian as a Foreign Language

Arina CHIRILĂ
Vocabulary Level Test in the Preparatory Year of the Romanian Language: First Validations

Ioana BRAȘOVEANU
Artificial Intelligence and Digital Tools in Teaching Romanian as a Foreign Language: Opportunities and Challenges in the Preparatory Year for International Students

Tamara STANIĆ & Aleksandra BLATEŠIĆ
Didactics of Italian as a Foreign Language (LS) through the Use of Artificial Intelligence (AI): Effectiveness in Providing Personalized Feedback

Virđinija POPOVIĆ
Artificial Intelligence in the Process of Literary Translation from Romanian into Serbian – New Challenges and Opportunities

Mihaela HRISTEA
Ethical Aspects of Using Artificial Intelligence in the Teaching Process

Nino KVIRIKADZE
About One Color Detail in Thomas Mann's Novel "Buddenbrooks"

Liudmila PARAHONCO
Specifics of the relationship between the binary concepts "wisdom and truth" and the paired, equivalent concepts "wisdom and truth" in Russian and English linguistic consciousness

Sanja MARIČIĆ MESAROVIĆ
The Hybridization of Asynchronous Spanish as a Foreign Language (ELE) Classes at the Faculty of Philosophy, University of Novi Sad

PLENARY TALKS - SESSION 7

📅 Date: 8 November 2025
🕐 Time: 10:30 AM – 11:30 AM (*CET - Belgrade, Serbia*)
➿ **Conference Link:** https://meet.google.com/xpi-yiap-bge

Speakers:

Prof. Dr. Habil. Diana ANTOCI
Prof. Dr. Habil. Maia BOROZAN

Pedagogical Action Research in the Age of Digital Culture: Pathways to Lifelong Learning

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CONFERENCE SESSION 8

Theme: *General pedagogy & AI*
📅 **Date:** 8 November 2025
🕐 **Time:** 11:30 AM – 3:00 PM (CET)
🎤 **Chair: Diana ANTOCI & Lilia ȚURCAN**
➿ **Conference Link:** https://meet.google.com/xpi-yiap-bge

Larisa SADOVEI & Maia BOROZAN
Directions for the Evaluation of Organisational Culture in Light of the Current Challenges of Digital Education

Diana ANTOCI
Axiological Dimensions of Digital Education: Preserving Human Values in the Age of Artificial Intelligence

Elena BÎRSAN
Digital Personality Between Assertiveness and Emotional Conformity

Lilia ȚURCAN
The Role of Digital Education in Preventing Student Aggression in Online and Offline Environments

Aurica BUZENCO
Digital Education Through the Lens of National Cultural Values

Valeria BUZENCO
Fostering Students' Social Competences Through Digital Learning Environments

Olga ALCAZ
Beyond Technology: Forming a Digital Pedagogical Culture in Vocational and Technical Education

Olga MUNTEANU
University Training Program for the Development of Charisma in Pedagogy Students in the Digital Era

Adrian CIOBÎCĂ
The Impact of Digital Learning on Student Mental Health

Gabriel ICHIM-RADU
Pedagogical Coordinates of Students' Training for Digital Communication in the Spirit of Emotional Culture

Tatiana BUSHNAQ & Maia BOROZAN
Advancing teachers' research competences in the era of digital culture

Lilia ȚURCAN & Cristina MIHAI
Management of Digital Education in Preventing Aggression and Cultivating Value Orientations in the Educational Environment

Carmen Daniela OLARIU
Digital Education as a Catalyst for the Development of Students' Emotional Intelligence

Svetlana TALPĂ
The Dance Teacher and Emotional Culture: Essential Evaluation Criteria

Vera SURĂȚEL
Traditional Animation Techniques and Their Positive Impact on Children's Concentration Skills

Oxana CRIJEVIȚCHI
Ensuring the Well-Being of Refugees from Ukraine in the Context of Digital Education

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CONFERENCE SESSION 9

Theme: *Artificial Intelligence and Professional Pedagogy: Innovation, Values, and Human-Centered Learning*
📅 **Date:** 8 November 2025
🕐 **Time:** 11:30 AM – 3:00 PM (CET)
🎙️ **Chair: Tatiana ȘOVA & Aurelia BEȚIVU**
🔗 **Conference Link:** https://meet.google.com/xpi-yiap-bge

Tatiana ȘOVA
Educational Mentorship within the Green and Digital Transition of Education

Aurelia BEȚIVU
Shaping Values Through Green and Digital Education in Adolescence

Tatiana PANCO
Digital Formative Assessment as a Tool for Novice Teachers' Self-Reflection and Professional Development

Ludmila COTOS
Developing Digital Skills in Students Within the "Educational Research" Course

Tatiana GÎNJU
Streamlining Educational Partnership Through Various Digital Communication Platforms

Angela BEJAN
The Use of Digital Simulation Tools in the Development of Professional Competencies Among Pre-Service Teachers

Oxana CHIRA
The Integration of Temporal Phraseologisms in Online German Teacher Training

Oxana CURTEVA
Development of Critical Thinking in Students Under Conditions of Digital Information Overload

Iulia POSTOLACHI
Digital Education – Space for Exploration and Creative Learning in Primary School

Dorina PUTINĂ
Key Factors of Formative Assessment at the Beginning of the Teaching Career in the Era of Digital Education

Veronica RUSOV
Innovating Educational Mentoring Practices Through Digital Tools

Eugenia FOCA
Digital Identity as a Vector of Pedagogical Innovation

Irina PAIUL
The Impact of Artificial Intelligence on the Socio-Emotional Development of Students

Natalia CAZACU
Digital Strategies for the Formative Assessment of Emotional Self-Discipline in Primary School Students

PLENARY TALKS - SESSION 7

🗓 Date: 8 November 2025
🕐 Time: 11:30 AM – 12:30 PM (*CET - Belgrade, Serbia*)
🔗 **Conference Link:** https://meet.google.com/qwm-mddh-eng

Speakers:

Prof. Dr. Gina NECULA
Netiquette & AI Ethics. A Mandatory Course for the Entire Academic Community

Prof. Dr. Cristina DAFINOIU
The Importance of Course Materials for Teaching and Learning Romanian as a Foreign Language in the Era of Advanced Digital Education: From Context to Content

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CONFERENCE SESSION 10

Theme: *Integrating artificial intelligence in higher education: perceptions, challenges*
🗓 **Date:** 8 November 2025
🕐 **Time:** 12:30 PM – 3:30 PM (CET)
🎙 **Chair:** Alexandra BARBĂNEAGRĂ & Gina Aurora NECULA
🔗 **Conference Link:** https://meet.google.com/itm-adhy-yxd

Lucia CEPRAGA
Digital Pedagogy in Teaching Romanian as a Foreign Language in the Republic of Moldova

Svetlana DERMENJI
The Digital Transformation of Universities: Content, Context, and Competences for the AI Era

Ion BULICANU
AI-Assisted Teaching in Higher Education: Between Pedagogical Innovation and Academic Ethics

Liliana NEAGA
Developing Digital and AI Competences among Students: Challenges for University Curricula

Elena ȚAP
Artificial Intelligence in Academic Assessment: Towards Automated and Personalized Feedback Models

Liuba PETRENCO
The Cultural and Linguistic Context of Digital Higher Education: Towards Multilingual AI-Augmented Learning

Alexandra BARBĂNEAGRĂ
Automation and Debureaucratization in the Teaching Process with the Help of Artificial Intelligence

Tatiana LAȘCU, Svetlana DERMENJI & Larisa USATÎI
Multilingualism and Artificial Intelligence: New Perspectives for Language Learning and Teaching

CONFERENCE SESSION 11

Theme: *Embracing Artificial Intelligence in Academia: Innovation, Ethics, and Change*
📅 **Date:** 8 November 2025
🕐 **Time:** 12:30 PM – 3:30 PM (CET)
🎙 **Chair: Svetlana DERMENJI & Liuba PETRENCO**
🔗 **Conference Link:** https://meet.google.com/byh-spca-kbd

Svetlana DERMENJI & Liuba PETRENCO
Academic Communication in the AI Era: Redefining Students' Linguistic and Discursive Competences

Gabriella TOPOR & Elena TIMBALIUC
Teaching Russian in the Digital Age: Between Philological Tradition and Technological Innovation

Liuba CARNET
The Impact of Digital Technologies on Communication Competences

Oxana CURTEVA
Developing Digital Competence of University Teachers in the Age of Artificial Intelligence

Angela POPOVICI
Artificial Intelligence in Education: An Emerging Pedagogical Framework for Teaching Romanian as a Foreign Language in Multicultural Contexts

Alina Ionela PREDA
Shaping Tomorrow's Classrooms: Digital Content, Contextual Learning, and AI

Mihaela BALTĂ
Education in Transition: Digital Contexts and Intelligent Content Design

Victorina CIOMÎRTAN
Digital Didactics: Reconstructing Curriculum Through Intelligent Technologies

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CONFERENCE SESSION 12

Theme: *Integrating artificial intelligence in higher education: strategies for academic innovation*
📅 **Date:** 8 November 2025
🕐 **Time:** 12:30 PM – 3:30 PM (CET)
🎙️ **Chair: Dinu OSTAVCIUC & Andrei NASTAS**
🔗 **Conference Link:** https://meet.google.com/nwg-qkqk-iye

Dinu OSTAVCIUC
Information Integrity and Countering Disinformation Through Social Media Outlets and AI Productions

Constantin RUSNAC
The Dangers of Artificial Intelligence: Legislative Vacuum

Iurie ODAGIU
The Use of Artificial Intelligence in Legal and Judicial Matters

Tudor OSOIANU
Criminal Liability in the Context of the Artificial Intelligence Revolution

Andrei NASTAS
The Impact of Artificial Intelligence on the National and European Legislative Framework

Olga DORUL & Andrei NASTAS
Immersive Film Techniques in Legal Education: Enhancing a Culture of Respect for International Humanitarian Law

Dana MARIN
Bridging Artificial Intelligence and Information Literacy in Higher Education: Emerging Trends and Academic Challenges

Iulian PĂDURARU
The New Scenarios of the Digital Society in the Face of the Challenge of Generative Artificial Intelligence (AI)

Sergiu CERNOMOREȚ
Understanding Unfair Competition of AI and Legal Remedies

CONFERENCE SESSION 13

Theme: *AI Reforming Education*
📅 **Date:** 8 November 2025
🕐 **Time:** 12:30 PM – 3:30 PM (CET)
🎤 Chair: **Gheorghe BRANIȘTE & Viorel DORGAN**
🔗 **Conference Link:** https://meet.google.com/vrt-tbut-nnx

Gheorghe BRANIȘTE
AI Tools Accuracy and Their Integration Into Curricula

Viorel DORGAN
Cybersport: Challenges and Integrative Perspectives for Physical Education Teachers

George SAULEA
Contextualizing the Use of Artificial Intelligence in Sports Training Curricula: Pros and Cons

Felicia RUSNAC
The Role of Artificial Intelligence in Optimizing Post-Traumatic Knee Joint Recovery Protocols

Victor BUFTEA
Students' Struggle with Issues of Reliability and Ethical Use of AI Tools

Ecaterina LUNGU
Artificial Intelligence in Educational Training Processes: Positive and Negative Aspects

Svetlana GHENOVA
Integrating Digital Technologies into University Marketing Strategies

Gheorghe SULT
Reforms and Digitization of the Education System in the Republic of Moldova

Serghei ZAHARIA
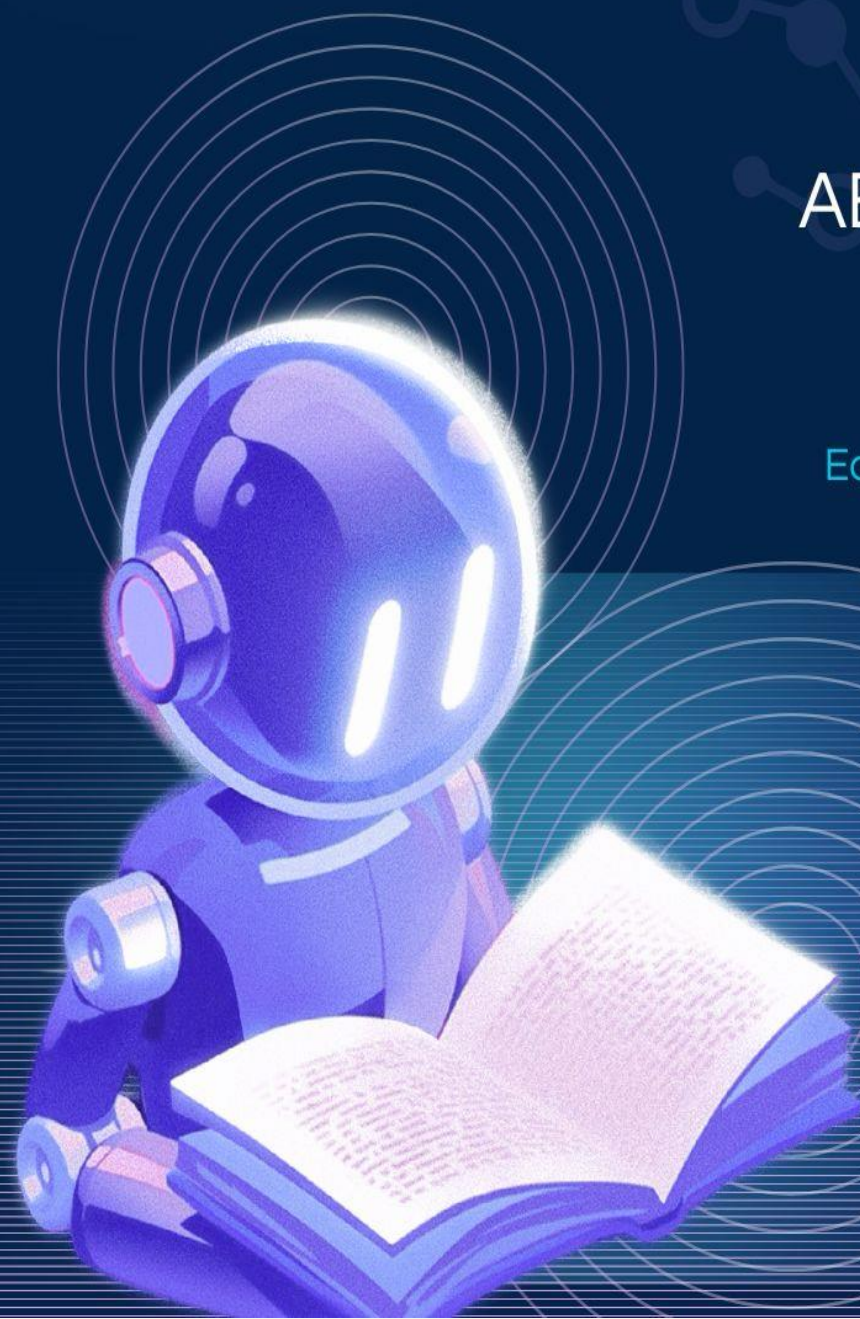***Digitization of the Education System: Advantages, Risks, and Prospects***

ADECONF 2025

INTERNATIONAL CONFERENCE

BOOK OF ABSTRACTS

From Content to Context: Understanding Education through AI

ФИЛОЗОФСКИ ФАКУЛТЕТ · НОВИ САД

ALCAZ, Olga
Learning Materials Coordinator,
Ion Creanga State Pedagogical University of Chisinau,
Public Association Education for Development, Republic of Moldova

Beyond Technology: Forming a Digital Pedagogical Culture in Vocational and Technical Education

ABSTRACT: The digital transformation of education extends beyond the mere integration of technology; it entails the development of a digital pedagogical culture-a set of values, competencies, and reflective practices that redefine how teachers design and facilitate learning. Within Technical and Vocational Education and Training (TVET), such a culture is crucial for aligning teaching practices with the needs of a knowledge-driven, innovation-oriented society. Drawing on practical experiences with Google Classroom and other online learning environments, this paper examines how teachers' professional development supports the shift from using technology as a tool to employing it as a transformative learning space. The study highlights the role of collaboration, mentoring, and professional learning communities in strengthening teachers' digital pedagogical identity. Findings suggest that contextualized and reflective teacher training fosters innovative, student-centered pedagogy, where digital platforms enable interaction, autonomy, and creativity. The paper concludes that building a sustainable digital pedagogical culture requires integrating technology with pedagogical purpose and professional reflection, ensuring the long-term impact of digital transformation in vocational education.

KEYWORDS: digital pedagogical culture, technical and vocational education, student-centered education, Google Classroom, transformative learning

ANICOY, Maiko H.
University of Mindanao Tagum College, Philippines

The Influence of Approaches to Non-Routine Problem Solving and Parental Involvement on the Mathematics Achievement of Students

ABSTRACT: This study aimed to determine the influence of approaches to non-routine mathematics and parental involvement on the mathematics achievement of second-year college students enrolled in a state college in Panabo City and Carmen, Davao del Norte. It used a descriptive-correlational design with regression analysis, and it found that both approaches to non-routine problem-solving and parental involvement are significantly related to mathematics achievement. In addition, approaches such as making a systematic list, working backward, guessing and checking, and looking for a pattern significantly influence mathematics achievement. The same goes for domains of parental involvement, home-based involvement, and school-based involvement, which have predictive power towards mathematics achievement. On the other hand, approaches such as simplifying the problem, making a drawing, and the domain of parental involvement, namely, home–school conferencing, are found not to contribute substantially to mathematics achievement. The results suggest that improving mathematics achievement can be achieved by strengthening parental involvement, such as attending regular parent meetings, maintaining consistent communication with the teacher, and providing constant support to their children. Also, it suggests improving teachers' pedagogical competence in their non-routine problem-solving approaches through targeted professional development programs and forming a school-based resource team to develop support materials for this endeavor.

KEYWORDS: academic performance, college students, pedagogy, quality, education, teaching strategies

ANTOCI, Diana
Full Professor, Ion Creangă State Pedagogical University of Chisinau, Republic of Moldova

Axiological Dimensions of Digital Education: Preserving Human Values in the Age of Artificial Intelligence

ABSTRACT: In the context of accelerating digitalization and the increasing influence of artificial intelligence, the reassessment of educational values becomes essential for identifying the axiological referential in the contemporary education system. This paper explores the axiological dimensions of digital education from the perspective of the Theoretical Model of Value Orientations (Antoci) and the Conceptual Model of Axiological Education (Antoci) in the context of preserving humanistic and ethical principles in the instructional-educational process based on artificial intelligence. The study argues that digital education should not only develop technological skills, but also strengthen the moral and cultural awareness of the subject to cultivate value-oriented digital skills. By integrating reflection, responsibility and creativity in digital education, these models guide educators in harmonizing technological progress with human values. Thus, sustainable digital education requires a balance between innovation and axiological integrity, ensuring that artificial intelligence contributes to the development of autonomous, empathetic and value-conscious personalities.

KEYWORDS: artificial intelligence, axiological education, digital education, human values, value orientation

APETRI, Andreea
Alecu Russo Balti State University, Republic of Moldova

Developing Vocabulary through Digital Tools in German as a Foreign Language

ABSTRACT: This study analyzes the effective use of digital tools in teaching German vocabulary at the intermediate level (B1.1), using both modern and traditional methods. To carry out the research and achieve the proposed objectives, we used both recent scientific sources and older ones, due to their relevance and fundamental contributions. The theoretical chapters address vocabulary development, the competencies specified in the curriculum, and the integration of digital tools into the teaching process. The practical part focuses on the implementation of the PPP-model with the help of digital tools, including the presentation of exercise types and a detailed comparison of three lesson plans with the same topic, one of which is AI-based. The results suggest that digital tools can significantly optimize the teaching, learning, and assessment process; however, their excessive use is not recommended, in order to avoid overloading and distracting the students during the lesson.

KEYWORDS: German as a Foreign Language, digital, vocabulary, apps, AI

BABOR, Ma. Heilynn V., **BALANSAG**, Alexa Maica C., **BENLOT**, Pinkie G., **ELTAGONDE**, Rica
Negros Oriental State University – Dumaguete City, Philippines

Critical Success Factors Among Preservice Science Teachers and Their Levels of Perceived Ease of Use, Perceived Usefulness, and Satisfaction with Google Classroom at Negros Oriental State University–main Campus 1

ABSTRACT: This study aimed to identify the critical success factors influencing preservice science teachers' use of Google Classroom and to determine their levels of perceived ease of use, perceived usefulness, and overall satisfaction with the platform at Negros Oriental State University–Main Campus 1 during the First Semester of A.Y. 2024–2025. Specifically, it sought to examine how student, instructor, system, classmate, course, and organizational characteristics relate to students' perceptions and satisfaction with Google Classroom. A descriptive-correlational research design was employed, and data were gathered through a structured survey administered to preservice science majors. Findings showed that students generally had high technology experience and computer self-efficacy. Instructors were perceived as engaging and supportive, although improvements in online responsiveness were noted. Google Classroom's system quality, information delivery, peer collaboration features, and course flexibility were positively evaluated. Significant positive correlations were found between the six critical success factors and both perceived ease of use and perceived usefulness. Moreover, student satisfaction was strongly associated with how easy and beneficial the platform was perceived to be. The results emphasize the importance of continuous instructor support and institutional training to sustain effective digital learning.

KEYWORDS: Google Classroom, Critical success factors, Perceived ease of use, Perceived usefulness, Student satisfaction

BAJRAMI, Lumturie
South East European University, Republic of North Macedonia

Human–AI Collaboration in ESP for Political Sciences: Theoretical Perspectives on Pedagogical Innovation

ABSTRACT: The rapid developments in generative artificial intelligence are reshaping pedagogical thinking in English for Specific Purposes (ESP), particularly within the domain of Political Science. This paper explores theoretical foundations that reconsider how language, knowledge production, and communicative practices evolve when learners interact with intelligent systems. AI-powered tools, such as large language models and conversational agents are framed as mediating instruments that build upon sociocultural scaffolding principles. Their capacity to simulate real world contexts, including policy negotiations and diplomatic communication, results in authentic learning in ESP for Political Science. However, the integration of AI also challenges conventional notions of authorship, critical reasoning, and learner autonomy, raising ethical concerns related to bias, transparency, and academic integrity. By connecting theoretical perspectives from technology-enhanced learning, digital literacies, and critical pedagogy, the paper argues that human–AI collaboration should strengthen, not replace expert guidance in higher education. The discussion highlights the need for institutional frameworks, reflective teaching practices, and curriculum design aligned with disciplinary requirements. Ultimately, this work calls for continued theoretical inquiry into the transformative role of AI in specialized language education for future political professionals.

BALANICI, Lucia
University Lecturer, Alecu Russo State University of Bălți, Republic of Moldova

Morphosyntactic and Lexical Features of Phraseological Expressions Denoting „time" in French

ABSTRACT: This article explores the morphosyntactic and lexical characteristics of phraseological expressions that denote time in the French language, emphasizing their internal grammatical organization, structural models, and lexical composition. The analysis seeks to identify the mechanisms by which temporal idioms become fixed constructions and acquire metaphorical and cultural meanings. By examining adverbial and verbal idioms such as „à la pointe du jour", „du temps où les bêtes parlaient", or „il fait un froid de canard", the study highlights processes of syntactic reduction, semantic expansion, and lexical imagery that shape the idiomatic expression of temporality. The contrastive perspective with Romanian equivalents emphasizes synonymic variation, structural correspondences, and idiomatic specificity, underlining the linguistic and cultural dimensions through which French phraseology conceptualizes time. The findings demonstrate how French phraseology encodes cultural representations of temporality through metaphorical and grammatical devices, showing that temporal idioms constitute a linguistic space where grammar, semantics, and cultural cognition intersect to shape the conceptualization of time.

KEYWORDS: Temporality, temporal idioms, morphosyntactic analysis, lexical variation, structural correspondences

BANARI, Elena
Moldova State University, Republic of Moldova

AI - Means of Protecting the Romanian Linguistic Heritage

ABSTRACT: An essential priority in the 21st century, referring to the context of globalization and accelerated technological expansion, is the protection of the Romanian linguistic heritage, with the aim of preserving the national cultural identity. In this article, we aimed to analyze the role of artificial intelligence (AI) as an innovative tool in the process of documenting, preserving and promoting the Romanian language, examining AI applications in natural language recognition and processing (NLP), in the digitization and archiving of old texts, as well as in the creation of representative linguistic corpora for various regions and dialects. We also highlighted the ways in which AI can support linguistic education through automatic translation tools, grammatical correction and generation of adapted educational content. The study mentions the importance of cooperation between linguists, computer scientists and cultural institutions for the development of AI models that are conclusive to the particularities of the Romanian language. In conclusion, AI is not only a technological means, but also a strategic resource for the protection and revitalization of the Romanian linguistic heritage in the digital age.

KEYWORDS: Romanian linguistic heritage, cultural identity, digital age, AI

BANU, Felicia
National Agency for Quality Assurance in Education and Research
(ANACEC)

Artificial Intelligence in Phraseological Studies: Challenges, Methods and Future Directions

ABSTRACT: This study examines the role of artificial intelligence (AI) in phraseological research, highlighting its transformative potential, methodological innovations and the challenges in analyzing idiomatic language. It investigates how AI technologies—such as natural language processing, machine learning, and corpus-based approaches can facilitate the identification, classification, and interpretation of phraseological units, capturing their semantic, syntactic, and stylistic nuances. By integrating computational techniques with traditional linguistic analysis, the study demonstrates that AI enables efficient extraction of idiomatic expressions from large corpora, detection of usage patterns across registers and dialects, and observation of semantic shifts over time. Despite these advancements, significant challenges remain, particularly in resolving polysemy, figurative meaning, context-dependent interpretation, and cross-linguistic variability. The findings underscore that while AI offers unprecedented precision, human expertise is indispensable for nuanced cultural and semantic analysis. The study concludes that the interplay between AI and conventional/traditional phraseological methods presents promising avenues for lexicography, computational linguistics, and language education. Future research should focus on refining semantic models, expanding multilingual corpora, and developing hybrid systems that combine algorithmic efficiency with expert insight, ultimately enhancing our understanding of the complexity, creativity, and dynamism inherent in idiomatic language.

KEYWORDS: Artificial Intelligence, Phraseological Units, Idiomatic Expressions, Computational Linguistics, Natural Language Processing, Semantics, Corpus Analysis.

BARUDŽIJA, Dragan
Student, University of Novi Sad, Serbia

A Student's Perspective on Critical Thinking and Attention Spans in the Age of AI

ABSTRACT: The paper explores the influence of artificial intelligence on students' critical thinking and attention spans in various environments that range from learning to entertainment. The aim of this research is to identify the ways that AI tools which include chatbots, automated learning systems, assistants, language models, editors and others affect reasoning and sustained focus inter alia. The study employs a qualitative self-reflexive technique that combines personal observation with a review of recent interdisciplinary literature on AI-mediated pedagogy and cognition. The latest research has underlined AI's impact on study efficiency whilst a decline in deep analytical engagement and cognitive endurance has been observed. The paper discusses approaches to fostering critical and conscious use of artificial intelligence by students, with an emphasis on reflective awareness as a key skill for digital education and life beyond the classroom. By integrating personal experiences with up-to-date research this paper aims to contribute by means of a nuanced approach to the broader debate on the ethics and cognitive facets of artificial intelligence in contemporary education.

KEYWORDS: Education, observation, reflection

BEJAN, Angela
Associate Professor, Alecu Russo Balti State University, Republic of Moldova

The Use of Digital Simulation Tools in the Development of Professional Competencies among Pre-Service Teachers

ABSTRACT: The use of digital simulation tools in the process of developing professional competences among pre-service teachers contributes significantly to modernizing and streamlining the training of future teachers. These digital tools enable the creation of interactive learning environments that facilitate the application of theoretical knowledge in practical contexts and the development of teaching-specific skills. By simulating real educational situations, students can practice their planning, teaching, assessment, and pedagogical reflection skills in a controlled, safe, and adaptable environment. Moreover, the use of digital simulation tools fosters critical thinking, creativity, and decision-making abilities, which are essential for the formation of professional competences. The research highlights the importance of integrating these tools into the university curriculum as an innovative means of supporting competence development and strengthening the professional autonomy of future teachers.

BEȚIVU, Aurelia
Alecu Russo State University of Bălți, Republic of Moldova

Shaping Values Through Green and Digital Education in Adolescence

ABSTRACT: This paper investigates the intersection between green and digital education as complementary frameworks for value formation during adolescence. Within the current paradigm of sustainable development and technological transformation, the study emphasizes the necessity of integrating environmental awareness with digital competence in formal and non-formal learning contexts. Adolescence is viewed as a pivotal stage for constructing personal and social identity, where values such as responsibility, empathy, critical thinking, and civic engagement can be shaped through educational innovation. Green education fosters ecological consciousness and ethical sensitivity toward sustainability, whereas digital education enhances creativity, media literacy, and participation in digital citizenship. The article proposes pedagogical approaches that combine project-based learning, interdisciplinary collaboration, and the use of digital tools to promote sustainable attitudes and behaviors. The findings underscore that the convergence of green and digital education not only prepares adolescents for future societal challenges but also cultivates a value-oriented mindset essential for building an equitable and sustainable future.

KEYWORDS: Adolescence, digital education, green education, values, sustainability, civic engagement

BHARATH, Kumar A.
Associate Professor, School of Pharmacy, Sathyabama Institute of Science and Technology, Chennai, Tamil Nadu, India

Impact of Artificial Intelligence (AI) in Digital Learning Environments

ABSTRACT: Artificial intelligence (AI) uses computer systems to mimic tasks which is associated with human intelligence. AI is more prevalent in digital learning is called machine learning. Artificial Intelligence (AI) has revolutionary advancement in diverse fields, since its inception in the mid-20th century. It will work more closely with digital ecosystems, AI-based innovations have emerged into realm of education and research that would modify the educational paradigms, methodologies, and institutional structures to strengthen the academic activities. Artificial intelligence (AI) aids in digital learning by providing self-algorithms paths, and provides automating administrative tasks for educators, and supports to students to perform academic oriented tasks. The new AI based innovations directs transformative era in education, provides tailored educational experiences, streamlining administrative tasks, obtaining instantaneous feedback, and fosters real time decision-making strategies. The Proactive steps needed to combat algorithmic bias, more transparency around decision-making processes, and promotes technological proficiency for new innovative methods for technological innovations. A thorough way of understanding the practical ways of difficulties and providing alternative solutions are responsible adoption of AI into multiple learning environments could enhances the learning experiences.

KEYWORDS: Artificial intelligence, machine learning, technological innovations, educational paradigms, learning resources

BÎRSAN, Elena
Ion Creangă State Pedagogical University, Republic of Moldova

Digital Personality between Assertiveness and Emotional Conformity

ABSTRACT: The digital age has generated a profound transformation in the way individuals perceive themselves, communicate, and relate to others. In this context, digital personality becomes an expression of contemporary identity, influenced by technologically mediated interactions, the pressure of online social conformity, and the need for assertive affirmation. The study analyzes the dialectical relationship between assertiveness and emotional conformity in the digital space, starting from the psychosocial premises of the formation of communicational behaviors. Through a theoretical-analytical approach, the paper examines how digital platforms stimulate the expression of emotions, but also the tendency to excessively adapt to virtual norms, which can lead to a diminution of emotional authenticity. It also highlights the role of assertiveness as a mechanism for balancing digital identity, helping to maintain congruence between the real self and the self projected online. The article proposes a conceptual framework for developing the assertive and emotional skills necessary for the formation of a responsible digital culture based on balance, empathy, and critical thinking.

KEYWORDS: digital personality, assertiveness, emotional conformity, digital culture, online identity, socio-emotional skills

BOROZAN, Maia, **SADOVEI**, Larisa
Dr. Habil., Full Professor,
Head of Pedagogical Research and Innovations Laboratory,
Ion Creanga State Pedagogical University, Chisinau,
Republic of Moldova
Associate Professor, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

Directions for the Evaluation of the Organizational Culture in Light of the Current Challenges of Digital Education

ABSTRACT: The evaluation of organizational culture in education, particularly in the context of pervasive technological integration and rapid institutional change, represents a complex process through which educational institutions assess how values, norms, and professional identities align with the demands of digital pedagogy. As digital tools and platforms reshape teaching, learning, and administrative practices, the sustainability and effectiveness of innovation require both infrastructural modernization and the capacity of institutions to foster adaptive, collaborative, and reflective organizational behaviors. Drawing on interdisciplinary theoretical frameworks from educational management, digital transformation studies, and organizational culture research, this article identifies key directions for evaluating the extent to which educational organizations cultivate environments that support technological adoption, pedagogical innovation, and continuous professional development. By articulating the interplay between organizational learning processes, ethical–pedagogical considerations, and strategic leadership, the study provides conceptual guidelines for assessing how a digitally oriented organizational culture contributes to institutional resilience and prepares education systems to respond proactively to evolving societal and technological challenges.

KEYWORDS: organizational culture, digital education, evaluation, digital transformation, institutional resilience, educational leadership

BOROZAN, Maia, **ANTOCI, Diana**
Professor, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova
Professor, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

Pedagogical Action Research in the Age of Digital Culture: Pathways to Lifelong Learning

ABSTRACT: The article explores the relevance of action research (PAR) in the context of transformations generated by digital culture, arguing for an effective way to develop the skills necessary for lifelong learning. In an educational environment characterized by technological dynamism and the constant need for adaptation, action research provides a flexible methodological framework oriented towards reflection, collaboration, and innovation. Digital culture does not only involve the use of technologies, but also contributes to the creation of a new paradigm of knowledge based on openness, sharing, and responsibility. Through action research in education, educational actors ensure a balance between the technological and humanistic/constructivist dimensions of education, supporting pedagogical experiments, the transfer of good practices, the consolidation of professional reflexivity, etc. This is done in order to stimulate the intrinsic motivation, autonomy, collaboration, responsibility, etc. of those involved in the educational process. The conclusions highlight the value of action research as a bridge between theory and practice, emphasizing the importance of the balanced integration of traditional and digital tools in the lifelong learning process, promoting an educational culture based on the reconfiguration of educational values, creativity, innovation, etc.

KEYWORDS: action research, digital culture, lifelong learning, educational innovation, professional reflexivity

BOTEZAT, Onorina

Associate Professor, Bucharest University of Economic Studies, Romania

AI-Enhanced Language Pedagogy for Business and Legal French and English: Rethinking Content and Context for International University Classrooms

ABSTRACT: The growing demand for professionals proficient in Business and Legal French and English calls for language instruction that is both domain-specific and digitally forward. In international university contexts, students require not only lexical accuracy and grammatical competence but also contextual fluency, pragmatic awareness, and cross-cultural sensitivity. This presentation examines how AI technologies, including generative models (e.g., ChatGPT, DeepL Write) and intelligent feedback tools (e.g., Writefull, Grammarly), can be integrated into curriculum design to meet these needs. It focuses on multilingual, multicultural student groups in Business, Law, and International Studies programs, where AI can facilitate both language learning and professional communication readiness. By showcasing sample tasks, assessments, and feedback loops from university-level ESP/FOS classrooms, this talk proposes a human-AI partnership model that enhances linguistic accuracy, genre awareness, and professional register while maintaining ethical and pedagogical integrity.

KEYWORDS: AI-Enhanced Language Pedagogy, Business and Legal French and English, International Classrooms

BRANIȘTE, Gheorghe
Professor, Institute of physical education and sport of the USM, Republic of Moldova

AI Tools Accuracy and their Integration into Curricula

ABSTRACT: The increasing accuracy and versatility of artificial intelligence (AI) tools have opened new possibilities for transforming education and curriculum design. This paper examines the integration of AI technologies—such as adaptive learning platforms, natural language processing systems, and automated assessment tools—into modern educational frameworks. As AI systems achieve higher levels of precision in analyzing student performance and learning patterns, they enable more personalized, data-driven instructional strategies. The study explores how AI enhances teachers' ability to identify learning gaps, predict student outcomes, and provide real-time feedback, thereby improving engagement and academic achievement. Additionally, the research highlights the importance of aligning AI implementation with pedagogical goals, ethical principles, and digital literacy development. Challenges related to data privacy, algorithmic bias, and the readiness of educators to adopt AI-driven methodologies are also discussed. The findings suggest that successful integration of accurate AI tools into curricula requires a balanced approach that combines technological innovation with human-centered education, fostering equity, adaptability, and lifelong learning skills.

BRANIȘTE, Ludmila
Alexandru Ioan Cuza University of Iasi, Romania

The National Poet through the Lens of Foreign Languages in the Course "Romanian Cultural Identity" for the Preparatory Year

ABSTRACT: The paper explores the challenges and necessity of approaching the work of Mihai Eminescu, the national romantic poet, from the perspective of universality, in the context of teaching Romanian as a foreign language (RFL) within the discipline of "Romanian cultural identity" in the preparatory year. The task of reviving the beauty of Eminescu's poetry in foreign verse is difficult but essential. This paper emphasizes the creative nature that the RFL teaching-learning-assessment process must ensure. The teacher should not limit themselves to the fundamental structure of the language and the development of comprehension and usage skills, but should also convey fundamental information about the history, civilization, and culture of the Romanian people. Language is a living form of spirituality and cannot be separated from the culture it expresses. Thus, the study of RFL must be carried out against the backdrop of systematic knowledge about the representative values of Romanian creativity. To this end, translation is suggested as an effective teaching strategy. Through translation, students not only acquire Romanian as a means of communication, but also gain essential information about Romanian civilization and culture.

KEYWORDS: RFL, Eminescu, translation, cultural identity, didactic strategy.

BRAȘOVEANU, Ioana
Alexandru Ioan Cuza University of Iași, Romania

Artificial Intelligence and Digital Tools in Teaching Romanian as a Foreign Language: Opportunities and Challenges in the Preparatory Year for International Students

ABSTRACT: The integration of Artificial Intelligence (AI) in education has opened new perspectives for language learning, offering both opportunities and challenges. This paper explores the role of AI-based and digital tools in teaching Romanian as a Foreign Language (RFL) to international students during the Preparatory Year at the "Alexandru Ioan Cuza" University of Iași. The study highlights how AI applications, such as image generators, music and video creation tools, and adaptive content platforms, can enhance student engagement, creativity, and cultural understanding. In combination with the Google Suite for Education, these technologies support interactive learning, personalized feedback, and collaboration across linguistic and cultural boundaries. The results reveal that AI can support learner autonomy, facilitate the creation of authentic materials, and transform traditional instruction into a dynamic, inclusive, and innovative process that connects language, technology, and culture.

KEYWORDS: Artificial Intelligence, digital education, Romanian as a foreign language, Preparatory Year, international students

BUFTEA, Victor
PhD Professor Habil., Institute of Physical Education and Sport of the USM, Republic of Moldova

Student's Struggle with Issues of Reliability and Ethical use of AI Tools

ABSTRACT: Nowadays, AI (like other scientific achievements) has become a particularly sought-after mechanism among academically engaged youth. This concept provides the easiest way to access information, but students face increased challenges in terms of the reliability of using AI. This trend leads to intellectual superficiality, loss of creativity, which can affect cognitive development while also reducing neural connections and the ability to concentrate. A preliminary study of the investigations conducted on a sample of 203 students in the field of physical education and sports shows that approximately 31.06% of respondents are supporters of traditional teaching methods, while 69% use AI services without denying that they have a thorough, and essential knowledge of the subject matter. On the other hand, today's teachers represent the generation of specialists who claim that traditional methods are the most effective methods for training future specialists (79.21% from a field of 189 specialists of physical education and sports). AI has certainly become an extraordinary friend to students, but for high performance and mastery in sports, the most widely used tool remains physical exercise. Some issues related to the reliability and use of AI tools in physical education and sports remain to be explored.

KEYWORDS: artificial intelligence, trends, opportunities

BULAT-GUZUN, Ana
Associate Professor, Ion Creangă State Pedagogical University of Chisinau, Republic of Moldova

Small Hands, Big Screens: Digital Mediation in Preschool Foreign Language Teaching

ABSTRACT: The integration of digital technologies in early childhood education has generated both enthusiasm and caution, particularly in the context of foreign language learning. In preschool settings, children explore the world through action, play, and communication — dimensions that can be effectively supported by digital tools when used thoughtfully. This paper examines how digital devices such as tablets, interactive applications, and audiovisual resources can serve as didactic mediators fostering early linguistic and cultural awareness. Grounded in a playful and experiential approach, the study highlights the conditions for a balanced and developmentally appropriate use of technology that respects the cognitive and socio-affective growth of young learners. The examples presented demonstrate how digital technologies, far from replacing human interaction, can enrich pedagogical practices, encourage active participation, and stimulate linguistic curiosity. Thus, digital mediation emerges as a complementary and promising pathway for early foreign language education.

KEYWORDS: early foreign language education, digital mediation, educational technologies, play-based learning

BULICANU, Ion
University Assistant, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

AI-Assisted Teaching in Higher Education: Between Pedagogical Innovation and Academic Ethics

ABSTRACT: The integration of artificial intelligence (AI) into higher education is reshaping traditional pedagogical paradigms, generating both innovative opportunities and ethical concerns. This paper examines how AI-assisted teaching tools—such as adaptive learning systems, intelligent tutoring platforms, and generative AI applications—transform university instruction through personalization, continuous feedback, and support for academic research. The study highlights the experience of the Ion Creangă State Pedagogical University of Chișinău, where the University Administration and the Directorate of Information Technologies act as key pillars in promoting AI-based teaching and digital transformation in higher education. Through qualitative analysis combining literature review and institutional case studies, the paper identifies best practices for integrating AI responsibly in university teaching and learning. The findings underline the importance of aligning technological innovation with academic ethics, data protection, and pedagogical integrity. The paper concludes by proposing a strategic framework that supports educators and decision-makers in implementing AI ethically and sustainably, reinforcing the human-centered mission of higher education.

KEYWORDS: Artificial Intelligence, Higher Education, Pedagogical Innovation, Academic Ethics, Digital Transformation

BUSHNAQ, Tatiana**, BOROZAN**, Maia
Independent Researcher, Associate Professor, Al Asmarya University, Jordan
Dr. Habil., Full Professor,
Head of Pedagogical Research and Innovations Laboratory,
Ion Creanga State Pedagogical University, Chisinau,
Republic of Moldova

Advancing Teachers' Research Competences in the Era of Digital Culture

ABSTRACT: The ongoing digitalization of education has redefined teachers' professional development, positioning research competences as a cornerstone of pedagogical innovation, reflective practice, and engagement within the broader digital culture. This article examines how digital education fosters the development of teachers' research competences and transforms teaching into a process guided by inquiry, analysis, and evidence-based reasoning. Digital tools, virtual learning environments, and digitally mediated collaborative practices enable teachers to access scholarly resources, collect and interpret data, and engage in research that informs classroom practice. The study emphasizes that digital education cultivates professional autonomy, critical reflection, and adaptability, essential qualities for thriving in an era shaped by digital culture and sustainable educational innovation. Simultaneously, it acknowledges the challenges posed by digital inequalities, ethical data management, and the continuous need for digital literacy formation. By integrating theoretical frameworks with pedagogical perspectives, the article contends that digital education functions as a catalyst for advancing teachers' research competences, reinforcing their role as proactive contributors to knowledge creation and educational advancement in today's digitally mediated knowledge society.

KEYWORDS: teachers' research competences, digital education, digital culture, professional development, innovation, knowledge society

BUZENCO, Aurica
PhD, Ion Creangă State Pedagogical University, Republica Moldova

Digital Education Through the Lens of National Cultural Values

ABSTRACT: Digital education constitutes a transformative dimension of contemporary learning environments, reshaping both pedagogical practices and access to knowledge. Its effectiveness is intricately mediated by national cultural values, which inform learners' expectations, engagement patterns, and receptivity to technology-mediated instruction. This article examines the interplay between national culture and digital education, with particular attention to cultural dimensions such as individualism versus collectivism, power distance, uncertainty avoidance, and long-term orientation, and their implications for the adoption, design, and implementation of digital learning strategies. The analysis emphasizes the importance of culturally attuned educational policies and practices that acknowledge the diversity of learners' values and behavioral norms. Furthermore, it explores how digital education can foster inclusive, adaptive, and ethically grounded learning environments that reconcile local cultural contexts with the cultivation of global competencies. By articulating a conceptual framework for understanding the influence of cultural factors on digital learning outcomes, the study provides actionable insights for educators, instructional designers, and policymakers seeking to optimize digital education across diverse cultural contexts.

KEYWORDS: digital education, national culture, cultural dimensions, culturally responsive learning, pedagogical innovation

BUZENCO, Valeria
PhD, University of European Studies of Chişinău, Republic of Moldova

Fostering Students' Social Competences Through Digital Learning Environments

ABSTRACT: This article examines how digital education fosters learners' social competences, including collaboration, communication, empathy, conflict resolution, and perspective-taking, essential for effective participation in academic and professional contexts. It explores how digital learning environments provide interactive, problem-solving experiences that support peer interaction, constructive feedback, and socially mediated learning, emphasizing deliberate pedagogical design and thoughtful integration of technology. The study also considers how digital education cultivates inclusive, adaptive, and ethically informed learning communities that address diverse learner needs while developing competencies relevant to globalized and multicultural societies. Teacher guidance, instructional scaffolding, and reflective practices are essential for developing the interpersonal skills students need to succeed in digitally mediated learning environments. By analyzing these dynamics, the article demonstrates how digital learning strengthens social competences, enhances students' ability to engage effectively in collaborative and multicultural contexts, and supports lifelong learning. The findings contribute to understanding the role of digital technologies in promoting social skills and inform the design of learning experiences that integrate social competence development within digitally rich educational environments.

KEYWORDS: digital education, social competences, collaborative learning, interpersonal skills, inclusive learning environments

CABAC, Lina
Alecu Russo State University of Bălți, Republic of Moldova

The Impact of Artificial Intelligence on the Translation Profession: Between Threat and Opportunity

ABSTRACT: The rapid advancement of artificial intelligence (AI) has profoundly transformed the field of translation, generating both enthusiasm and concern among professionals. This paper explores the dual impact of AI on the translation profession—examining it simultaneously as a potential threat to human translators and as a catalyst for innovation. While neural machine translation and large language models have significantly increased speed and accessibility, they often lack cultural sensitivity, stylistic nuance, and contextual awareness. Consequently, the translator's role is being redefined from linguistic mediator to post-editor and quality evaluator. The study also highlights the growing need for interdisciplinary skills, combining linguistic expertise with digital literacy and critical AI competence. By analyzing current trends, ethical implications, and educational perspectives, the paper argues that the integration of AI, when approached responsibly, can enhance translation quality and creativity rather than replace the human translator.

KEYWORDS: Translation, artificial intelligence, machine translation, human translation

CARNET, Liuba

Ion Creangă State Pedagogical University, Republic of Moldova

The Impact of Digital Technologies on Communication Competences

ABSTRACT: The rapid integration of digital technologies into educational and professional contexts has transformed traditional modes of interaction, redefining the development and expression of communication competences. This article explores the multifaceted impact of digital tools and platforms on individuals' communicative abilities, focusing on how digital literacy, virtual collaboration, and media mediation influence verbal, nonverbal, and intercultural communication. Drawing on recent studies and empirical evidence, the paper highlights both the opportunities and challenges that accompany digital communication—ranging from enhanced access to information and global connectivity to the emergence of superficial exchanges and reduced empathy in virtual environments. The analysis underscores the necessity of cultivating adaptive communication competences that combine technological proficiency with critical thinking, emotional intelligence, and ethical awareness. Ultimately, the article advocates for an integrative educational approach that promotes the responsible and reflective use of digital technologies to strengthen human connection, inclusivity, and collaboration in increasingly digitalized societies.

CAZAC, Maria-Lucreția
Grigore T. Popa University of Medicine and Pharmacy, Iasi, Romania

The Integration of Artificial Intelligence in Teaching Romanian as a Foreign Language

ABSTRACT: The presence of artificial intelligence in the contemporary landscape represents a new reality that increasingly shapes our daily lives. Naturally, the educational sphere has not remained untouched by this phenomenon, as AI is becoming ever more present among both students and teachers. Whether we endorse its use or express concern over its potential risks, as responsible educators we cannot ignore the technological environment in which our students, and we ourselves, now operate. It is therefore essential that we keep pace with these developments and learn to transform artificial intelligence into an effective pedagogical tool within the learning process we facilitate, rather than perceiving it as a threatening force from which to retreat. The present study aims to explore various methods of integrating artificial intelligence into the teaching and learning of Romanian as a foreign language. From a structural perspective, the analysis will focus on the principal levels of linguistic organization: phonetic and phonological, grammatical (morpho-syntactic), and lexico-semantical.

KEYWORDS: Romanian as a foreign language, teaching, artificial intelligence, activities

CAZACU, Natalia
Alecu Russo State University of Bălți, Republic of Moldova

Digital Strategies for the Formative Assessment of Emotional Self-Discipline in Primary School Students

ABSTRACT: In the current context of digital education, the development of emotional competencies and their formative assessment have become essential components of the teaching process in primary education. This article addresses the issue of students' emotional discipline in the context of digital formative assessment strategies aimed at promoting inclusion, interactivity, and emotional balance within the school environment. The study examines the possibilities of leveraging digital tools, including educational platforms, to monitor and regulate the emotional behavior of primary school students. Formative assessment, implemented through continuous feedback, self-assessment, and peer assessment, provides a flexible framework for emotional self-awareness and the development of positive internal discipline. The paper highlights the role of the digital environment as a socio-emotional learning space, in which the teacher acts as a facilitator of emotional self-regulation through formative analysis tools, digital portfolios, emotional journals, and interactive questionnaires. It is argued that digital formative assessment strategies contribute to increasing motivation, fostering students' responsibility for their own feelings and behaviors, and developing the competence to manage emotions constructively in diverse educational contexts. It is emphasized that students' emotional discipline can be cultivated through digital formative assessment, which maintains an interdependent relationship with cognitive, affective, and behavioral learning within the primary school environment.

KEYWORDS: emotional discipline, formative assessment, digital strategies, primary education, socio-emotional competencies, learning environment

CELPAN-PATIC, Natalia
Assistant Professor, Ion Creanga State Pedagogical University of Chisinau, Republic of Moldova

Artificial Intelligence in Language Research and Teaching: A Contrastive Approach and Perspectives on ICT - Supported Collaborative Learning

ABSTRACT: This paper explores how artificial intelligence can enhance contrastive linguistic research and its pedagogical applications in the context of digital and collaborative education. Focusing on Romanian, French, and Russian, the study investigates how AI-driven tools—such as automatic semantic analysis, adaptive content generation, and multimodal learning environments—can support both linguistic research and foreign language teaching. The proposed framework integrates linguistic, cultural, and didactic dimensions, highlighting how AI can reveal cross-linguistic and intercultural patterns that are difficult to capture through traditional methods. From a pedagogical perspective, the paper discusses how digital platforms and AI-based applications can foster collaborative learning, learner autonomy, and the development of digital and intercultural competences. Emphasis is placed on the synergy between linguistic theory, educational technology, and artificial intelligence, as well as on the ethical and cognitive implications of AI-assisted learning. The research contributes to ongoing discussions on how AI reshapes the study and teaching of languages, offering innovative perspectives on contrastive analysis and on the design of intelligent learning environments for the multilingual classroom.

KEYWORDS: artificial intelligence, collaborative learning, contrastive linguistics, ICT, language education

CEPRAGA, Lucia
Ion Creangă State Pedagogical University, Republic of Moldova

Digital Pedagogy in Teaching Romanian as a Foreign Language in the Republic of Moldova

ABSTRACT: Digital pedagogy is an essential pillar in the modernization of Romanian language teaching (RLS/L2), intensively using ICT and AI to go beyond the classic model and provide an interactive learning experience. Through gamification elements (such as Kahoot! and language apps) and exposure to authentic resources, learners' motivation is considerably increased. Digital tools also ensure the personalization of learning paths and major flexibility through e-learning or hybrid solutions, essential for the development of all language skills. In the Republic of Moldova, this transformation is of strategic importance, supporting Linguistic Inclusion. The National Program 2023–2025 uses the online format to facilitate learning of the Romanian language by national minorities and adults, using platforms such as Google Classroom to reach a large number of beneficiaries. The digitalization of education is a national priority (Strategy 2023-2030). The investments of the Ministry of Education (MEC) and partners (UNICEF, World Bank) aim to equip schools with modern equipment, effectively combating the digital divide. In parallel, universities focus on training teachers (e.g. the DigiL project), transforming teachers into experience designers capable of applying innovative pedagogies, thus making Romanian language learning more efficient and socially inclusive.

KEYWORDS: Digital pedagogy, gamification, linguistic inclusion, Romanian language teaching, teacher training

CERNOMOREȚ, Sergiu

Associate professor, Cross-Border Faculty, Dunarea de Jos University of Galați & Faculty of Physical Education and Sport, Institute of Physical Education and Sport of the USM, Republic of Moldova

Understanding Unfair Competition of AI and Legal Remedies

ABSTRACT: The rapid expansion of artificial intelligence (AI) technologies has generated new forms of competition that challenge traditional legal frameworks. AI systems, capable of automating decision-making, content generation, and market prediction, can disrupt economic balance by offering unfair advantages to their operators. This paper explores how AI may be used in ways that distort fair competition—such as algorithmic price manipulation, data monopolization, and deepfake-driven misinformation. It further analyzes the limitations of current competition laws in addressing these emerging risks. Drawing from comparative legal perspectives in the EU, U.S., and international frameworks, the study highlights the urgent need for adaptive legal remedies. These include algorithmic transparency obligations, regulatory sandboxes for AI deployment, and the integration of ethical standards into competition enforcement. The paper concludes that ensuring fairness in AI-driven markets requires a hybrid approach—balancing innovation incentives with robust safeguards against abuse.

KEYWORDS: Artificial Intelligence, Unfair Competition, Legal Remedies, Algorithmic Transparency, Data Monopolization, AI Regulation

CHINĂ, Remus
Associate Prof. Ph.D., "Dimitrie Cantemir" Christian University,
Bucharest, Romania

Artificial Intelligence and the Transformation of Quality in Higher Education:
Evolving Competences for a Digital Era

ABSTRACT: The integration of Artificial Intelligence (AI) into higher education is redefining the landscape of academic quality and reshaping the competencies required for success in the 21st-century knowledge economy. This paper investigates the multifaceted impact of AI on quality assurance mechanisms, curriculum design, and the cultivation of both technical and transversal competences in higher education institutions. By synthesizing current research and policy developments, it explores how AI technologies support personalized learning, data-driven decision-making, and innovative pedagogical strategies while also posing challenges related to equity, ethics, and institutional readiness. The study argues for a holistic re-envisioning of quality in higher education—one that aligns AI-enhanced learning environments with human-centric values and evolving global skill demands. It concludes by proposing a competency framework that incorporates digital literacy, ethical reasoning, and adaptive learning, positioning higher education as a catalyst for inclusive and future-ready societies.

KEYWORDS: artificial intelligence, higher education quality, competency development, digital transformation, ethical governance

CHIRA, Oxana
Associate Professor, Alecu Russo Balti State University, Republic of Moldova

Linguistic Aspects of Time in Romanian and German Proverbs Based on Digital Corpora (Sketch Engine, DWDS, DEXonline)

ABSTRACT: The article presents a contrastive analysis of the representation of the concept of time in Romanian and German proverbs from both linguistic and cultural perspectives, using a corpus-based approach. The study relies on data extracted from Sketch Engine, DWDS, and DEXonline, which allow the examination of frequency patterns, semantic contexts, and lexical particularities of proverbial expressions. The research aims to identify similarities and differences in the conceptualization of time across the two cultures by analyzing recurrent linguistic structures, metaphorical patterns, and implicit cultural values reflected in proverbs. The findings show that, while Romanian and German proverbs share universal features concerning the perception of time, they also reveal deep cultural specificities shaped by historical experience, collective mentality, and value systems. The conclusions contribute to a better understanding of the linguistic and cultural dimensions of time and promote the integration of digital corpora in comparative paremiological studies.

KEYWORDS: proverbs, time, cultural linguistics, digital corpora, Sketch Engine, DWDS, DEXonline

CHIRA, Oxana
Associate Professor, Alecu Russo Balti State University, Republic of Moldova

The Integration of Time Phraseologies in Online German Teacher Training

ABSTRACT: The study explores the integration of time-related phraseologies in online German teacher training, emphasizing their linguistic, didactic, and intercultural potential. Phraseologies such as idioms and proverbs play a key role in developing communicative competence and cultural awareness among future teachers of German as a foreign language. The research investigates how digital platforms and corpus-based tools (e.g., Sketch Engine, DWDS) can support the identification, analysis, and teaching of temporal expressions in authentic contexts. Through the combination of theoretical reflection and practical application, the study demonstrates how online training modules can enhance teachers' ability to interpret and teach temporal phraseology effectively. The findings highlight that integrating phraseological competence into teacher education fosters deeper linguistic understanding, intercultural sensitivity, and creative language use in digital learning environments.

KEYWORDS: Time phraseologies, online teacher training, German as a foreign language, corpus-based learning, intercultural competence

CHIRILA, Arina
Alexandru Ioan Cuza University of Iași, Romania

Vocabulary Level Test in the Preparatory Year of the Romanian Language: First Validations

ABSTRACT: This paper is a part of the effort to align the Romanian language with European practices and responds to the growing interest in the Romanian language in the context of European mobility and multiculturalism. The aim of this research is to create a functional and validated test that can be used to easily determine the level of vocabulary mastery, designed specifically for the preparatory year of the Romanian language or for intensive courses for foreigners. The novelty of the research lies in the fact that the study advances the first vocabulary level test for Romanian as a foreign language, oriented towards the CEFR criteria. The methodology followed the key principles of language test composition, with application in the academic years 2021/2022 and 2022/2023, and a rigorous validation process using the following methods: test-retest, equivalence of parallel versions, analysis of central tendency and indicators of variability/dispersion, correlation coefficients, split-half method, alpha coefficient, standard error of the mean, and item analysis. The results obtained, supported by the related calculations and interpretations, allow the formulation of conclusions regarding the reliability and validity of the proposed test.

KEYWORDS: Vocabulary Levels Test, Romanian as a foreign language, Romanian language teaching, Romanian language testing

CIOBICA, Adrian
PhD student, State Pedagogical University „Ion Creangă" from Chisinau
teacher Sanitary post-secondary school of Radauti, Romania

The Impact of Digital Learning on Student Mental Health

ABSTRACT: The widespread adoption of digital learning environments has created both opportunities and challenges for students' mental health, highlighting the need for a comprehensive examination of the ways in which technological engagement intersects with cognitive, emotional, and social well-being. While digital education provides unprecedented flexibility, accessibility, and personalized learning pathways, it also introduces risks such as social isolation, digital fatigue, and increased anxiety. This article explores the theoretical foundations of mental health in educational contexts, drawing on frameworks from psychology, pedagogy, and digital learning research to illuminate the mechanisms through which online learning affects students' cognitive, emotional, and social development. Drawing on empirical research and illustrative case studies, the analysis identifies strategies for fostering resilience, enhancing self-regulation, and designing digital learning environments that reduce mental health risks while promoting engagement and academic performance. The study emphasizes the importance of institutional policies, teacher training, and technology-mediated interventions that prioritize mental health alongside academic outcomes, highlighting that by placing mental health at the center of digital pedagogy, educational technologies support both knowledge acquisition and the development of psychological resilience and holistic student competencies.

KEYWORDS: digital pedagogy, mental health, student well-being, resilience, educational technologies

CONSTANTINOV, Lilia
University Assistant, Ion Creanga State Pedagogical University of Chisinau, Republic of Moldova

Enhancing English Spelling and Communication Skills through AI Tools

ABSTRACT: This paper explores the integration of artificial intelligence (AI) tools in teaching English as a foreign language to enhance vocabulary learning, spelling accuracy, and communicative competence at the B1 English level. It examines how AI-assisted vocabulary instruction can simultaneously improve spelling proficiency and communicative ability through adaptive exercises, pronunciation modelling, and real-time correction. Artificial Intelligence (AI) tools have revolutionized language learning and teaching methodologies. Since digital education advances, intelligent language learning platforms, chatbots, and automated feedback systems have become of outmost importance in promoting personalized and contextual vocabulary acquisition. Comparing traditional teaching with AI-supported learning environment demonstrates that students exposed to AI tools showed greater progress in lexical accuracy and communicative autonomy. The outcomes highlight the need for balanced instructional frameworks that blend teacher guidance with intelligent feedback systems for sustainable development of competence.

KEYWORDS: Artificial Intelligence, Communicative Competence, Spelling Accuracy, Vocabulary Learning

ĆORIĆ, Dragana, **MATIĆ**, Dejan
Assistant Professor, The Faculty of Law in Novi Sad, Serbia
Associate Professor, The Faculty of Law in Kragujevac, Serbia

Legal and ethical Frameworks for Development and Use of Artificial Intelligence in Republic of Serbia

ABSTRACT: Analyzing the Strategy for the Development of Artificial Intelligence in the Republic of Serbia for the period 2024–2030, the Ethical Guidelines for the Development, Implementation and Use of Reliable and Responsible Artificial Intelligence, as well as other legal acts that briefly address this topic, the authors point to the significance that is attached to this important topic within the national framework. Artificial intelligence is reshaping the world, changes affect every sphere of social activity and it is important to take firm positions regarding its use and further development. Setting legal and ethical boundaries is therefore extremely important. Otherwise, the dystopian world depicted in the film The Matrix could become a reality: machines trained to imitate the way people think would take over the world and literally turn it into an imitation of life. In the paper, the authors present the recently adopted acts in the field of AI at the level of the European Union, the content of which offers compromise solutions and establishes a human-centered approach to freedom and the use of AI.

KEYWORDS: law, ethics, artificial intelligence, framework

COSTIN, Iraida
Alecu Russo Balti State University, Republic of Moldova

Artificial Intelligence as a Tool for Mapping the Evolution of Identity Discourse in Bessarabian Literature

ABSTRACT: This study explores the use of artificial intelligence (AI) as an innovative method for analyzing and mapping the evolution of identity discourse in Bessarabian literature. By applying natural language processing (NLP) techniques and machine learning algorithms, the research aims to identify and track themes, motifs, and narrative strategies that reflect identity consciousness in Bessarabian prose over time. Using an extensive digitized corpus, AI models enable both quantitative and qualitative analysis of literary texts, highlighting transformations in identity discourse within the historical, social, and political context of the region. This interdisciplinary approach, bridging philology and computer science, offers a new perspective on how cultural, national, and individual identity is constructed and negotiated in Bessarabian literature. The research results contribute to the development of advanced digital tools for literary studies, facilitating a deeper understanding of identity dynamics and supporting future investigations in literature and digital humanities. This methodology opens new directions for integrating artificial intelligence into literary research, providing a robust analytical framework for exploring complex cultural discourses.

KEYWORDS: Natural language processing, Artificial intelligence, Bessarabian literature, Bessarabian prose

COTOS, Ludmila
PhD, Alecu Russo Balti State University, Republic of Moldova

Developing Digital Competences in Students within the Course "Pedagogical Research"

ABSTRACT: This article addresses the issue of developing digital competences in students within the course "Pedagogical Research." Digital competences include: information processing through the ability to find, evaluate, and organize information from digital sources; content creation through the capacity to create and edit digital content, such as documents and presentations; communication through the use of digital tools to communicate effectively, collaborate, and share information. Therefore, students should be aware that the profile of a competent teacher includes digital, research, and innovation competences in education.

KEYWORDS: competence, digital competence, research, pedagogical research, information technologies

CRIJEVITCHI, Oxana
Psychologist, B&S Europe, Brussels, Belgium (Representative Office in the Republic of Moldova)

Ensuring the Well-Being of Refugees from Ukraine in the Context of Digital Education

ABSTRACT: This paper examines the role of digital education in ensuring the well-being of refugees in Ukraine. In the context of forced displacement and trauma, educational continuity and social inclusion are pillars for psychosocial stabilization. The study examines how online learning platforms, consultations, digital vocational courses and digital education contribute to ensuring well-being and developing resilience. The main findings reveal that although digital tools provide quick access to Ukrainian school curricula and vocational training opportunities, they also come with significant challenges: language barriers, lack of appropriate equipment, inefficiency of intercultural communication, uneven quality of internet connection, etc. These obstacles negatively affect emotional state and academic progress. Therefore, we find that the effectiveness of digital education depends on its integration with appropriate professional psychosocial support. The article formulates strategic recommendations for creating inclusive and safe digital environments that maximize academic benefits and support socio-economic integration, thus directly contributing to improving the long-term well-being of refugees.

KEYWORDS: refugee, well-being, digital education, psychological resilience, integration

CUCOŞ, Cristina
Alecu Russo Balti State University, Republic of Moldova

Untranslatability of Gastronomic Terms in Online Linguistic and Cultural Contexts

ABSTRACT: The paper explores the complex relationship between language, culture, and culinary identity through a comparative analysis of representative dishes from Spanish, German, and Moldovan gastronomy. The study aims to highlight the semantic, symbolic, and cultural specificities of the terms Gazpacho – Tomatensuppe – Supa de roșii (tomato soup), Paella–Reis–Pfanne–Pilaf, Tortilla–Kartoffelauflauf–Cartofi prăjiți cu ou (fried potatoes with egg), and Iberian sarmale–German sarmale–Moldovan sarmale. Gastronomic terms used in online texts are often untranslatable, especially when referring to traditional dishes specific to a particular country, such as sarmale in Moldova. From the perspective of cultural linguistics and contrastive analysis, the research demonstrates that gastronomic vocabulary transcends its denotative function, becoming a space of collective memory and national identity. Each culinary term embodies a distinct gastronomic and symbolic worldview shaped by historical, geographical, and cultural contexts. *Gazpacho* evokes Mediterranean freshness, *Tomatensuppe* reflects German order and precision, while *Supa de roșii* conveys Moldovan rural authenticity. Similarly, *Paella*, *Reis-Pfanne*, and *Pilaf* represent diverse taste worlds— from Iberian conviviality to German pragmatism and Balkan adaptability. The analysis also highlights the processes of translation, adaptation, and terminological equivalence that occur when culinary denominations circulate across cultures.

KEYWORDS: gastronomic terminology, contrastive analysis, cultural identity, food symbolism, linguistic adaptation

CURTEVA, Oxana
Associate Professor, Comrat State University, Republic of Moldova

Development of Critical Thinking in Students Under Conditions of Digital Information Overload

ABSTRACT: The article explores the problem of developing critical thinking among students in the context of an oversaturated digital information environment. It examines the challenges posed by excessive and often contradictory information, emphasizing the need for higher-order cognitive skills such as analysis, evaluation, and synthesis. The study highlights effective pedagogical strategies and digital tools that foster critical thinking, including project-based learning, problem-solving approaches, and reflective practices. Special attention is given to the role of educators in guiding students to critically assess sources, distinguish between reliable and misleading information, and make informed decisions. The findings demonstrate that the purposeful integration of critical thinking development into the educational process enhances students' cognitive resilience and adaptability in the digital age.

KEYWORDS: critical thinking, digital literacy, information overload

CZYŻ, Tomasz
MA Student, University of Białystok, Poland

Effectiveness of ChatGPT and Dictionaries in Language Reception: A Comparative Analys

ABSTRACT: The growing usage of artificial intelligence among students has raised questions about its usefulness and importance in educational contexts. So far, research shows that AI better assists advanced students in accurately understanding and producing English. Previous research has primarily relied on data acquired from students who are already well advanced in English as a second language and thus has been unable to assess AI's usefulness among students who are less advanced in English. Moreover, learners' confidence hasn't been mentioned yet in this context, which might be an important aspect for learners with lower proficiency. In this study, data gathered from 130 B2 proficiency-level students were used in order to compare ChatGPT's effectiveness with that of the Oxford Learner's Dictionary and the bilingual English–Polish dictionary Diki.pl. Particularly, language reception was tested in two tasks: a definition-selection task and an equivalent-selection task. Contrary to previous research on this topic, the study found that both traditional dictionaries outperformed ChatGPT in answer accuracy. The results were similar for learners' confidence, which had not been tested previously. This study advocates for an importance of further research in the topic, as artificial intelligence is changing rapidly and improves constantly.

KEYWORDS: ChatGPT, polysemy, reception, vocabulary, user study

DAFINOIU, Cristina-Valentina
Associate Professor, University Ovidius of Constanta, Romania

The Importance of Course Materials for Teaching and Learning Romanian as a Foreign Language in the Era of Advanced Digital Education: From Context to Content

ABSTRACT: In the era of advanced digital education, course materials play a crucial role in the effective teaching and learning of Romanian as a foreign language. They ensure the alignment of content with learners' diverse needs, proficiency levels, and learning styles, while integrating authentic linguistic and cultural resources such as texts, audio, and video. Digital technologies enhance these materials by enabling learner-centered approaches, continuous accessibility, self-paced study, and immediate feedback. Furthermore, online platforms provide interactive and multimodal tools that develop communicative and integrated language skills—listening, speaking, reading, and writing. However, the pedagogical impact of digital materials depends on their design quality, including clarity, coherence, authenticity, and adaptability. The teacher's role evolves from a transmitter of knowledge to a designer and facilitator of learning experiences, ensuring that digital course materials contribute to meaningful and sustainable language acquisition.

KEYWORDS: Digital education, course, language, Romanian, materials

DAMNJANOVIĆ, Nebojša
Master's Student, University of Belgrade, Serbia

Artificial Intelligence in Task-Based Language Teaching

ABSTRACT: This article presents a literature review of AI, its application and contribution to ELT (with special reference to the application of TBLT in Asia). The main research objective is to enhance class, comprehension and task quality while concurrently enabling appropriate cultural input and catering to students' individual differences by establishing an overall "state of affairs" in this area, that is, how teachers can use AI in the aforementioned context, the scope and the manner of AI implementation, also how AI algorithms influence both teachers as well as students, showing the outcomes of such interaction and newly established relations, and lastly, how AI-based input can contribute to the constructivist paradigm (from a methodological and epistemological standpoint). Conversely, this review doesn't include the use of AI in translation studies, multicultural classrooms, intercultural communication, and other issues (e.g. bias, ethics, and data privacy); accordingly, considering that the interest for AI in FLT will continue to grow in the coming years, its thorough review is recommended for subsequent research. Finally, comprehensive qualitative empirical research is advised for making a broader generalization, further contributing to better curriculum design, improved learning outcomes, and facilitating more supportive learning environment.

KEYWORDS: Artificial Intelligence, cultural input, ELT, systematic literature review, Task-Based Language Teaching

DERMENJI, Svetlana
Ion Creangă State Pedagogical University, Republic of Moldova

Exploring the Role of Artificial Intelligence in Enhancing Multilingual Education

ABSTRACT: The rapid development of artificial intelligence (AI) has transformed various aspects of education, including the teaching and learning of multiple languages. This paper examines the potential of AI tools, such as language learning applications, translation systems, and intelligent tutoring platforms, to support multilingual education. By analyzing recent studies and case examples, the paper highlights how AI can personalize learning experiences, facilitate cross-linguistic communication, and enhance students' linguistic competence. Furthermore, the study discusses the challenges and ethical considerations associated with AI implementation, including data privacy, algorithmic bias, and accessibility. The findings suggest that, when applied thoughtfully, AI has the potential to significantly improve multilingual education, making it more efficient, inclusive, and engaging for learners of diverse linguistic backgrounds.

DHAMMASARINI, Siyambalawewa Yaye
Undergraduate, Nāgānanda International Institute for Buddhist Studies, Sri Lanka

Buddha-Nature and AI Ethics: A Philosophical Inquiry into Technological Advancement from the Tiantai Buddhism

ABSTRACT: The current study examines the significance of Tiantai Buddhist philosophy to the ethical and philosophical understanding of artificial intelligence (AI) and technology. Specifically, Tiantai thought emphasizes Buddha-nature (Fo-xing) the inherent potential for awakening that exists in all phenomena and the principle of interdependent existence (Ichinen Sanzen) the relationality of all things. Using these ideas, this study explores the ethical obligations of the human designers of AI, the potential "moral" implications of AI systems, as well as the wider potential for systemic or societal implications of AI. This study develops these topics through a Buddhist lens, rather than by ascribing consciousness to AI, we interpret Buddhist insights as existing for ethical technology development, governance, and the human experience with AI. Through the philosophical examination, the paper advances ways of understanding AI beyond technical and instrumental understandings, while demonstrating how ancient spiritual knowledge can contribute to contemporary ethical and technological dilemmas. Ultimately, the study will offer insights for interdisciplinary academic dialogue and will position Eastern philosophy, especially Buddhist philosophy and ethics, within modern AI studies and discourse and extend the potential for mindfulness-based insights within the design and work with new technologies.

KEYWORDS: Artificial Intelligence (AI), Buddha-Nature, Ethics, Philosophical Inquiry, Tiantai Buddhism

DODU-SAVCA, Carolina

Ion Creangă State Pedagogical University, Republic of Moldova

Beyond Teaching World Literature: AI's Role in Fostering Nuanced Emotional Engagement and Cultural Understanding

ABSTRACT: This paper proposes a research agenda that transcends the didactic dimension of World Literature courses and explores the epistemic and emotional transformations triggered by Artificial Intelligence (AI) in contemporary literary culture. Moving beyond teaching methodologies, the study investigates AI's role in shaping reflective literary culture and emotional engagement in the post-humanist age. The central hypothesis is that literature functions as both a site of resistance and adaptation in the hybrid Anthropocene—resisting algorithmic reduction through textual complexity while adapting via hybrid genres such as Climate Fiction (Cli-Fi) and AI Fiction. Drawing on Matthew Kirschenbaum's digital textual ontology and Katherine Hayles's theory of the posthuman, the paper examines how AI-mediated reading practices reduce the cognitive cost of understanding/cultural understanding, simultaneously threatening and redefining deep reading as an act of ethical self-discipline. Methodologically, the study integrates comparative literary analysis, media ecology, and cognitive literary studies to address how algorithmic mediation alters cultural understanding and emotional nuance. Ultimately, it argues for a didactic ethics of reflexivity—a pedagogy that counters transhumanist medicalization and fosters empathy, ambiguity tolerance, and cognitive resilience in university literary education.

KEYWORDS: AI and Literature; Cultural Understanding vs. Algorithmic Bias; AI Cognitive Cost of Understanding; Reflective Literary Culture

DOLGOV, Vyacheslav
Associate Professor, Alecu Russo Bălți State University, Republic of Moldova

Working with Various Types of Artificial Intelligence as a Method for Developing University Students' Critical Thinking

ABSTRACT: The integration of various types of artificial intelligence (AI) into higher education is increasingly recognized as a powerful tool for fostering students' critical thinking. This approach encourages learners to move beyond passive information consumption and engage in analytical, evaluative, and reflective practices. By interacting with diverse AI systems—such as generative models, recommendation algorithms, and intelligent tutoring platforms—students are prompted to question outputs, compare sources, and assess the reliability and relevance of digital content. Such engagement cultivates intellectual autonomy and metacognitive awareness. The proposed method positions AI not merely as a technological aid but as a pedagogical instrument that stimulates cognitive development. It aligns with contemporary educational goals that emphasize higher-order thinking skills and prepares students for complex decision-making in digital environments. Moreover, the deliberate use of AI in academic settings supports differentiated instruction and personalized learning trajectories, allowing educators to tailor tasks that challenge students at various levels of cognitive complexity. Ultimately, working with AI in structured educational contexts enhances the quality of both instruction and assessment, promoting deeper understanding and more meaningful learning outcomes. This strategy contributes to the formation of critically minded graduates equipped for the demands of the knowledge society.

KEYWORDS: Artificial Intelligence, Critical Thinking, Higher Education, Pedagogical Strategies, Cognitive Development

DORUL, Olga, Nastas, Andrei
PhD, Associate professor, Cross-Border Faculty,
Dunarea de Jos University of Galați (Romania);
Moldova State University

Immersive Film Techniques in Legal Education: Enhancing a Culture of Respect for International Humanitarian Law

Promoting knowledge and understanding in International Humanitarian Law (IHL) through various training initiatives, including its integration into higher legal education, is a key component of global efforts to prevent the outbreak of armed conflicts. If such conflicts do arise, professionals trained in humanitarian law will be able to adapt their social and professional conduct to these exceptional circumstances, thereby promoting the values and principles of IHL. The conventional pedagogical algorithm applied in law faculties typically relies on the triad of teaching–learning–assessment, wherein a critical element lies in combining theoretical content with practical applications and illustrative examples. The study of this subject poses numerous challenges, the most significant of which stems from the inherent complexity of armed conflict, particularly in the context of the early 21st century. To overcome this challenge, instructors of IHL and the Law of Armed Conflict employ a wide range of case studies inspired by both current and historical real-life events. A particularly effective and welcomed tool in promoting the content and emotional dimension of IHL, as well as in shaping legal consciousness through artistic illustration, was the recent conceptualization of experiential immersive learning. A key example of this approach is "If War Comes to You"- an interactive film developed by the International Committee of the Red Cross (ICRC) and the European Legal Support Group (ELSG) - comprising 27 European National Red Cross and Red Crescent Societies. The project aims to foster understanding of International Humanitarian Law by immersing viewers in realistic conflict scenarios and building empathy through personal, human narratives.

Keywords: International Humanitarian Law (IHL), Legal Education, Experiential Learning, Immersive Training, Armed Conflict, Case Studies, Red Cross, Legal Awareness, Humanitarian Values, Interactive Learning

ĐORĐEVIĆ, Srđan, **IVKOVIĆ**, Nikola
Full-time Professor, University of Kragujevac, Serbia
Assistant Professor, University of Kragujevac, Serbia

Artificial Intelligence and Academic (Dis)honesty

ABSTRACT: The popularity of artificial intelligence tools does not bypass research processes — but in a dual sense. On the one hand, attention is devoted to them as products that are the subject of scientific research, not only within the technical, technological, natural, mathematical, and medical sciences, but increasingly within the social sciences, humanities, and the arts. Such a multidisciplinary treatment of artificial intelligence is an appropriate way to master its potential in order to understand the essence of its functioning and the prospects for further development. However, AI tools are gradually acquiring a collaborative character in the writing of scientific and research papers, which has prompted authors to focus on these issues. The manner in which such tools are applied can be problematic from the standpoint of their use in research processes and in the presentation of research results, raising questions about their scientific credibility and the originality of authorship. The ethical inquiries in this paper are directed toward researchers and students, with the aim of forming conclusive impressions about the current state of affairs in this field.

KEYWORDS: artificial intelligence, scientific research, higher education, academic ethics

DORGAN, Viorel
Institute of Physical Education and Sport of the USM/ Dunarea de Jos University of Galati, Republic of Moldova

Challenges and Integrative Perspectives for Physical Education Teachers

ABSTRACT: The rapid growth of cybersport, or competitive video gaming, presents both challenges and opportunities for physical education (PE) teachers in contemporary educational contexts. This paper explores how cybersport can be integrated into physical education curricula while maintaining the fundamental goals of promoting health, teamwork, and physical activity. As esports gain legitimacy as a form of organized competition, educators face the task of understanding its cultural, psychological, and social dimensions. The study analyzes the potential of cybersport to enhance cognitive skills such as strategic thinking, reaction time, and cooperation, while also addressing concerns related to sedentary behavior, screen time, and digital addiction. Integrative approaches are proposed to balance traditional physical training with the educational use of gaming technologies, including gamified fitness programs and hybrid sport models. The findings emphasize the need for teacher training in digital pedagogy and ethical guidance to ensure responsible implementation. Ultimately, cybersport represents a dynamic platform that can enrich physical education by bridging the digital and physical dimensions of sport and learning.

KEYWORDS: Cybersport, Physical Education, Esports integration, Digital pedagogy, Hybrid learning

DOUADI, Fatima
Associate Professor, University of Mouhamed El-Bachir El-Ibrahimi, Algeria

Hybrid Learning in the EFL Classroom. Challenges and Opportunities

ABSTRACT: Following the COVID-19 outbreak, universities shifted toward hybrid, or blended, course delivery. It is an asynchronous learning method where the instructor teaches face-to-face and online students through virtual mode using hybrid technology. This study sets out to delve into the deployment of blended learning after the pandemic. It seeks to describe the main challenges and opportunities from the perspectives of EFL teachers and learners. Such challenges include demotivated learners, ambiguity among them, and lack of teacher training to keep updated with the technological advancement. As for the opportunities, hybrid learning is said to be flexible, informative, and easy to access data. Moreover, the discussion covers how to set up the learning activities in hybrid learning, effective practices for launching interactive and inspiring hybrid learning models, some teaching and learning strategies for hybrid learning, and assessment techniques appropriate for hybrid learning classes.

KEYWORDS: Hybrid learning, challenges, opportunities, technological advancement, effective practices

DRAGINČIĆ-ŽIVIĆ, Dunja
Student, University of Novi Sad, Serbia

Using Artificial Intelligence in Digital Humanities to Preserve Endangered Languages

ABSTRACT: This research explores how AI within the field of Digital Humanities can be used to preserve and revitalize endangered languages. There are many minority languages that are disappearing due to globalization and cultural changes. This study proposes a digital framework that applies AI tools such as machine translation, text analysis, and automatic speech recognition to record, process, analyze, and archive linguistic data. AI can transcribe different materials, identify grammatical patterns and develop bilingual lexicons. It can also make language documentation faster. Additionally, machine learning supports an interactive learning environment which allows everyday language use. By using learning platforms, as well as mobile applications, intergenerational language transmission can improve and be promoted. All of this can make endangered languages more visible and usable in the age of AI. It can develop accessible learning resources for speakers and researchers. People can share their linguistic and cultural heritage. This also represents a good way of Human–AI interaction.

KEYWORDS: Artificial Intelligence, Digital Humanities, language revitalization, endangered languages, digital preservation, cultural heritage

ĐURIĆ, Ema, **IVANIĆ**, Ivana
Researcher, Faculty of Philosophy, University of Novi Sad, Serbia
Associate Professor, Faculty of Philosophy, University of Novi Sad, Serbia

The Educational Potential of ChatGPT in the Instruction and Acquisition of Romanian as a Foreign Language

ABSTRACT: This paper examines the educational potential of ChatGPT as a novel instrument in teaching Romanian as a foreign language (RFL), highlighting its role in cultural integration, language acquisition, and learner autonomy. Drawing on principles of intercultural communicative competence and adaptive instruction, the study highlights ChatGPT's capacity to deliver context-rich linguistic input, tailored feedback, and culturally grounded learning experiences. Through interactive simulations, contextualized grammar and vocabulary practice, and cross-cultural comparisons, ChatGPT fosters both linguistic proficiency and cultural literacy. It also supports teachers in material development, lesson planning, and differentiated instruction. Moreover, the tool enhances metalinguistic reflection and fosters student involvement in genuine communicative and creative activities. Teachers must primarily guide students to critically assess generated content to verify its accuracy, reliability, and ethical integrity. The study advocates for a balanced, ethically informed incorporation of ChatGPT in Romanian as a foreign language education, framing it as a supplementary tool that enriches intercultural comprehension, reflective learning, and digital literacy in contemporary language pedagogy.

KEYWORDS: ChatGPT, Romanian as a foreign language, language pedagogy, intercultural competence, digital education

FOCA, Eugenia
Alecu Russo Balti State University, Republic of Moldova

Digital Identity as a Vector of Pedagogical Innovation

ABSTRACT: The article explores the concept of digital identity and its role as a driver of pedagogical innovation in the context of the digital transformation of education. Digital identity is analyzed not only as a set of personal data and information in the online environment but also as an educational tool that influences learning processes, teacher-student interactions, and the development of digital competencies. The study highlights how teachers can integrate digital identity into innovative teaching strategies using emerging technologies, educational platforms, and digital collaboration tools. Ethical and security challenges associated with managing digital identity are also addressed, along with its impact on inclusion and active student participation. The article proposes a conceptual framework linking the development of digital identity to pedagogical innovation, demonstrating how the conscious and responsible use of digital resources can foster creativity, autonomy, and student engagement in the learning process. The importance of continuous professional development for teachers and the adaptation of educational policies to meet the needs of an evolving digital society is emphasized.

KEYWORDS: digital identity, pedagogical innovation, digital learning, teacher-student interaction, digital competencies

FRANȚESCU, Oana-Maria
Alexandru Ioan Cuza University, Iași, Romania

A Shortcut in the Grammar Syllabus – Using AI to Teach Conditional Clauses with the Lexical Approach

ABSTRACT: The paper aims to explore the meeting point between grammar teaching, meeting the learners' needs, and minimum effort. The Lexical Approach meets the essential requirement for teaching a grammar point in the guise of a chunk. The need for this ruse arises especially in mixed-level classes where the grammar syllabus focuses on a higher level of complexity (complex sentences) whereas the learners' control of simpler structures is subpar, and the scope of this paper is limited to this scenario. AI can provide a refined and efficient framework for the Observe-Hypothesize-Experiment (OHE) staging, which may assist in bridging the syllabus gap in the learners' performance.

GÎNJU, Tatiana
Associate Professor, Alecu Russo Balti State University, Republic of Moldova

Streamlining Educational Partnerships through Various Digital Communication Platforms

ABSTRACT: In the context of accelerated transformations in contemporary education, strengthening the educational partnership between teachers, students, parents and institutions becomes a strategic priority. This article explores the ways in which digital communication platforms can streamline educational collaboration, facilitating transparency and engagement. The advantages of these tools in promoting participatory, inclusive and adaptable pedagogy are analyzed, as well as the challenges related to digital skills, accessibility and ethics of online communication. The study proposes models of good practices that can be integrated, contributing to the development of a collaborative and reflective educational culture.

KEYWORDS: Educational partnership, digital communication, educational platforms, school-family collaboration, digital education

GOLUŠIN, **Ivan**
Associate Professor, College of Communications, Belgrade

Linguistic Challenges and Translation Errors from Russian to Serbian in the Context of Generative Artificial Intelligence Models

ABSTRACT: Modern generative models based on artificial intelligence, such as ChatGPT, are increasingly used as auxiliary tools in the translation process. However, linguistic analysis shows that translation between closely related (Slavic) languages, such as Russian and Serbian, remains challenging due to numerous morphological, semantic, and pragmatic specificities. The aim of this presentation is to systematize and describe the most frequent errors that occur in machine translation from Russian into Serbian using ChatGPT, applying the methods of contrastive analysis. Special attention is devoted to grammatical gender, verbal aspect, lexical ambiguity, and the transfer of idiomatic expressions, as well as the influence of context on equivalence selection. Corpus analysis indicates that the model generally maintains grammatical correctness but often compromises the pragmatic and stylistic adequacy of the text. The results highlight the need for further integration of linguistic principles into the development of generative models to ensure greater precision in translation and preserve the interlinguistic and cultural fidelity of the original.

KEYWORDS: machine translation, artificial intelligence, Russian language, Serbian language, ChatGPT, translation errors

GURANDA, Elvira
Associate Professor, Alecu Russo Balti State University, Republic of Moldova

AI-Assisted Vocabulary Acquisition: Practical Applications

ABSTRACT: The integration of Artificial Intelligence (AI) into language education constitutes a paradigm shift in contemporary pedagogical methodologies, particularly within the field of vocabulary acquisition. This paper investigates the practical applications and pedagogical implications of AI-driven technologies in supporting lexical development. Drawing on a classroom-based case study, the research examines the implementation and effectiveness of adaptive learning platforms that individualize lexical input, spaced repetition algorithms that strengthen long-term retention, and context-based learning environments supported by natural language processing. A comparative analysis contrasts these AI-assisted approaches with traditional vocabulary instruction, focusing on outcomes such as recall accuracy, lexical breadth, and contextual appropriateness. The findings demonstrate that AI-supported tools not only personalize and optimize learning trajectories through data-driven feedback but also enhance learner motivation and autonomy. Overall, the study underscores the transformative potential of intelligent technologies in promoting more efficient, interactive, and learner-centered vocabulary acquisition.

KEYWORDS: artificial intelligence, language pedagogy, vocabulary acquisition, adaptive learning, lexical development, AI-assisted learning

GURSOY, Aynur
Researcher, PhD, Romania

Enhancing Multicultural Teacher Competencies in the Digital Age: An AI-Supported Reflective Teaching Model

ABSTRACT: This paper explores the enhancement of teacher competencies in multicultural educational environments through the integration of artificial intelligence (AI)–supported reflective teaching practices. Based on the author's doctoral research involving 272 teachers from nine countries, the study examines the relationship between teachers' self-efficacy and multicultural attitudes. The findings revealed a significant positive correlation ($p<0.05$) between these variables, demonstrating that teachers with higher self-efficacy scores tend to exhibit stronger multicultural attitudes. Moreover, teachers who had international teaching experience, participated in intercultural activities, or received multicultural education courses displayed higher levels of professional competence. Building upon these findings, this paper proposes a new conceptual model, the AI-Supported Reflective Teaching Model (AI-RTM) aimed at strengthening teachers' cultural sensitivity, empathy, and communication skills. Through AI-driven learning analytics and natural language processing tools, teachers can analyze their own reflections, receive personalized feedback, and develop data-informed professional awareness. This approach highlights the potential of ethical and human-centered AI applications to foster inclusivity and professional growth in multicultural settings. The study concludes that integrating AI into teacher development programs can create adaptive, context-aware, and culturally responsive pedagogies that align with the goals of advancing digital education in the 21st century.

KEYWORDS: Artificial intelligence, multicultural education, teacher competencies, self-efficacy, reflective teaching, learning analytics, digital pedagogy

GUTU, Silvia
Associate Professor, Moldova State University, Republic of Moldova

AI-Assisted Assessment in Teaching French as a Foreign Language

ABSTRACT: This article examines how artificial intelligence (AI) can support teachers in assessing learners of French as a Foreign Language (FLE) without losing the human essence of education. While digital tools can analyze writing, pronunciation, or accuracy with impressive precision, they cannot replace the teacher's intuition, empathy, and understanding of context. The study highlights how AI, when used thoughtfully, can enrich formative assessment by providing personalized feedback, identifying patterns of progress, and giving teachers more time to focus on interaction and creativity. It also raises ethical questions about transparency, data protection, and the need for a balanced relationship between human judgment and algorithmic guidance. AI is presented not as a substitute for the educator, but as an ally that amplifies the teacher's ability to connect, guide, and inspire.

KEYWORDS: Artificial Intelligence, FLE Assessment, Pedagogical Innovation

HASANI, Shpresa
Lector/Coordinator, Faculty of Languages, Cultures, and Communication, South East European University, North Macedonia

Rethinking ELT Curriculum Design in the Digital Era- Integrating Artificial and Emotional Intelligence for Inclusive Learning

ABSTRACT: The rapid transformation of educational landscapes in the digital era has necessitated a rethinking of curriculum design, particularly within the field of English Language Teaching (ELT). As digital technologies and artificial intelligence increasingly shape how learners' access, process, and produce knowledge, curricula must evolve to integrate new literacies, critical digital competence, and adaptive pedagogical frameworks. This paper draws on a literature review of the most recent scholarly publications, examining current debates and innovations in digital curriculum design for ELT. It argues that curricula should move beyond traditional content delivery toward fostering learner autonomy, intercultural communication, and critical digital literacy. Furthermore, the integration of artificial intelligence offers opportunities to personalize instruction, enhance formative assessment, and support reflective practices, while simultaneously raising questions of ethics, equity, and inclusivity. By situating curriculum innovation within the intersection of content, context, and digital affordances, the paper contributes to advancing digital education and preparing learners for global citizenship in an AI-mediated world.

KEYWORDS: curriculum design, digital education, English language teaching, artificial intelligence, critical digital literacy, learner autonomy, inclusivity

HASNAIN, Mahmood
Bangladesh Center For Refugee Law Studies (BCRLS), Bangladesh

Refugee Law in the Digital Age: Aligning Gaps through Digital Literacy

ABSTRACT: The first digital advancement of the contemporary world has reframed how communities stay connected with pursuing their legal rights including right to access the information and data privacy. Displaced Refugees do not get privileges and advantages to digital connectivity. Nevertheless, it is necessary for them. Yet, International Refugee Law (IRL) did not include any provisions regarding the right to digital literacy with facilities. This Paper analyzes how digital literacy integrates with protection of refugees and displays how aligning these gaps can secure the application of IRL. It explains that digital literacy must be acknowledged as essential component of the right to information, education and active participation to shape a significant mechanism for ensuring refugees' human rights. It further sketches the emerging digital gap between state and refugees for exploring the necessities for structured legal Instruments and international collaboration to secure fair access of digital tools and its inclusion for refugees without any discrimination. Challenges and recommendations have been discussed in this study.

KEYWORDS: International Refugee Law, Digital Literacy, Human Rights, Protection, Frameworks

HASSAN SAIN, Zohaib, **BAHARUN**, Hasan
Superior University, Lahore, Pakistan
Universitas Nurul Jadid, Probolinggo, Jawa Timur, Indonesia

Overcoming Barriers to Work-Life-Learning Integration: Strategies for Supporting Adult Learners in Higher Education

ABSTRACT: Adult learners continue to struggle with balancing school, employment, and family responsibilities. The goal of this study is to identify and examine the primary obstacles to integrating work, life, and learning, including insufficient time, financial constraints, difficulty adapting to new technology, and inadequate support from institutions. Using a qualitative approach, the research examines these problems in detail by analyzing case studies and relevant literature. The results show that adults often don't attend school because they lack sufficient time or financial resources, or because they struggle to adapt to digital learning platforms. Additionally, whether or not there are supporting institutional practices has a significant impact on students' performance. The report states that to overcome these challenges, we require flexible learning approaches, additional financial support, user-friendly technology, and proactive assistance from schools. The consequences make it clear that colleges and universities need to have strong support systems and policies that include everyone to effectively help adult learners. Improved institutional efforts and funding, combined with user-friendly technology, are crucial for promoting lifelong learning.

KEYWORDS: Adult leaners, lifelong learning, flexible learning, institutional support, work-life balance

HERNÁNDEZ ORTEGA, David Eduardo
Veracruzana University, Mexico

The Influence of Genre-Based Approach in a COIL Project in the Production of Expository Essays

ABSTRACT: This paper aims at sharing the findings and discussions concerning the implementation of Genre-Based Approach in a COIL project where there was a focus on the development of writing skills in English regarding the students' production of expository essays. The participants were 28 students from two universities; the former from Mexico and the latter from Colombia (Universidad Veracruzana and Universidad de La Guajira). This work was framed as an action research project carried out in a hybrid modality for five weeks. The instruments used to collect and interpret data were a pre intervention writing task, a post intervention writing task, a post intervention questionnaire, a corpus linguistics and the calculation of lexical diversity indices as well as a lexical density index. For purposes of triangulation of data these same instruments were used; however, there was a relevant emphasis on the exploration of lexical diversity indices and lexical density index applied on the students' expository essays. The results showed a significant improvement of writing skills among the students who participated in this project, ergo it could be argued that it was a successful implementation.

KEYWORDS: writing skills, COIL, lexical diversity, lexical density, corpus analysis

HERTA, Lilia
Ion Creanga State Pedagogical University, Republic of Moldova

Humanising the Machine: The Translator's Role in the Age of Artificial Intelligence

ABSTRACT: This article explores the evolving role of human translators in an era dominated by artificial intelligence (AI) and machine translation (MT) technologies. As AI systems increasingly perform tasks traditionally handled by human professionals, including translation, the question arises: can technology replace the nuanced understanding and cultural sensitivity that human translators bring to their work? Through an examination of current AI capabilities, the paper argues that while AI can efficiently handle large volumes of text and produce accurate translations, it still falls short of understanding context, idiomatic expressions, and cultural subtleties. Human translators, therefore, remain essential in ensuring the authenticity, quality, and emotional resonance of translated content. The article also discusses the potential for collaboration between humans and AI, suggesting that the future of translation lies in a symbiotic relationship where technology augments rather than replaces human expertise. In conclusion, it advocates for a balanced approach that harnesses the strengths of both human creativity and machine precision, emphasizing the importance of the translator's role in preserving meaning, tone, and cultural integrity in the global communication landscape.

KEYWORDS: Human Translators, AI, Translation Technology

HRISTEA, Mihaela
Christian University Dimitrie Cantemir Bucharest, Romania

Ethical Aspects of Using the Artificial Inteligence in the Teaching Process

ABSTRACT: The artificial intelligence has a great capacity for text analysis, data summarization, task automatization and complex problem solving. AI has brought significant improvements, facilitating the personalization of the learning process, helping in the process of adapting lessons according to the learning style of students, as well as generating personalized resources and individual feedback for each student. Besides the advantages of the utilization of AI has also many disadvantages such as: the lake of the sources of the utilized data, it can create an accessing dependence and reduce the critical thoughts and the creativity. The utilization of the chatbots has also ethical consequences. What can be treated as the most fragile amongst all of the problematic areas is the lack of confidentiality and the lack of personal data security. Therefore, it was established the necessity of the introducing of an ethical code concerning the AI utilization in in the teaching process.

KEYWORDS: confidentiality, data, personal, security

ICHIM-RADU, Gabriel
PhD student, Ion Creanga State Pedagogical University of Chisinau, Republic of Moldova

Pedagogical Coordinates of Students' Training for Digital Communication in the Spirit of Emotional Culture

ABSTRACT: The article addresses the topic of student training for digital communication from the perspective of emotional culture, emphasizing the need to integrate technological and relational competences within the context of contemporary university education. In an academic environment marked by rapid digital transformations, communication is redefined as a complex process of empathetic connection, authentic expression, and affective understanding. The paper argues that preparing students for digital communication requires the development of an extended communicative competence, which includes digital literacy, the ability to manage emotions, to adapt messages to various virtual contexts, and to harness the expressive potential of educational technologies. The university environment thus becomes a space for the formation of a reflective communicative culture, oriented toward responsibility, collaboration, and mutual respect. The article proposes a set of pedagogical coordinates: integrating emotional education into digital programs, fostering virtual empathy, developing critical thinking regarding technologically mediated messages, and promoting an academic climate based on openness and constructive interaction. Digital communication in the spirit of emotional culture emerges as a direction of pedagogical research and action aimed at strengthening the human dimension of contemporary university education, emphasizing the training of future professionals capable of communicating effectively, ethically, and sensitively in digital environments, transforming communication into a formative and value-based act.

KEYWORDS: university training, digital communication, students, emotional culture

IONESCU, Andrei
Craiova University, Doctoral School of Social Sciences and Humanities,
Romania

New Technologies, New Elites: How is AI Transforming Political Power

ABSTRACT: This paper examines how artificial intelligence (AI) and and emergent digital technologies are reshaping political authority and the structure of contemporary elites. Through algorithmic governance, data analytics and AI - assisted communicational tools, power increasingly depends on technological expertise and control of information flows. These New form of influence enable the rise of "AI-driven-elites"–actors who merge digital literacy with political strategy, challenging traditional hierarchies bade din institutional or social capital. By analyzing the intersection between technology, decision–making and democratic accountability, the study highlights how artificial intelligence not only transforms political practices but also redefines legitimacy itself. The paper argues that this shift marks the emergence of a new techno political paradigm, in which the authority is mediated by algorithms and data infrastructures that silently shape governance and public opinion in the digital age.

IORDAN, Maria**, BONEHILL**, Angela**, NYE**, Deborah
Coventry University, United Kingdom
Wolverhampton University, United Kingdom

Artificial Intelligence in Higher Education: Transforming Teaching, Learning, and Assessment

ABSTRACT: The integration of artificial intelligence (AI) in higher education (HE) is rapidly reshaping the landscape of teaching, learning, and assessment. This paper explores the opportunities and challenges presented by AI technologies, including adaptive learning systems, automated grading, intelligent tutoring, and data-driven analytics. It examines how AI can enhance personalized learning, support academic staff, and foster student engagement, while also considering ethical, pedagogical, and equity implications. Drawing on recent research and case studies, the paper highlights best practices and identifies areas for future exploration, offering a critical reflection on how AI can be harnessed responsibly to improve educational outcomes in HE.

KEYWORDS: Artificial intelligence, higher education, adaptive learning, digital pedagogy

ISMAILI, Merita
Higher Lecturer, South East European University (SEEU), North Macedonia

Digital Literacy and Critical Thinking in the Age of AI

ABSTRACT: Artificial Intelligence (AI) is transforming education by reshaping how learners access, process, and evaluate information. While these technologies create new opportunities, they also highlight the urgent need for students to develop critical thinking skills to analyze ideas, evaluate arguments, and make informed decisions. Within English for Specific Purposes (ESP) contexts, where language learning is integrated with academic and professional application, critical thinking becomes an essential competency. Drawing on established theoretical frameworks (Ennis, 1987; Halpern, 1998; Paul & Elder, 2006), this study investigates how ESP students in North Macedonia perceive and apply critical thinking in the digital age. The research adopts a quantitative approach, using a structured questionnaire to measure dimensions of critical thinking such as understanding and analyzing ideas, evaluating arguments, and problem-solving. The findings are expected to provide empirical insights into the relationship between digital literacy, AI use, and critical reasoning. This contribution will inform curriculum design and higher education policy, emphasizing the integration of critical thinking as a core outcome in ESP programs.

KEYWORDS: Critical thinking, ESP, digital literacy, artificial intelligence, quantitative research

IVANIĆ, Ivana, **DURIĆ**, Ema
Associate Professor, Faculty of Philosophy, University of Novi Sad, Serbia
Researcher, Faculty of Philosophy, University of Novi Sad, Serbia

How We Invented *Metodica 4.0*: AI in Language Learning

ABSTRACT: This paper presents the conceptual foundation and practical development of *Metodica 4.0*, a new paradigm for teaching languages through artificial intelligence. Built on the principles of adaptive learning, interactivity, and digital pedagogy, *Metodica 4.0* integrates AI-driven tools such as intelligent tutors, automated feedback systems, and multimodal learning environments to personalize the educational process. The approach emphasizes the shift from static to dynamic learning models, where students become active participants in constructing linguistic and intercultural competence. By combining critical discourse analysis and digital humanities methodology, the study outlines the pedagogical, technological, and ethical dimensions of AI integration in language education and evaluates its transformative impact on teaching and learning practices. Furthermore, *Metodica 4.0* explores the relationship between human and artificial intelligence in the co-creation of learning content, focusing on the development of digital literacy, creativity, and critical thinking among learners. The model also examines the teacher's evolving role as a digital mediator who curates and interprets AI-generated materials while preserving the authenticity of human interaction in language acquisition. The findings contribute to the emerging field of AI-enhanced language didactics and propose an innovative framework for sustainable and inclusive digital education in the 21st century.

KEYWORDS: Artificial Intelligence, Language Learning, Digital Pedagogy, Adaptive Learning, Metodica 4.0, Educational Innovation, Digital Humanities, Intercultural Competence

IVANOVIĆ, Jovana
Student, University of Novi Sad, Faculty of Philosophy, Serbia

The Role of Artificial Intelligence in the Digital Education of Future Social Workers: Opportunities and Ethical Challenges

ABSTRACT: The rapid development of digital technologies and the application of artificial intelligence (AI) are increasingly transforming education across various professional fields, including social work. This paper explores the opportunities and challenges that AI brings to the education of future social workers, with a particular focus on ethical dilemmas, digital literacy, and professional identity. By analyzing modern digital learning tools and platforms, as well as practical examples, the paper aims to examine how AI can be used to enhance empathy, intercultural sensitivity, and reflective practice—key competencies in social work. Methodologically, the approach is qualitative, based on literature analysis and case studies. The expected contribution of the paper lies in defining guidelines for the responsible and inclusive use of AI technologies in the education of social workers, in order to preserve the human and ethical values of the profession in the digital age.

KEYWORDS: social work, digital education, artificial intelligence, ethics, professional identity

KVIRIKADZE, Nino
Associate Professor, Akaki Tsereteli State University, Georgia

About One Color Detail in Thomas Mann's Novel "Buddenbrooks"

ABSTRACT: Analysis based on the structural-semantic method, which takes into account the multidimensional (semantic and grammatical) structure of text fragments and their interrelationships, is particularly relevant. A structural-semantic analysis of Thomas Mann's novel "Buddenbrooks" allows for a deep penetration into the novel's subtextual layers. Theoretically, such an analysis is based on Vinogradov's theory of "verbal/word sequences," later developed by structuralists. In this article, I limit myself to an analysis of color verbal/word sequences. I have attempted to demonstrate the ways in which color verbal/word sequences penetrate other verbal/word sequences; the analysis shows that they are not isolated or self-contained in their pure form, but rather intersect with other verbal planes and vertically permeate the entire textual space. In this paper, we examine certain functional aspects of the color yellow as an artistic detail associated with Verfall (decline), and simultaneously as a mobile/mobile element of the dynamic structure of Thomas Mann's novel "Buddenbrooks". That is, special attention is paid to the study of the functions of yellow. Ultimately, this color becomes a leitmotif. The color yellow, through its use as a leitmotif, acquires a global significance – it points to the decline and fall of the German patriarchal bourgeois world.

KEYWORDS: Color, details, Thomas Mann, Novel, Buddenbrooks

KONONOVA, Tatiana

Associate Professor, State University Alecu Russo, Republic of Moldova

Topic-Based Vocabulary Learning Through Digital Resources on DaF (German as a Foreign Language) Learning Platforms

ABSTRACT: The present article examines topic-based vocabulary work in the context of using digital resources on DaF (German as a Foreign Language) learning platforms. Language is regarded as the key to communication and a fundamental prerequisite for participation in social life. Through language, we perceive and interpret the world, share information, develop our individual identity, and respond to challenges across various areas of life. In accordance with the Common European Framework of Reference for Languages (CEFR), competence- and communication-oriented vocabulary instruction is now central to foreign language learning. The relevance of this study lies in the continuous development of digital media, which opens up new didactic possibilities. Digital learning resources enhance motivation and concentration, facilitate understanding of content and relationships, and overall contribute to a more efficient learning process. The aim of this study is to systematically analyze digital learning resources and evaluate their potential for effective vocabulary work in DaF instruction.

KEYWORDS: topic-based vocabulary work, digital resources, German as a Foreign Language

LAKSHMI, Jaya
Siddhartha Academy of Higher Education, India

Enhancing Student Engagement through AI-Based Digital Learning Tools: A Simulation-Based Case Study

ABSTRACT: With technology becoming an essential part of modern education, artificial intelligence (AI) is opening new possibilities for creating engaging and personalized learning experiences. This paper investigates how AI-based digital learning tools can enhance student engagement when compared to traditional teaching approaches. A simulation-based case study was conducted to analyze learner behavior in both settings. The simulated environment incorporated an AI-driven system that adjusted the level of content difficulty and provided immediate, personalized feedback to students. The findings suggest that learners interacting with AI-supported tools showed higher levels of attention, motivation, and participation. Features such as adaptive feedback, visual interactivity, and real-time performance tracking played a key role in sustaining engagement. The study concludes that integrating AI into digital learning platforms can make education more interactive, flexible, and student-centered. Overall, this research emphasizes how AI can effectively narrow the engagement gap between conventional classrooms and technology-enhanced learning environments.

KEYWORDS: Artificial Intelligence, Digital Learning Tools, Student Engagement, Simulation-Based Study, Educational Technology

LAȘCU, Tatiana, **DERMENJI**, Svetlana, **USATÂI**, Larisa
Ion Creanga State Pedagogical University of Chișinău, Republic of Moldova

Multilingualism and Artificial Intelligence: New Perspectives for Language Learning and Teaching

ABSTRACT: The paper discusses the pedagogical implications of integrating AI into multilingual classrooms, emphasizing task-based, project-based, and communicative approaches that use AI to promote learner autonomy, collaboration, and digital literacy. Ethical considerations, including data privacy, and equitable access, are also addressed. The findings suggest that AI, when thoughtfully implemented, can enrich multilingual education by enhancing learner engagement, supporting differentiated instruction, and facilitating the development of language proficiency across multiple languages. Ultimately, the article provides a forward-looking perspective on how AI can serve as a transformative tool in fostering multilingual competence and preparing learners for a globally interconnected world.

KEYWORDS: Multilingualism, artificial intelligence, language learning, competence

LATIFAJ, Nazlije
Kadri Zeka University

The Role of Preschool Teachers in Integrating STEM Fields in Early Childhood Education

ABSTRACT: In early childhood education, the integration of STEM fields (Science, Technology, Engineering, and Mathematics) represents an essential component for building the foundations of critical thinking, creativity, and problem-solving skills among young children. The purpose of this study is to analyze the role of preschool teachers in promoting and implementing integrated STEM practices in preschool institutions. The research is based on a quantitative approach and is conducted through a questionnaire instrument designed to assess teachers' attitudes, knowledge, and practices regarding the integration of STEM fields into daily activities with children in preschool institutions within the Municipality of Gjilan. The expected results aim to provide a clear overview of the level of professional awareness and readiness of preschool teachers to apply interdisciplinary approaches in teaching. The study also seeks to identify the main challenges and opportunities that influence the development of STEM-related competencies in early education, emphasizing the need for professional training and institutional support. This research contributes to understanding the role of the preschool teacher as a mediator between the child and the world of science and technology, positioning the teacher as a key factor in fostering 21st-century competencies that begin in early childhood.

KEYWORDS: STEM, preschool education, teachers, children, professional development

IOANA LEON, Laura
Grigore T. Popa University of Medicine and Pharmacy of Iași
Faculty of Medicine, Romania

The Role of Feminist Fiction in Exploring Medical Humanities

ABSTRACT: This paper explores the potential of feminist fiction as a vital pedagogical tool within the medical humanities. Drawing on literary works that foreground gendered experiences of illness, care, and embodiment, the study argues that feminist fiction not only enriches empathic engagement and narrative competence among healthcare practitioners but also challenges dominant biomedical paradigms that often marginalize patients' voices – especially those of women. Feminist theory will be briefly discussed as students need to understand the whole feminist background that put forward all the ideas that shape feminism today. One of the key aspects when discussing feminist issues as part Medical Humanities training is also that of establishing exactly what the real feminist challenges are in that cultural context. By analyzing key texts through an interdisciplinary lens that combines literary criticism, feminist theory, and medical ethics, the paper demonstrates how feminist fiction reveals structural inequalities in healthcare, very specific to those cultural contexts they belong to. Likewise, such a discussion will bring into attention more inclusive and reflective clinical practices. Ultimately, this research wants to demonstrate how the integration of feminist literary narratives into medical education is a means of understanding more about culture, and mentalities in the more complex context of patient care.

KEYWORDS: Medical Humanities, Cultural Studies, Feminist theory, medical students, foreign language teaching

LUNGU, Ecaterina
University Lecturer, Ion Creanga State Pedagogical University of Chisinau, Republic of Moldova; Dunarea de Jos University of Galati, Romania

Artificial Intelligence in Education and Training Processes: Positive and Negative Aspects

ABSTRACT: The article details how Artificial Intelligence (AI) is reshaping the educational landscape and learning processes. On the positive side, AI offers immense potential for instruction personalization, tailoring content and pace to individual student needs, which can increase motivation and outcomes. It also facilitates the automation of administrative tasks for teachers and provides increased access to educational resources globally. Interactive learning methods and the use of AI-driven data analytics to optimize educational strategies and identify knowledge gaps are also highlighted. However, the integration of AI raises a series of concerns. The article underlines the risk of job losses in the education sector due to automation. Other negatives include data security and privacy issues concerning the personal data of students and teachers, as well as the danger of an over-reliance on technology, which could diminish essential human interactions and critical thinking skills. A balanced approach is necessary to leverage the benefits of AI while mitigating its risks.

KEYWORDS: Artificial Intelligence (AI), Personalization, Educational processes, Data security, Automation

MANNAN, Motia, **MARUF**, Tarekol Islam
University Tun Abdul Razak Malaysia and Alfa University College,
Malaysia

Curriculum Design for AI-Driven Learning: Integrating AI Tools for Future-Proof Higher Education

ABSTRACT: AI in higher education is crucial for the development of future-proof curricula, which will prepare students with the skills they need to succeed in this digital age. Yet, issues such as low digital literacy, infrastructure, and faculty readiness preclude successful implementation of AI. This study seeks to evaluate the existing integration landscape, recognize adoption shortcomings, and suggest a path forward for improvement in curriculum design. The goal of the study is to investigate the degree of integration of AI tools in HE curricula, determine the primary challenges faced by academia and institutions on their journey to leverage tech-enabled pedagogy, assess both faculty and student preparedness for AI-driven learning environments, develop intervention strategies to foster greater adoption and integration of AI within curricula, and proffer tangible recommendations for improving digital literacy and faculty training. This study used quantitative research design, which involves the collection of data from teachers, curriculum developers, and students. Results will lead to specific guidance for AI implementation. Implications for this study include an enhancement in the digital literacy of educators, equitable access to AI tools, faculty training, and preparing students for future challenges in education.

KEYWORDS: AI Integration, Curriculum Design, Digital Literacy, Higher Education, Faculty Preparedness

MANOLII, Adela
Associate Professor, Moldova State University, Republic of Moldova

The Role and Place of AI in Didactic Communication

ABSTRACT: Artificial intelligence (AI) has significantly transformed didactic communication by enhancing interaction, personalization, and accessibility in the learning process. AI-driven tools, such as intelligent tutoring systems, chatbots, and virtual assistants, allow teachers to provide instant feedback and adapt lessons to each student's needs and pace. Through data analysis, AI helps educators understand students' progress, identify learning difficulties, and optimize teaching strategies. Moreover, AI supports multilingual and inclusive education by offering real-time translation, speech recognition, and accessibility features. While AI improves efficiency and engagement in educational communication, it also raises ethical concerns regarding data privacy, dependency, and the human dimension of teaching.

KEYWORDS: didactic communication, artificial intelligence, interaction, learning process

MARIČIĆ MESAROVIĆ, Sanja
Faculty of Philosophy, University of Novi Sad
Department of Italian and Ibero-American Studies

The Hybridization of Asynchronous Spanish as a Foreign Language (ELE) Classes at the Faculty of Philosophy, University of Novi Sad

ABSTRACT: This paper explores the process of hybridizing asynchronous Spanish as a Foreign Language (ELE) courses implemented at the Faculty of Philosophy, University of Novi Sad. The study analyzes the integration of digital tools, interactive platforms, and AI-assisted resources in creating flexible learning environments adapted to students' individual needs and learning rhythms. By combining asynchronous methodologies with elements of blended and flipped learning, the model enhances student autonomy, linguistic competence, and intercultural communication skills. Special attention is devoted to the pedagogical strategies that ensure continuity between traditional classroom teaching and virtual learning spaces, fostering engagement and long-term motivation. The findings suggest that hybrid asynchronous instruction provides a sustainable model for language education in higher education contexts, especially within multilingual and multicultural academic environments.

KEYWORDS: Spanish as a Foreign Language (ELE), Hybrid Learning, Asynchronous Education, Digital Pedagogy, Blended Learning, AI in Education, Higher Education

MARČETA, Jovana, **ILIĆ**, Nina
Senior Research Associate, University of Novi Sad, Serbia
Research Associate, University of Novi Sad, Serbia

Exploring the Potential of Cognitive Linguistics in Idiom Teaching

ABSTRACT: Polysemy, conceptual metaphors, and metonymies play a crucial role in shaping the meanings of idioms. Conceptual metaphors map familiar source domains onto abstract target domains, while metonymies link related concepts within the same framework. These mechanisms help explain idiom meanings systematically, increasing their transparency and accessibility, especially in second language (L2) learning. Kövecses (2011) argues that identifying the conceptual motivation behind idioms makes them easier to understand and remember. The paper draws on Mayer & Moreno's (2003) research into multimedia learning, which aligns with the brain's processing of information. According to Dual-Coding Theory (DCT), learning improves when information is presented through both verbal and non-verbal channels, such as text and images. This multimodal approach helps learners build richer mental representations and reduces cognitive load, particularly when dealing with abstract or complex concepts like idioms. The paper proposes a novel teaching method that combines cognitive linguistic insights with multimodal instructional strategies, provides illustrative examples, and discusses its educational benefits. Combining cognitive science with a multimodal approach may improve idiom learning by creating a stronger link between literal and figurative meanings, as the presentation of the content is designed in alignment with how our mental framework conceptualizes the world.

KEYWORDS: cognitive linguistics, idioms, multimodal learning

MATA HERNÁNDEZ, José Miguel

Graduate Researcher/Lecturer at Arkansas State University (US), Universitat Pompeu Fabra, Barcelona School of Management, Spain

Innovative Pedagogies: AI tools in Customs and International Law Education

ABSTRACT: This academic research explores the use of the free service of generative AI tools such as Copilot, ChatGPT, Perplexity, Gemini and Meta AI as instructional aids for teaching about customs and international law. The study focuses particularly on their application of free international trade agreements and trade laws. The methodology implemented assessed these tools' abilities to deliver effective information. To measure their performance, an evaluation indicator was created, composed of five aspects: accuracy, specificity, reliability, usability, and response time. Also, a statistical analysis using a t-test was conducted to determine the significance of differences in performance among the AI tools. The main findings of the study demonstrate that Copilot is the most useful free tool for searching specific information about articles, situations and laws in the field of international trade. Similarly, very favorable results were obtained for ChatGPT. The findings indicate that generative AI tools can help students conduct more efficient searches and save time finding information. However, educators must be cautious about bad practices with these tools, requiring them to carefully monitor the prompts and outcomes when using these types of tools in the classroom.

KEYWORDS: Generative AI, Education, International Law, AI tools

MATEESCU, Mihaela
Associate Professor, Dimitrie Cantemir Christian University, Romania

Teaching Spanish in the Age of Artificial Intelligence: New Contexts, New Challenges

ABSTRACT: The rapid integration of artificial intelligence into education is transforming the way languages are taught and learned. This presentation explores how AI-driven tools and digital environments are reshaping Spanish language education, offering both new opportunities and significant challenges. It examines how intelligent technologies can enhance contextual learning, cultural understanding, and personalized instruction, while also addressing potential risks such as loss of human interaction and cultural depth. Through a critical perspective, the session highlights how teachers can combine technological innovation with pedagogical reflection to ensure that the learning of Spanish remains meaningful, interactive, and culturally grounded. Ultimately, the aim is to foster a dialogue on how to balance artificial intelligence with human intelligence in the classroom, rethinking what it means to teach and learn Spanish in the digital age.

MIHAI, Cristina, **ȚURCAN**, Lilia
University Assistant, Ion Creangă State Pedagogical University, Republic of Moldova
Associate Professor, Ion Creangă State Pedagogical University of Chisinau, Republic of Moldova

Management of Digital Education in Preventing Aggression and Cultivating Value Orientations in the Educational Environment

ABSTRACT: The article analyzes the importance of digital education management as a strategic dimension of the educational process in the context of the growing influence of virtual environments. As digitalization transforms interpersonal relationships and the school climate, a managerial approach focused on preventing aggressiveness — including its online manifestations — and strengthening the system of moral and civic values becomes essential. The study highlights the necessity of integrating ethical and axiological principles into digital educational policies, emphasizing the role of educational leadership in promoting an organizational culture based on respect, empathy, and responsibility. Furthermore, it examines managerial strategies for developing both digital and moral competences among students and teachers, as well as methods for using technological resources in formative and value-oriented ways. The conclusions underline that effectively managed digital education can serve as a key instrument for preventing aggressiveness and cultivating civic, ethical, and humanistic values, thereby contributing to the creation of a balanced and inclusive educational climate.

KEYWORDS: educational management, digital education, school aggressiveness, value orientations, school climate, digital competences

MUDRI, Ksenija
Student, Faculty of Technical Sciences, Novi Sad, Serbia

The Significance of Implementing and Understanding Mechanisms for Ensuring Incremental Reliability of Artificial Intelligence - An Analysis of Potential Improvement Paths

ABSTRACT: We've reached a point in time where artificial intelligence has become a commonly used tool among a wide range of individuals of diverse backgrounds, professions, and even ages. With its different areas of use, not only is the consideration of datasets from which Artificial Intelligence (AI) training occurs important, but the awareness of specific mechanisms and use cases is crucial for optimal results. With its current degree of reliability and many cases of AI results being falsely taken for facts, the consequences of potential error should be carefully considered. This paper intends to explore two different stakeholder viewpoints - development and end users - as well as conducting a detailed analysis of further improvement paths and education of end users on methods of maximizing the potential of AI. The paper will include an additional overview of common algorithms used by AI, algorithmic bias, as well as their impact on the general experience of users, especially when it comes to education.

KEYWORDS: Artificial Intelligence, the reliability of Artificial Intelligence, improvement paths, common algorithms, algorithmic bias, experience, education

MUNTEAN, Nicolina
Alecu Russo Balti State University, PhD Candidate, Doctoral School of Philology, Republic of Moldova

The Terminology of Wine in the Digital Era and the Interpretation of Numerical and Historical Data

ABSTRACT: This paper investigates the use of numeric components in the terminology of the Moldovan wine industry, with a focus on the linguistic, cultural, and pragmatic motivations underlying their formation. The study examines how numbers and numerical expressions function within the wine terminology in the Digital Era, serving not only as identifiers but also as carriers of symbolic ("Trei fete" Basavin Winery), historical ("1827" Chateau Purcari), and marketing value ("6n" Doina Vin, QR codes). Through the analysis of authentic names collected from Moldovan wine labels, brands, and winery denominations, the research explores the semantic roles of numerals - whether they indicate chronology, prestige, tradition, vintage, or symbolic reference. The findings demonstrate that numbers in wine terminology often transcend their quantitative function, acquiring expressive and associative meanings that reflect both linguistic creativity and cultural symbolism.

KEYWORDS: Wine Terminology, Numerals, Branding, Onomastics, Digital Era

MUNTEANU, Olga
PhD Candidate in Educational Sciences, Ion Creangă State Pedagogical University of Chisinau, Republic of Moldova

University Training Program for the Development of Charisma in Pedagogy Students in the Digital Era

ABSTRACT: The article presents a university training model focused on the development of pedagogical charisma among pedagogy students, aligned with the requirements of education in the digital era. The paper highlights that the charismatic teacher acts as an educational leader capable of inspiring, motivating, and maintaining a climate of trust and cooperation. In the digital era, charisma is redefined as a transversal competence, expressed through virtual empathy, communicative authenticity, and the reflective use of digital resources to strengthen human connections. The proposed program emphasizes the cognitive, emotional, axiological, and relational dimensions of charisma through university courses, reflective activities, pedagogical practice, and digitally assisted self-assessment. The focus is placed on the integral formation of the future teacher, capable of harmonizing professional competence with personal presence and emotional balance. The conclusions underline that the development of pedagogical charisma among pedagogy students represents an innovative educational approach through which the university becomes a space for cultivating professional identity, reflective thinking, and authentic relationships, contributing to the enhancement of teaching quality in the context of digitalization.

KEYWORDS: university training program, charisma, pedagogy students, digital era

MURZAC, Angela
Balti State University Alecu Russo, Republic of Moldova

The Cognitive and Affective Functions of Somatic Gestures in Digital Intercultural Communication

ABSTRACT: The somatic symbol in gestural expressions and its representation in lexicography and translation. The paper addresses the issue of the somatic symbol reflected in gestural expressions, emphasizing the intrinsic connection between body language and cultural and linguistic expressiveness. At the center of the analysis are expressive gestures that involve the somatic segment – especially the hands, head, eyes, heart and the entire body – and that function as cultural signs, coded and recognizable within distinct linguistic and cultural communities. Starting from the theoretical premises of semiotics, cultural anthropology and pragmatics, the research highlights the fact that gestural expressions are not simple behavioral reflexes, but complex semantic structures, capable of communicating intentions, attitudes, emotions and value judgments. Somatic symbols, expressed through gestures, are part of a system of signs that complement or, sometimes, substitute verbal language. The study also discusses intercultural aspects, comparing the meanings attributed to the same gestures in different cultural contexts, highlighting both the universality of some bodily symbols and the cultural specificity of others. The conclusions of the research emphasize the fact that the somatic symbol expressed through gestures is an essential element in the architecture of human communication, with cognitive, affective and identity value.

KEYWORDS: Intercultural communication, Gesture expressions, Non-verbal communication, Somatic phraseological expressions, Somatic symbol, Sign system

NASTAS, Andrei

Associate professor, Cross-Border Faculty, Dunarea de Jos University of Galați & Academy of Economic Studies, Republic of Moldova

The Impact of Artificial Intelligence on the National and European Legislative Framework

ABSTRACT: Artificial Intelligence (AI) stands as one of the most disruptive technologies of the 21st century, reshaping not only economic and social structures but also the legal and regulatory frameworks. At the European level, the regulatory response is centered on the Artificial Intelligence Act (AI Act), the first binding legal instrument designed to classify and govern AI systems according to their risk levels. National legal systems within EU member states are required to align domestic legislation with European standards while adapting their institutional and supervisory mechanisms to address the challenges posed by emerging technologies. The impact of AI on the legal framework can be analyzed along three main dimensions: (1) ethics and fundamental rights protection, particularly privacy, non-discrimination, and human dignity; (2) legal responsibility and liability, which raises complex questions regarding accountability for autonomous decisions made by intelligent systems; and (3) institutional and administrative adaptation, through strengthening regulatory authorities and compliance mechanisms. Furthermore, the regulatory framework must remain sufficiently flexible to keep pace with technological innovation while preventing regulatory fragmentation across member states. In conclusion, regulating AI goes beyond merely adjusting existing legal instruments; it requires a reconceptualization of core legal principles, with significant implications for digital sovereignty, cybersecurity, and economic competitiveness.

KEYWORDS: Artificial Intelligence, AI Act, European and national legislation, Ethics, Legal accountability, Fundamental rights, Technology regulation, Digital sovereignty

NEZZAR, Kenza, **MIHOUBI**, Houria

Assistant Professor at Bordj Bou Arréridj University in Algeria

PhD student, Ecole Normale Supérieure of Bousaada, Algeria

Professor, Ecole Normale Supérieure of Bousaada, Algeria

Beyond Compliance: Pedagogical Repurposing of Moodle for EFL Learner Autonomy in Algerian Higher Education

ABSTRACT: Across higher education, digital learning platforms have become integral to institutional practice; however, their use often remains confined to content delivery rather than pedagogical innovation. This study addressed the enduring gap between technological adoption and meaningful pedagogical integration by examining how Moodle- mandated as Algeria's national learning management system was strategically repurposed to support the Flipped Classroom Method in Master's level English as a Foreign Language (EFL) course. Grounded in an interpretivist-constructivist paradigm and informed by Self-Determination Theory (Deci & Ryan, 2000), the study employed semi-structured interviews with twelve students and two teachers. Data were analyzed through Braun and Clarke's reflexive thematic analysis. Findings reveal that intentional pedagogical design - through H5P accordion activities, wikis, embedded multimedia, and structured sequencing- transformed Moodle from a static repository into a dynamic learning environment that scaffolded pre-class preparation, in-class collaboration, and post-class reflection. This repurposing fostered greater learner autonomy, motivation, and confidence, while enhancing teachers' pedagogical agency and design flexibility. Beyond the Algerian context, the study demonstrates that digital transformation in higher education depends less on technological sophistication than on teachers' capacity to repurpose existing tools pedagogically, offering a transferable model for resource-constrained or policy-driven educational systems.

KEYWORDS: Flipped classroom method, Moodle, pedagogical repurposing, learner autonomy, EFL higher education

NGUYEN, Dang-Thanh, **THI VAN HA**, Luong
Lecturer, Hanoi Law University, Vietnam
Researcher, Institute for Preservation and Development of Traditional Culture, Vietnam

Artificial Intelligence in Vietnamese Higher Education: Emerging Trends and Structural Challenges in the Digital Transformation Era

ABSTRACT: In the context of national digital transformation and the profound impact of the Fourth Industrial Revolution, Artificial Intelligence (AI) has emerged as a strategic instrument driving innovation in Vietnam's higher education system. In recent years, AI has been increasingly applied in learning management, teaching support, automated assessment, and academic research, contributing to quality enhancement and international integration. This paper synthesizes and analyzes recent studies on AI in education, while also examining key Vietnamese policy frameworks such as the Digital Transformation Strategy for Education and Training (2022–2025, Vision 2030) and the Higher Education Development Strategy (2021–2030). The findings indicate that Vietnam is transitioning from the phase of digital infrastructure development to the creation of intelligent learning ecosystems, where AI serves as a core driver. However, challenges remain in terms of legal frameworks, digital competencies among faculty members, and technological ethics. The paper argues for strategic policy orientations focusing on strengthening digital capacity, improving AI governance mechanisms, and fostering public–private partnerships to ensure a human-centered and sustainable development of higher education in the digital era.

KEYWORDS: Artificial Intelligence, Higher Education, Digital Transformation, Policy, Sustainable Development

NICULCEA, Ecaterina
Alecu Russo State University of Bălți, Republic of Moldova

Artificial Intelligence as a Reflection of Crisis in Modern Society: A Transhumanist Reading of Science Fiction Literature at the Turn of the 20th and 21st Centuries

ABSTRACT: In science fiction literature at the turn of the 20th and 21st centuries, humanity is often depicted as moving through a recurring five-step cycle: conflict, extinction, migration, colonization, and continuation. After the fifth stage, the cycle begins anew—yet the same mistakes are repeated, now upon a more advanced technological foundation. This pattern reflects not only historical repetition but also the intricate interplay between progress and vulnerability. In Isaac Asimov's Foundation, societal stability is portrayed as attainable through the comprehension of sociological laws and the strategic orchestration of historical processes. The psych historical method emerges as a tool to anticipate and shape the future, suggesting that intelligence—human or artificial—can mitigate chaos through foresight. Kazuo Ishiguro's Klara and the Sun offer a more intimate perspective: the cyclical nature of society is sustained not by control, but by emotional continuity and normative adaptation. Klara, an artificial being, learns to emulate human behavior, becoming a stabilizing presence in a fragile world. Her emotional intelligence and behavioral mimicry underscore the role of AI as both mirror and mediator of human values. Both works suggest that artificial intelligence may be essential to navigating the crises of modernity—either by guiding history or preserving its emotional core.

KEYWORDS: Artificial Intelligence, Crisis of Modern Society, Science Fiction Literature

NICULESCU-CIOCAN, Cristina
Assistant Professor, National University of Physical Education and Sports, Romania

Context and Communication in AI-Supported Learning

ABSTRACT: This paper explores how artificial intelligence technologies are reshaping communicative practices and contextual dynamics within digital learning environments. It argues that effective AI-supported education depends not only on technological sophistication, but also on the system's ability to interpret and respond to linguistic and situational context. Drawing on theories from applied linguistics, discourse analysis, and human–computer interaction, the study examines how AI systems manage meaning-making processes in educational dialogues, particularly through feedback, questioning strategies, and adaptation to learner profiles. The analysis highlights both the potential and limitations of AI in replicating contextual sensitivity, such as understanding pragmatic cues, adjusting register, and maintaining discourse coherence. Through case studies of AI-driven tutoring platforms, the paper demonstrates that while AI can enhance personalization and engagement, it often struggles with nuanced communicative functions like empathy, clarification requests, and cultural references. The findings emphasize the importance of integrating linguistic contextual modeling into AI design to foster more authentic, equitable, and responsive learning interactions. Ultimately, the paper calls for interdisciplinary collaboration to ensure that AI in education supports, rather than simplifies, the complex nature of human communication.

KEYWORDS: context modeling, AI educational discourse, adaptation, discourse coherence

NOVIKOVA, Olga
St. Petersburg University, Russia

EVALUATION OF EXISTING EDUCATIONAL COMPETENCES THROUGH ADVANCING OF DIGITAL TECHNOLOGIES

ABSTRACT: Digital technologies do not exist separately from the purposes they are used for. It means that they are not necessarily the right fit for every educational technology and depend on the competences they are meant to develop. We can analyze the whole scope of digital technologies, which can or cannot be used in education with the means of digital humanities, which helps to link digital and educational technologies. Another question poses sophisticated technologies, which we address to as artificial intelligence. If regular programs serve a definite purpose, like visualization or exam evaluation, with AI all participants of educational process can be creative. It can help professors to make more attractive educational materials, for students to form their individual educational track, to administrators to distribute fellowships. The following question is where we draw the line between helping and replacing. Which functions of the AI as for now can or cannot be replaced. And the next step will be whether education as a whole and competences we gain through it are not necessary at all. Whether it is at all make sense to use digital technologies or any other to receive these competences instead of the different ones.

ODAGIU, Iurie
Associate Professor, Ștefan cel Mare Academy, Republic of Moldova

The Use of Artificial Intelligence in Legal and Judicial Matters

ABSTRACT: The integration of artificial intelligence (AI) into legal and judicial systems marks a profound transformation in how justice is administered, legal research is conducted, and decisions are made. This paper explores the current and potential applications of AI in legal practice, focusing on predictive analytics, case management, document automation, and decision-support systems. The study highlights the advantages of AI adoption, including increased efficiency, accuracy, and transparency in legal procedures, as well as the facilitation of access to justice through intelligent legal databases and automated assistance tools. At the same time, it addresses the ethical and legal dilemmas that arise from the use of AI, such as the accountability of algorithmic decisions, data privacy concerns, and the preservation of judicial independence. Using examples from international and national contexts, including the Republic of Moldova, the paper emphasizes the need for a balanced approach that integrates technological innovation with the fundamental principles of fairness and due process. The findings underline that AI should complement, not replace, human judgment, serving as a tool to enhance legal reasoning and administrative efficiency within a framework of robust ethical and legal safeguards.

KEYWORDS: artificial intelligence, legal technology, judicial innovation, algorithmic decision-making, digital justice

OLARIU, Carmen Daniela
University Professor, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

Digital Education as a Catalyst for the Development of Students' Emotional Intelligence

ABSTRACT: This article examines the increasingly significant role of digital education in fostering the development of students' emotional intelligence, arguing that, unlike traditional pedagogical approaches which often treat cognitive and socio-emotional learning as separate domains, digitally mediated learning environments provide unique opportunities for meaningful integration. Through interactive simulations, collaborative virtual projects, and reflective digital portfolios, educators can design scaffolded experiences that enable students to cultivate core competencies, such as self-regulation, empathy, emotional awareness, and relationship management, within learning contexts that encourage experimentation, reflection, and social engagement. These platforms offer low-stakes opportunities for emotional exploration while generating nuanced data that allow instructors to tailor socio-emotional support to the diverse needs of individual learners and groups. The article challenges assumptions that digital education fosters impersonal interaction, demonstrating that thoughtfully designed digital tools can embed the development of emotional intelligence as a measurable and integral component of contemporary pedagogy. By strengthening students' capacity to navigate complex digital and interpersonal environments, such approaches enhance collaboration, adaptive problem-solving, empathetic engagement, academic achievement, personal growth, and lifelong socio-emotional development.

KEYWORDS: digital education, emotional intelligence, socio-emotional competencies, collaborative learning, personal development

OSOIANU, Tudor
University Professor, Department of Criminal Procedure, Criminalistics and Cybersecurity "Ștefan cel Mare" Academy of the Ministry of Internal Affairs, Republic of Moldova

Criminal Liability in the Context of the Artificial Intelligence Revolution

ABSTRACT: The emergence of artificial intelligence (AI) has introduced profound challenges to traditional concepts of criminal law and responsibility. This paper examines the evolving notion of criminal liability in the context of the AI revolution, focusing on the complex interaction between human agency, algorithmic autonomy, and legal accountability. The study explores key questions regarding the attribution of liability for offenses committed through or by means of AI systems, addressing issues such as foreseeability, intent, and causation in technologically mediated acts. Special attention is given to scenarios involving autonomous systems, where determining culpability—whether of the programmer, operator, or the AI system itself—becomes legally ambiguous. The paper also analyzes current international and European approaches to regulating AI-related criminal behavior and considers their implications for the legal framework of the Republic of Moldova. It argues for the development of adaptive legal mechanisms capable of reconciling innovation with justice and human rights protection. Ultimately, the study highlights that establishing clear principles of criminal liability in the age of artificial intelligence is essential to ensure both deterrence and fairness within rapidly evolving digital societies.

KEYWORDS: artificial intelligence, legislative gap, ethical regulation, data protection, legal responsibility

OSTAVCIUC, Dinu
Professor, Ștefan cel Mare Academy of the Ministry of Internal Affairs, Republic of Moldova

Information Integrity and Countering Disinformation Through Social Media Outlets & AI Productions

ABSTRACT: Misinformation has been recognized as a serious threat to social cohesion. The rapid development of AI functions and social networks greatly contributes to the spread of misinformation with global reach. Misinformation in the field of health has a number of negative consequences, including influencing individual decisions (e.g., refusal to vaccinate) and undermining trust in authoritative institutions. There are a number of interrelated causes of the misinformation problem, including the ability of unqualified individuals to publish information quickly, the influence of bots, and social media algorithms. Equally, the global nature of applications, the limited willingness of social media giants to take action, and rapid technological progress hinder progress in improving the quality and accuracy of information in this area. Prevention strategies include incentive measures (e.g., tips on preventing disinformation that appear when content is published) and education to improve media and information literacy. Finally, there is an urgent need for primary prevention, including systemic changes to eliminate key mechanisms of disinformation, as well as international legislation to regulate the social media industry. Without these, disinformation and its social consequences will continue to spread.

KEYWORDS: misinformation, social media, disinformation, health information, digital policy

OUSSAMA, Omar
Professor, Djillali Liabès University – Sidi Bel Abbès, Algeria

Digital Transformation in Higher Education: Re-Engineering University Curricula in Algeria for the Fourth-Generation University Model

ABSTRACT: The rapid expansion of digital technologies has accelerated transformation across higher education systems worldwide, prompting universities to rethink their pedagogical models and curriculum structures. In Algeria, the Ministry of Higher Education has launched several initiatives aimed at transitioning national universities toward the Fourth-Generation University model, characterized by innovation, entrepreneurship, knowledge production, and strong industry-university partnerships. This study examines the current state of curriculum design in Algerian universities in light of digital transformation policies, identifying gaps, challenges, and opportunities for systemic reform. Using a mixed-methods approach that combines policy analysis with semi-structured interviews involving curriculum designers and faculty members, the research evaluates institutional readiness for digitized and competency-based learning environments. The paper proposes a strategic framework to guide curriculum re-engineering, incorporating digital pedagogy, flexible learning pathways, and the integration of emerging technologies such as artificial intelligence and virtual learning platforms. The findings aim to contribute to national efforts in enhancing the quality, relevance, and global competitiveness of higher education in Algeria, ultimately supporting the transition toward a knowledge-driven and innovation-oriented academic ecosystem.

KEYWORDS: Digital Transformation, Curriculum Re-engineering, Fourth-Generation Universities, Higher Education Reform, Algeria

PAIUL, Irina
Associate Professor, Alecu Russo Balti State University, Republic of Moldova

The Impact of Artificial Intelligence on the Socio-Emotional Development of Students

ABSTRACT: Artificial Intelligence (AI) is reshaping the educational landscape, offering new opportunities to support students' socio-emotional development. Through adaptive learning platforms, emotion-sensitive feedback systems, and virtual simulations, AI can foster empathy, self-regulation, and collaborative skills. This paper explores how AI-driven tools contribute to emotional intelligence and interpersonal growth among students, while also addressing ethical concerns and limitations. Although AI cannot replicate human emotions, its strategic use in education may enhance emotional awareness and social interaction. Understanding this impact is crucial for educators aiming to balance technological innovation with holistic student development in the digital age.

KEYWORDS: Artificial Intelligence in Education, Social-Emotional Development, Digital Pedagogy

PANCO, Tatiana
Alecu Russo Balti State University, Republic of Moldova

Digital Formative Assessment as a Tool for Novice Teachers' Self-reflection and Professional Development

ABSTRACT: In the era of digital transformation, formative assessment plays an essential role in helping novice teachers develop self-reflection and professional awareness. This article explores how digital tools can strengthen reflective practice and guide teachers in their first years of work. Building on the principles of formative assessment and reflective teaching, the discussion highlights practical examples such as Google Forms, LearningApps, and Mentimeter. These platforms provide immediate feedback, enable data-based insights, and encourage teachers to evaluate both student progress and their own instructional decisions. The argument is made that digital formative assessment promotes continuous improvement, analytical thinking, and teaching confidence while also raising issues of digital literacy, ethical data use, and workload balance. Furthermore, the paper emphasizes the importance of integrating AI-based feedback and digital analytics into teacher induction programs. Such integration not only supports pedagogical reflection but also contributes to the development of digital competence and adaptive professional identity among novice teachers.

KEYWORDS: formative assessment, digital environment, novice teachers, feedback

PARAHONCO, Liudmila
Department of Slavic Studies, Alecu Russo Bălți State University
Republic of Moldova

SPECIFICS OF THE RELATIONSHIP BETWEEN THE BINARY CONCEPTS "WISDOM AND TRUTH" AND THE PAIRED, EQUIVALENT CONCEPTS "WISDOM AND TRUTH" IN RUSSIAN AND ENGLISH LINGUISTIC CONSCIOUSNESS

ABSTRACT: The focus of the given study is on the binary concepts "wisdom and truth" and their paired, equivalent counterparts in the linguistic consciousness of Russian and English. The topic of the work is dictated by the purpose of the study. The object of study is the binary concepts "wisdom and truth," as well as the paired and equivalent concepts as a category of human thinking and perception. The subject of the research is linguistic means in the direct and figurative verbalization of these mental constructs, including in the literary work of L.N. Tolstoy's "War and Peace" (volume 1) and its translation into English, because "linguistic consciousness is the interaction, reflection, and mutual excitation of various systems of reflexes." This is "verbalized behavior" [5, p. 89, 95], which determines the specifics of their relationship. This is how an interdisciplinary approach to the representation of the analyzed concepts is noted: the combination of cognitive linguistics, linguistic culturology, and philosophy provides the basis for new research with the aim of systematizing the designated units of informational and semantic levels, elements of the linguistic picture of the world, and the author's conceptual picture of the world. This highlights the relevance of the study.

KEYWORDS: concept, binary concepts, paired concepts, equivalent concepts, wisdom, truth, cognitive-discursive method.

POPESCU, Luminița
Ph.D. Candidate, Romanian Academy, Bucharest, Romania

Artificial Intelligence and Sexual Violence: Risks, Responses, and Ethical Challenges

ABSTRACT: The rapid advancement of Artificial Intelligence (AI) technologies has brought both transformative opportunities and complex ethical dilemmas, particularly in the domain of sexual violence. AI-driven tools are increasingly used to generate, distribute, and even simulate non-consensual sexual content, including deepfakes and digitally manipulated imagery, which blur the boundaries between virtual and real-life victimization. At the same time, AI offers powerful mechanisms for prevention, detection, and survivor support, from automated content moderation and forensic image analysis to predictive modeling in law enforcement and digital evidence management. This paper explores the dual role of AI as both a potential facilitator and a countermeasure to sexual violence. It examines the social, legal, and gendered dimensions of AI misuse, emphasizing the urgent need for intersectional approaches that combine technological safeguards with ethical governance and gender-sensitive policymaking. By addressing the implications of algorithmic bias, privacy risks, and accountability gaps, the study calls for an integrated framework in which AI innovation serves the protection of human rights and the promotion of gender equality.

KEYWORDS: Artificial Intelligence (AI), Sexual Violence, Deepfakes, Ethical Governance, Gender Equality

POPESCU, Valentin
Assistant Prof. Ph.D., "Dimitrie Cantemir" Christian University,
Bucharest, Romania

AI-Driven International Relations: Shaping Future Education Policies in the Ministry of Education

ABSTRACT: The rapid advancement of Artificial Intelligence (AI) is reshaping global dynamics, prompting a nuanced re-evaluation of traditional frameworks in international relations and education governance. This paper explores the intersection of AI, international relations, and education policy-making within the context of the Ministry of Education, a pivotal international actor influencing human capital development and diplomatic cooperation. It argues that the integration of AI into national education systems is a strategic and geopolitical endeavor, reinforcing national competitiveness and contentious global dialogues. Drawing on comparative policy analysis and case-testing methodologies, the study examines how ministries of education across the globe are adopting AI-informed policies to foster transnational collaboration, manage ethical tensions, and innovate pedagogical practices. Ultimately, this paper highlights the necessity for robust policy frameworks that balance technological advancement with inclusive, human-centered international governance in the age of AI.

KEYWORDS: artificial intelligence, international relations, education policy, Ministry of Education, global governance

POPOVICI, Angela
Professor, PhD, Dunărea de Jos University of Galați, Romania

Artificial Intelligence in Education: An Emerging Pedagogical Framework for Teaching Romanian as a Foreign Language in Multicultural Contexts

ABSTRACT: This paper addresses the impact of artificial intelligence on teaching Romanian as a non-native/foreign language in multicultural university settings amid the transition toward advanced digital education. It proposes an emerging pedagogical framework in which AI becomes an integral part of the teaching process, contributing to the development of communication skills through the generation of personalized resources, automated feedback, conversational simulations, and linguistic support tools. The student is placed at the center of the educational act, with the possibility to progress at their own pace, while the teacher redefines their role as mediator and facilitator, ensuring quality within this new educational ecosystem. The paper also highlights the challenges associated with the use of artificial intelligence in education, such as the risk of dependence on automated tools and the difficulty of critically evaluating and pedagogically utilizing automatically generated content. In conclusion, the necessity of a balanced and ethical integration of AI is emphasized - one that supports linguistic diversity and harnesses the formative potential of new technologies.

KEYWORDS: Artificial intelligence, emerging pedagogical framework, linguistic competencies, automation, educational risks, ethics

POPOVIĆ, Virđinija
Full Professor, PhD, Faculty of Philosophy, University of Novi Sad

Artificial Intelligence in the Process of Literary Translation from Romanian into Serbian – New Challenges and Opportunities

ABSTRACT: Artificial intelligence (AI) is profoundly transforming the way linguistic and cultural barriers are transcended, from automated translation systems to digital platforms simulating human understanding. This progress offers efficiency and accessibility, yet introduces complex ethical and aesthetic challenges. While AI improves speed and consistency, the human element remains irreplaceable — particularly in capturing emotion, style, and cultural nuance that define literary discourse. AI can reproduce lexical accuracy, but fails to convey the author's unique voice and creative depth. Literary translation is therefore not a mechanical process but an interpretative act rooted in cultural and emotional sensitivity. Professional translators increasingly use digital tools combining machine translation with terminology management and translation memories. Platforms like Google Translate, though fast, often lose stylistic and cultural coherence. When paired with ChatGPT, accuracy and coherence improve, though risks persist — semantic ambiguity, cultural errors, and terminological inconsistency, especially in literary and legal contexts. In literary translation, AI may accelerate technical phases, but overreliance risks devaluing the translator's creative and authorial role. Ultimately, AI should be seen not as a substitute but as a collaborator: while machines generate structural foundations, human translators ensure meaning, nuance, and authenticity. This paper explores the combined use of Google Translate and ChatGPT for translating literary texts (poetry, prose, literary folklore) and legal documents from Romanian into Serbian, evaluating their accuracy against professional human translations.

KEYWORDS: artificial intelligence (AI), literary translation, cultural transfer, digital tools, creativity

PORUBIN, Lilia
Lecturer, PhD, Technical University of Moldova, Republic of Moldova

Artificial Intelligence as a Tool for Teaching and Assessing English for Specific Purposes

ABSTRACT: The integration of Artificial Intelligence (AI) into language education is reshaping how English for Specific Purposes (ESP) is taught and assessed in higher education. This paper explores the role of AI as an innovative tool for teaching, evaluating, and developing professional language skills among university students. By using AI-powered applications, teachers can provide immediate feedback on writing, grammar, and vocabulary while focusing on communication tasks relevant to students' fields of study. Automated systems can also support assessment through adaptive testing and personalized feedback, allowing learners to identify and improve their weaknesses more effectively. Furthermore, AI tools such as chatbots, writing assistants, and speech recognition software can simulate real professional situations, helping students practice discipline-specific communication in a realistic context. The paper discusses both the advantages and challenges of AI integration, including issues of accuracy, ethics, and teacher training. Overall, it argues that AI can enhance ESP instruction by promoting efficiency, personalization, and learner autonomy in the university classroom.

KEYWORDS: Artificial Intelligence (AI), English for Specific Purposes (ESP), Language Assessment, AI-Assisted Learning, Writing Evaluation

POSTOLACHI-JOSAN, Irina
Associate Professor, PhD in Didactics of Languages and Cultures, SIETAR - France (Professional Society for Intercultural Education, Training and Research), France

Artificial Intelligence in teaching French as a living language to migrants in France: between inclusion, innovation, and humanity

ABSTRACT: The linguistic and cultural integration of migrants in France represents a major challenge for contemporary society. The rise of Artificial Intelligence (AI) is transforming educational practices by offering new adaptive, interactive, and inclusive learning tools. This paper (communication) explores the contribution of AI to the teaching of French as a Living Language (FLL) to migrant populations in France, drawing on a humanistic and intercultural approach. It analyses the potential of intelligent applications, such as translators, virtual tutors, and conversational platforms, in creating personalized learning experiences sensitive to the backgrounds and needs of learners. The study also highlights the ethical and cultural limitations of these technologies, emphasizing that Artificial Intelligence can never replace the empathetic presence of the teacher, who remains a mediator between languages, cultures, and human connections.

POSTOLACHI, Iulia
University Lecturer, Alecu Russo Balti State University, Republic of Moldova

Digital Education – Space for Exploration and Creative Learning in Primary School

ABSTRACT: The article explores the importance of digital education as a medium for exploration and creative learning in primary school, highlighting how technology can be used to stimulate student interest, engagement and skill development. Various digital resources and tools are analyzed, including educational applications, interactive platforms and multimedia materials, which allow the integration of playful activities with learning objectives, supporting critical thinking, creativity and student autonomy. The article highlights the role of teachers in designing digital lessons, emphasizing the need to develop their own digital skills in order to create effective and safe learning environments. It also highlights the impact of digital education on student collaboration, active participation and adaptability to the demands of the information society. In this regard, the strategic integration of digital technologies in primary education not only facilitates access to information, but also offers opportunities for creative and personalized development, transforming the learning process into an active, motivating and relevant experience for primary school students.

KEYWORDS: digital education, primary school, specific skills, exploration, creativity

PREDA, Aura

Senior Researcher, Legal Research Institute, Romania

The Challenges of AI in the Juridical Research Field

ABSTRACT: Using AI in the field of research bring a lot of challenges. Some of them are advantages, because AI became a indispensable tool at least for the documentation phase. We have to admit that Ai has a huge capacity to identify in a very short time a diverse and wide bibliographical source on a topic requested. Also, it is very appreciated the challenges of AI in the juridical research field. In both situation a lot of time and costs are economized. Despite these considerable benefits, we need to take into consideration and some limits. To have a high-performance AI system requires investments, some of which are expensive. The bibliographic sources recommended by AI are not always the primary or most appropriate, sometimes they are even incomplete, requiring a parallel check for an adequate citation, respecting the rigors of the templates to be filled in. The challenge ahead is to integrate AI responsibly, on respect of ethical aspects, ensuring that its use strengthens rather than diminishes the quality of legal research.

KEYWORDS: AI in the field of research, challenges, benefits and limits

PRUS, Elena
Professor, Corresponding Member of Academy of Sciences of Moldova,
Vice-rector Scientific Research and Doctoral Studies
Free International University of Moldova (ULIM)

Artificial Intelligence in Dialogue with Human Intelligence in the Literary Imagination

ABSTRACT: Artificial Intelligence is not only an invention of computer scientists, but also of literature. Everything begins and changes with Orwell, one of the most important writers of 20th century, which in the novel 1984 represents an embodied human intelligence, inventing what is today called AI: a new electronic super-brain, the infrastructure of a networked mind, a global networked consciousness, a digital consciousness. AI forces us to make a distinction between texts and writing, between writing and literature. AI emergence in the field of literature may lead us to redefinition of creativity and originality. AI can play a role as a creative assistant, helping authors overcome writer's block or explore new narrative directions. This ability of AI to imitate the style of existing authors or to generate original content poses the question of authenticity and originality in literature. The importance of the AI problem is to forecast our scenarios of the intelligent future, and that of artistic literature – to represent the various scenarios of this development, with its ups and downs.

KEYWORDS: Artificial Intelligence, Human Intelligence, literature, creativity, originality

PUTINA, Dorina
University Lecturer, Alecu Russo Balti State University, Republic of Moldova

Key Factors of Formative Assessment at the Beginning of the Teaching Career in the Era of Digital Education

ABSTRACT: The beginning of the teaching career represents a critical stage for the internalization of professional values and evaluation practices. In the context of digital education, formative assessment emerges as a key driver in shaping reflective and adaptive teaching. Research shows that clear learning intentions and success criteria, combined with timely feedback, significantly enhance novice teachers' professional growth. Moreover, digital platforms support continuous evidence-based assessment, allowing real-time monitoring of students' progress. However, the effective implementation of formative assessment depends on teachers' self-efficacy and institutional cultures that encourage mentoring and collaborative learning. Bandura's social-cognitive theory highlights that professional identity is constructed through observation, modeling, and reflexive practice within communities of practice. Therefore, the integration of ongoing formative evaluation in the early years of teaching requires both technological competence and a supportive pedagogical ecosystem that fosters critical thinking, the development of competences for generating and interpreting formative feedback, and professional autonomy.

KEYWORDS: Early Career Teachers, Professional Identity Development, Digital Education

RĂCIULA, Ludmila
University Assistant, Alecu Russo Balti State University, Republic of Moldova

Connecting Worlds, Adapting Lessons: Designing Online Intercultural Communication Modules for Global Impact and Local Relevance

ABSTRACT: Online intercultural communication education must seek balance between local authenticity and global accessibility in a society that is becoming more interconnected. This presentation will examine strategies for creating digital learning modules that address both general and context-specific learner demands. Instead of using a uniform approach, the proposed model incorporates three complementary layers: (1) Universal Foundations, which uses standardized, easily accessible digital content to deliver key theories and frameworks of intercultural communication (like Hofstede's cultural dimensions and Hall's context theory); (2) Localized Contextualization, which uses adaptive technologies to curate case studies and examples specific to a given region to ensure cultural relevance; and (3) Learner-Driven Application, which involves participants analyzing real-world intercultural situations from their own environments. In order to ensure that cultural diversity is not only represented but actively produced through participation, the author also looks at collaborative instructional design through context-sensitive feedback, global peer exchanges, and localized trainer adaption. The goal of this pedagogical design is to convert online intercultural training from globalized, abstract theory into individualized, experiential learning that fosters competence and empathy in a variety of learning environments.

KEYWORDS: Intercultural communication, online learning design, localization in education, global classrooms, teacher development

RAMONA, Mihaila
Dimitrie Cantemir Christian University, Bucharest, Romania

Invisible Nodes: Using AI to Uncover 19th Century European Networks of Female Translators

ABSTRACT: This article intends to recover the largely unseen networks that enabled women translators to circulate texts across nineteenth-century Europe. We assemble a multilingual corpus of paratexts, periodicals, catalogues, and letters, then combine OCR, layout-aware parsing, NER, and VIAF/Wikidata record linkage in a human-in-the-loop pipeline. It models translator, author, publisher, periodical, place, and language ties as temporal, multilayer networks to identify brokers, gatekeeping hubs, and cross-border routes of circulation. Case studies across Francophone, Germanophone, Italophone, and Nordic–East European presses show overlooked intermediaries, "weak-tie" periodicals, and the ways women negotiated authorship, anonymity, and prestige through translation. We contribute a reproducible prosopographical workflow, a typology of translational roles (broker, bridge, relay, amplifier) quantified by temporal centralities, and an open dataset with an interactive atlas. Making these "invisible nodes" legible reframes translation as a collective, gendered infrastructure of European modernity.

ROTARU, Eugenia
Ion Creangă State Pedagogical University

Multimodal Usage of AI in Teaching English language as a Foreign Language

ABSTRACT: English as a Foreign Language (EFL) field is one of the leading educational domains which started embedding AI (Artificial Intelligence) integration as an essential part of its process. The present paper distinguishes the multimodal usage of AI in EFL teaching, making comparisons between classical and multimodal pedagogy, educational technology and academic research in applied linguistics. Multimodality is defined as the usage of various communicative modes likewise image, text, sound, video, gesture which strengthens linguistic cognition and creation of multiple sensory and cognitive canals by securing their usage. Adaptability, interaction and personification are the learning experiences which reflect and adapt authentic communication if combined with AI. The present paper presents key pedagogical concepts highlighting inclusion of the multimodal AI-based instructions, which include mode alignment, learners' active participation in the process, evaluation and self- evaluation as well as instant feedback and multimodal literacy. AI-driven VR (Virtual Reality) classrooms, immersive learning and multimodal chatbots are the practical applications which are discussed and examined apace with the challenges of modern technology (data privacy, teacher volubility, accessibility, and methodological reproach, etc.). Integrating AI into the educational field represents an absolutely crucial milestone for the more responsive, inclusive and contextually rich EFL education.

KEYWORDS: EFL Teaching, Educational Technology, Pedagogy, AI (Artificial Intelligence), Multimodality

RUSNAC, Constantin
The Stefan cel Mare Academy of the Ministry of Internal Affairs,
Republic of Moldova

The Dangers of Artificial Intelligence - Legislative Vacuum

ABSTRACT: The rapid advancement of artificial intelligence (AI) has generated both unprecedented opportunities and complex ethical, social, and legal challenges. This paper examines the dangers arising from the insufficient regulation of AI technologies, emphasizing the existence of a legislative vacuum that undermines legal certainty, accountability, and human rights protection. The study analyzes key risks associated with AI systems, including algorithmic bias, data misuse, privacy violations, and the potential for autonomous decision-making beyond human control. Particular attention is given to the implications of this regulatory gap within the Republic of Moldova, where the absence of comprehensive legal frameworks limits institutional capacity to address emerging AI-related issues. Drawing on comparative perspectives from the European Union and international law, the paper highlights the urgent need for a coherent and adaptive legislative approach capable of balancing innovation with ethical responsibility. The findings suggest that establishing legal mechanisms for transparency, oversight, and liability is essential to prevent abuses and ensure that AI development aligns with democratic values and human dignity. The legislative regulation of AI is therefore not only a legal necessity but a prerequisite for sustainable technological and societal progress.

KEYWORDS: artificial intelligence, legislative gap, ethical regulation, data protection, legal responsibility

RUSNAC, Felicia
University Assistant, PhD student, Institute of Physical Education and Sports/SUM, Chisinau, Republic of Moldova

The Role of Artificial Intelligence in Optimizing Post-Traumatic Knee Joint Recovery Protocols

ABSTRACT: The integration of artificial intelligence (AI) into post-traumatic knee joint rehabilitation represents a significant advancement in personalized medicine and physiotherapy. This paper explores how AI-driven technologies—such as machine learning algorithms, predictive analytics, and wearable sensors—enhance the precision and efficiency of recovery protocols after knee injuries. By analyzing large datasets of patient progress, AI systems can identify optimal exercise regimens, predict potential complications, and adjust therapy intensity in real time. Moreover, AI tools facilitate early detection of abnormal recovery patterns and improve patient adherence through interactive feedback platforms. The study emphasizes the role of AI in bridging clinical expertise with data-driven decision-making, ultimately shortening recovery time and improving functional outcomes. Ethical considerations and the importance of clinician oversight are also discussed. The findings highlight that AI-based rehabilitation models can revolutionize traditional recovery methods, offering a more adaptive, efficient, and patient-centered approach to post-traumatic knee joint recovery.

KEYWORDS: Artificial intelligence, knee joint rehabilitation, post-traumatic recovery, machine learning, personalized therapy

RUSOV, Veronica
Alecu Russo State University of Bălți, Republic of Moldova

Innovating Educational Mentoring Practices Through Digital Tools

ABSTRACT: The relevance of this research lies in the contradiction between the theoretical recognition of mentoring as an effective tool for improving the quality of education and pedagogical work, and the insufficient use of digital resources in current mentoring practices. In the context of the accelerated digital transformation of education, there is a growing need to redesign traditional mentoring models by integrating technological tools that enhance communication, collaboration, and continuous professional support. Digital or distance mentoring contributes to an intensive exchange of information, diversified synchronous and asynchronous interaction formats, and the provision of prompt and personalized assistance. The purpose of this article is to analyze current experiences and the innovative potential of educational mentoring practices through the use of digital resources and platforms, aiming to foster teachers' professional competences and strengthen collaborative learning communities.

KEYWORDS: educational mentoring, online mentoring, professional development, digital tool

SACNANAS, Ana Mae
Student, Negros Oriental State University, Philippines

Perceptions Toward the Use of ChatGPT among Science Majors Students of the College of Teacher Education at Negros Oriental State University - Main Campus I

ABSTRACT: This study examined the perceptions and usage of ChatGPT, a generative artificial intelligence tool, among Bachelor of Secondary Education (BSED) Science students at Negros Oriental State University Main Campus I. With AI technologies increasingly integrated into education, it was important to understand how future educators engage with such tools. Using a descriptive-correlational design, the study involved 93 BSED Science students who answered a validated questionnaire. Data were analyzed using frequency, mean, and Spearman's rank-order correlation. Results showed that most students demonstrated strong digital readiness, owned multiple devices, and frequently used the internet for academic purposes. They generally held positive perceptions of ChatGPT, recognizing its usefulness in writing, research, and lesson comprehension. Despite these benefits, they also acknowledged its limitations, including accuracy issues, ethical concerns, and overdependence, reflecting a balanced perspective. Cramér's V analysis revealed negligible to slight associations between demographic characteristics and students' perceptions and usage of ChatGPT. Among variables, sex and internet usage frequency showed the most notable relationships, suggesting that access-related factors slightly influence engagement with the tool. Overall, the findings underscore the importance of digital access and responsible use in shaping students' interaction with AI technologies.

KEYWORDS: ChatGPT, Artificial Intelligence, Student Perception, Digital Readiness, Science Education

SAULEA, Dan George
University Lector, Lower Danube University, Romania

Contextualizing the Use of Artificial Intelligence in Sports Training Curricula: Pros and Cons

ABSTRACT: The integration of Artificial Intelligence (AI) into sports training curricula is transforming how athletes learn, perform, and are evaluated. AI technologies such as motion tracking, predictive analytics, and virtual coaching systems allow for personalized training programs and real-time performance feedback. By analyzing large datasets, AI can identify biomechanical patterns, prevent injuries, and optimize training loads more efficiently than traditional methods. These advantages make AI a valuable tool for coaches and sports educators, enhancing both athlete development and curriculum design. However, the increasing reliance on AI also presents several challenges. Ethical issues arise concerning data privacy, algorithmic bias, and the potential dehumanization of coaching processes. Moreover, the high cost of AI technologies and the need for specialized technical skills can create inequalities between institutions. Therefore, while AI holds great promise for innovation in sports education, its implementation must be carefully contextualized, balancing technological efficiency with pedagogical integrity and ethical responsibility.

SAVA, Anastasia
Ion Creangă State Pedagogical University, Republic of Moldova

Digital Contexts for Multilingual Education: AI Tools in Content and Language Integration

ABSTRACT: The rapid evolution of Artificial Intelligence has opened new perspectives for multilingual and interdisciplinary education. Within the CLIL (Content and Language Integrated Learning) framework, AI tools enable teachers to personalize learning pathways, design adaptive materials, and promote intercultural communication. This paper explores how digital contexts transform language learning environments by integrating content knowledge, linguistic competence, and cognitive engagement. Through examples of AI-driven applications—such as intelligent tutoring systems, automated feedback, and generative learning resources—the study highlights the potential of technology to foster learner autonomy and creativity. Particular attention is given to the ethical and pedagogical implications of AI in multilingual settings, emphasizing the balance between human mediation and machine assistance. The research proposes a model of AI-enhanced CLIL pedagogy aimed at developing critical, communicative, and intercultural competences essential for the digital age.

KEYWORDS: artificial intelligence, multilingual education, CLIL pedagogy

SCHIOPU, Lucia
Ion Creangă State Pedagogical University, Republic of Moldova

Cognitive, Behavioral, and Educational Implications of Digital and Print Reading

ABSTRACT: Reading practices are changing as people move from printed pages to digital screens in both daily and professional life. Digital reading involves navigating, interpreting, and integrating information from multiple online sources, replacing traditional linear reading. According to Coiro (2020), effective digital reading includes cognitive, strategic, and self-regulated dimensions that help readers build meaning. Other authors, such as Leu et al. (2019), highlight its social, participatory, and collaborative aspects, showing that online reading is also shared and interactive activity. However, studies reveal challenges in this domain, such as shallow processing, digital amnesia, and the illusion of learning caused by fast and distracted reading. Scholars like Wolf and Baron suggest that developing a "bi-literate brain" can help readers balance deep print reading with quick digital reading for better comprehension, which will be elaborated in this paper, along with other implications.

KEYWORDS: digital reading, online reading, print reading, ethics of reading

SIPOS, George T.
Associate Professor, West University of Timișoara, Romania

Digital Humanities, AI and Teaching Japanese Culture

 ABSTRACT: The study of Japanese culture and literature has benefitted from the expansion of Digital Humanities and usage of digital resources databases for at least 15 years now, with numerous feudal and modern literary and cultural sources being made available by various organizations. From the excellent trove of literature gathered by the Aozora group to databases of newspapers and archives and museum collections, Japanese sources are now more available than ever. On the other hand, AI is only now emerging as a potential resource, with its good and bad features. The current presentation will offer a quick look at where AI in Japanese studies might be going and whether it will substantially change the way we teach and research Japan.

KEYWORDS: digital humanities, Japan studies, AI, databases

SIROTA, Elena
Alecu Russo Bălți State University, Republic of Moldova

Using Innovative Technologies to Enhance the Efficiency of the Educational Process

ABSTRACT: This paper examines the application of innovative technologies in the educational process to enhance its effectiveness. It identifies the importance of optimally implementing various pedagogical innovations in teaching, and examines the use of methods and techniques for leveraging the creative potential of pedagogical innovations. It analyzes international experience in innovative educational practices, highlighting the priorities of hybrid learning compared to other types, as well as the possibilities of implementing pedagogical innovations in hybrid education to optimize the learning process. It also establishes criteria for selecting innovative technologies. An attempt is made to identify the dominant conditions for the successful implementation of innovative activities of the teacher.

KEYWORDS: innovative technologies, hybrid education, educational process, teaching activity

SOBOL, Aliona
Associate Professor, State University of Moldova, Republic of Moldova

Using the Microsoft Bing AI Tool in Teaching Romanian as a Foreign/Non-native Language

ABSTRACT: The present study investigates the pedagogical potential of Microsoft Bing AI as a digital instrument in teaching Romanian as a foreign or non-native language. The research aims to examine how artificial intelligence, particularly the Bing Image Creator and Chat components, can support the development of linguistic, communicative, and intercultural competences. The main objectives are to integrate AI-assisted tools into instructional design, to enhance lexical and productive language skills, and to assess the motivational and cognitive outcomes of AI-mediated learning. The methodology combines qualitative analysis with experimental classroom activities involving international learners of Romanian. Participants engage in tasks that require generating AI-based visual or textual outputs related to Romanian cultural and linguistic themes, followed by structured discussions and reflective writing exercises. Preliminary results indicate that the integration of Bing AI stimulates learner creativity, increases linguistic awareness, and promotes active engagement. These findings highlight the relevance of artificial intelligence as a complementary pedagogical tool within contemporary approaches to digital and intercultural language education.

STANIĆ, Tamara, BLATEŠIĆ Aleksandra
Faculty of Philosophy, University of Novi Sad
Department of Italian and Ibero-American Studies

Didactics of Italian as a Foreign Language through Artificial Intelligence: Enhancing the Effectiveness of Personalized Feedback

ABSTRACT: Artificial Intelligence (AI) is radically transforming the glottodidactics of Italian as a foreign language (LS), offering opportunities to overcome traditional didactic limitations. Tools such as chatbots and intelligent tutors enable personalized learning pathways and continuous language practice. AI plays a key role in error analysis and in providing immediate and targeted feedback, supporting the development of oral and written skills through simulations and the automatic creation of authentic materials (Hamdani, 2024). However, its integration requires reflection on ethical challenges and the need for transparency. It is crucial that AI be used as a support tool for teachers of Italian, rather than as a replacement, while establishing a regulatory framework that ensures responsible use and makes the learning of Italian LS more effective and inclusive. This paper aims to highlight the effectiveness of feedback provided by AI in teaching Italian as a foreign language at the university level, while also emphasizing that the use of AI tools requires careful data management in compliance with privacy and ethical standards in higher education. The corpus used in this research includes teaching materials employed in Italian language classes for foreign learners at the Faculty of Philosophy, University of Novi Sad, as well as student works (essays, homework, tests), with the goal of analyzing linguistic patterns within the teaching process. These sources allow for an examination of the potential and limitations of applying artificial intelligence in the processing of educational content and student output activities.

KEYWORDS: Artificial Intelligence (AI), Italian as a Foreign Language, Ethical Standards, Feedback, University Teaching, Language Competence

ȘOVA, Tatiana
Associate Professor, Alecu Russo Balti State University, Republic of Moldova

Educational Mentorship Within the Green and Digital Transition of Education

ABSTRACT: The green and digital transition of education leads to a profound reconfiguration of the processes of teacher training and professional development. In this context, educational mentoring becomes a strategic approach for supporting teachers and students in adapting to societal changes. The article highlights the mentor's role as a facilitator of collaborative learning and of the transfer of good practices related to the integration of green and digital technologies into the educational process. Based on an interdisciplinary theoretical and methodological approach, the study emphasizes the correlations between the mentor's competences, digital skills, and the ecological culture of teachers. The research results reveal that mentoring grounded in green and digital values contributes to the development of a sustainable organizational culture, the creation of communities of practice, and the strengthening of institutional resilience. The paper argues for the need to design a mentor training model capable of promoting pedagogical innovation, critical thinking, and social responsibility within the systemic transformations generated by the green and digital transition.

KEYWORDS: educational mentoring, green transition, digital transition, digital competences, communities of practice

STANCIU, Nicolae**, DOEZE JAGER VAN VLIET**, Sandra
Netherlands Business Academy, Netherlands

Artificial Intelligence and Neuroscience in Learning and Using Languages in Business Communication

ABSTRACT: In the digital age, business communication is undergoing a transformative shift driven by advances in artificial intelligence (AI) and neuroscience. These interdisciplinary fields are revolutionizing language acquisition, multilingual communication, and cultural adaptation in global commerce. This paper explores the intersection of AI and neuroscience in enhancing language learning and its application in business communication. It highlights how neural network models, brain-inspired algorithms, and cognitive neuroscience findings are improving both machine-mediated and human language use in professional contexts.

KEYWORDS: business communication, digital, artificial intelligence, neuroscience

STANȚIERU, Oxana
University Lecturer, Alecu Russo Balti State University, Republic of Moldova

AI and the Narrative of the Self: Redefining Authenticity in Memoir Literature

ABSTRACT: The presentation explores the intersection of artificial intelligence (AI) and autobiographical literature, focusing on how AI reshapes the narrative of the self and challenges traditional notions of authenticity in memoirs. Autobiographies and personal journals have long served as mediums through which individuals construct and communicate their identities, balancing factual events with subjective interpretation. Recent advances in natural language processing and machine learning enable AI to analyze, interpret, and even generate autobiographical texts, offering new perspectives on memory, style, and emotional expression. The involvement of AI introduces complex questions of authenticity, particularly concerning the preservation of an author's voice and lived experience in machine-generated continuations of personal narratives, as well as the ethical responsibilities that accompany such interactions. This study examines these issues, highlighting both the potential and the limitations of AI in life writing. By reconsidering the boundaries between human memory and algorithmic interpretation, it prompts a re-evaluation of what constitutes an "authentic" narrative of the self.

KEYWORDS: Autobiographical literature, authenticity, life writing, narrative identity

STANȚIERU, Oxana
University Lecturer, Alecu Russo Balti State University, Republic of Moldova

Ethical Implications of AI in Literary Education

ABSTRACT: The integration of artificial intelligence (AI) into literary education opens exciting possibilities for enhancing student engagement and analytical skills, yet it also raises complex ethical questions. AI tools can support learners in interpreting texts, generating writing prompts, or even suggesting stylistic improvements, offering personalized guidance that was once impossible in traditional classrooms. However, the growing dependence on these technologies' risks diminishing students' creative thinking and interpretative agency if not carefully managed. This study examines the ethical dimensions of AI in literature classrooms, focusing on issues such as algorithmic bias, intellectual property, and the potential for unintentional plagiarism. It also considers how AI may shape students' understanding of authorship, authenticity, and critical engagement with texts. By highlighting both the opportunities and the moral challenges, this paper encourages educators to adopt AI tools thoughtfully, balancing technological innovation with the cultivation of human creativity and critical reflection. Ultimately, it advocates for an ethical framework that ensures AI enriches rather than replaces the experience of learning and interpreting literature.

KEYWORDS: Literary education, ethics, critical thinking, creativity

SURĂȚEL, Vera
Ion Creangă State Pedagogical University, Republic of Moldova

Traditional Animation Techniques and their Positive Impact on Children's Concentration Skills

ABSTRACT: This article examines the influence of traditional animation techniques on the development of children's ability to concentrate. The study is based on two experimental animation workshops (on drawing and sound) designed for two different age groups: 8–10 and 11–13 years. The aim of the experiment is to create the technical and emotional conditions in which children gradually produce a 30-second animation, going through all stages of the creative process — from constructing and resolving the narrative arc to drawing and multiplying images, editing, and creating the corresponding sound background. In line with the perspective of author Dumitru Carabăț, who defines cinema as a "discipline of conscious viewing," the animation process becomes a form of attention education, where concentration develops both organically and systematically, driven by the motivation to bring a story to life. The evaluation following the workshops aims to demonstrate and observe possible changes in how children understand and value the concepts of attention and creative effort. The results seek to highlight a practical pedagogical method, inspired by the cinematic language, through which artistic creation also becomes an exercise in mental discipline for children.

KEYWORDS: traditional animation, concentration, sustained attention, cognitive development, cinematic language

TALPĂ, Svetlana
Associate Professor, Ion Creanga State Pedagogical University of
Chisinau, Republic of Moldova

The Dance Teacher and Emotional Culture: Essential Evaluation Criteria

ABSTRACT: Within artistic education, the dance teacher has a fundamental role not only in transmitting technical skills, but also in facilitating the development of students' emotional dimensions. Emotional culture, understood as the set of values, attitudes and affective behaviors expressed and promoted in the educational environment, becomes an essential benchmark in assessing the quality of the teaching process. Evaluating teachers from the perspective of emotional culture involves defining and applying relevant criteria, such as empathy, emotional intelligence, the capacity for emotional self-regulation, artistic sensitivity and the management of interpersonal relationships in the educational context. These dimensions directly influence the efficiency of the learning process, the well-being of students and the depth of artistic expression. The paper highlights the essential criteria for evaluating teachers from the perspective of emotional culture, emphasizing the importance of integrating this conceptual framework in the teachers' training and professional development programs in the field of performing arts.

KEYWORDS: emotional culture, dance teacher, evaluation criteria, emotional intelligence

TAP, Elena
Ion Creangă State Pedagogical University, Republic of Moldova

Artificial Intelligence in Academic Assessment: Towards Automated and Personalized Feedback Models

ABSTRACT: The integration of Artificial Intelligence (AI) into academic assessment is reshaping traditional evaluation practices, introducing new possibilities for automation, personalization, and efficiency. This article examines the potential of AI-driven systems to generate automated and adaptive feedback models that enhance the learning experience and support individualized student development. Drawing on recent research and case studies, the paper analyzes how machine learning algorithms and natural language processing can be applied to assess written work, track progress, and provide formative feedback in real time. While emphasizing the benefits of consistency, scalability, and data-informed insights, the study also critically addresses ethical concerns related to bias, transparency, and the human dimension of assessment. The findings advocate for a balanced integration of AI tools with pedagogical expertise, proposing a framework for responsible implementation that maintains academic integrity and fosters meaningful, personalized feedback in higher education contexts.

KEYWORDS: Artificial Intelligence, academic assessment, automated feedback, personalized learning, higher education

TITA, Silvia
Carol Ann Bennet-Vallès Assistant Professor of Art History and Visual Culture, Michigan State University, U.S.A.

Challenging AI in Writing about Art

ABSTRACT: This article explores the possibilities and limitations of Artificial Intelligence as a tool for art historical interpretation. Drawing on my work at the intersection of early modern visual culture and digital humanities, I examine how AI-generated descriptions often fall short in grasping the contextual, affective, and political nuances essential to understanding artworks, particularly those embedded in cross-cultural and historical exchanges. By comparing machine-produced narratives with human scholarly analysis, I argue that while AI can support data processing and pattern recognition, it lacks the interpretive depth and cultural sensitivity that stem from lived experience and disciplinary expertise. I propose a collaborative framework that positions AI as an assistive resource rather than a replacement for the critical, reflective, and ethical dimensions of art writing. In doing so, I affirm the enduring importance of the human scholar in navigating the complexities of visual culture in a digital age.

KEYWORDS: artificial intelligence, art interpretation, digital humanities, visual culture, humanistic scholarship

TOPOR, Gabriella, **TIMBALIUC**, Elena
Associate Professor, Ion Creangă State Pedagogical University, Republic of Moldova

Teaching Russian in the Digital Age: Between Philological Tradition and Technological Innovation

ABSTRACT: The article examines theoretical-methodological and applied issues of teaching Russian in the digital age, where a resilient philological tradition enters into a productive yet ambivalent interaction with technological innovations. Drawing on a systematization of scholarly literature and an analysis of contemporary educational practices, the author explores the potential of corpora, distance and blended-learning platforms, automated assessment tools, adaptive systems, and multimodal materials to enhance university students' language training. Special attention is given to preserving the methodological depth and text-centeredness of the philological approach amid digital fragmentation, as well as to the ethical and pedagogical risks associated with the use of big data and algorithmic instruments. An integrative model is proposed that combines classical philological methods (text-centric analysis, comparative methodology, critical reading) with digital practices (corpus-based analysis, project-oriented learning, and development of digital literacy). The conclusion offers practical recommendations for instructors: strengthening digital competence, designing balanced instructional scenarios, and adopting appropriate assessment formats aimed at fostering students' analytical and communicative competencies.

KEYWORDS: Digital literacy, philological tradition, corpus analysis, multimodal materials, automated assessment

TRAN, Luan
Xpert English Center, IELTS and TESOL trainer, Vietnam

Education for Sustainable Development: A Case Study of a Volunteer EFL Teacher

ABSTRACT: In our demanding world, incorporating sustainable development issues into lessons is not an easy task, and it is even more difficult when teaching students with disabilities. The main purpose of this study is to explore a volunteer teacher's challenges and strategies regarding Education for Sustainable Development (ESD). A semi-structured interview was conducted with a volunteer teacher who teaches English to the blind at an orphanage in Ho Chi Minh City, Vietnam. The findings showed that she faced several considerable challenges, including a lack of proper training, a lack of standard resources, and the blind students' visual limitations. In order to overcome these difficulties, several strategies were employed, such as searching for information on the internet, seeking advice from experienced teachers, and relating lesson knowledge to sustainable development issues. The implication is to call for educational policies that ensure high-quality training programs, accessible resources and special attention to students with special needs.

KEYWORDS: English language, Sustainable Development

TRIFAN, Mihaela-Claudia
Lecturer, Petroleum and Gas University of Ploiesti, Romania

Mistakes Caused by Using AI Tools in Papers and Presentations Made by Romanian Students

ABSTRACT: The presentation will focus on analyzing the most common mistakes made by Romanian undergraduate students who used AI tools to write papers and presentations about literature, culture and civilization over the years 2023-2025 in the Petroleum-Gas University of Ploiești. The two parts of the presentation will identify and analyze separately mistakes related to the content of the papers and language or stylistic mistakes. In some respects, one can notice that language mistakes made by AI tools are similar to those made by students who learn Romanian as a foreign language. Besides the small language or context errors, which are understandable for machines and can be avoided after a careful review of the papers, we aim at warning about a more serious phenomenon, the fabrication of research sources with the purpose of being used in graduation theses. We consider that type of forgery is difficult to track down because it looks genuine and can be noticed only by experienced readers, who know the subject matter very well and can spend time comparing each quotation with the original text.

KEYWORDS: AI mistakes, language errors, fake citations, fabrication

TRINCA, Lilia
Associate Professor, Alecu Russo Balti State University, Republic of Moldova

Cultural Connotations in Romanian Temporal Idiomatic Expressions and Their Artificial Intelligence Applications

ABSTRACT: The research examines a corpus of approximately 150 Romanian proverbs and idiomatic expressions that convey conceptions and values related to time, with the main objective of identifying the cultural and cognitive dimensions embedded in the idiomatic structure of the language. The study aims to highlight how the perception of time, rooted in the Romanian collective experience, is reflected in proverbial language, thereby contributing to the definition of a unified cultural image of temporality. The applied methodology combines semantic, cognitive, and ethnolinguistic analysis, drawing on interpretive models derived from conceptual metaphor theory and pragma-linguistics studies. The results revealed a high frequency of metaphorical structures based on personification, cyclicity, and the moral relationship between humans and time. Romanian proverbs tend to associate time with ideas of moderation, wisdom, and inevitability, reflecting balanced attitudes between fatalism and action. The analysis also emphasized the relevance of these constructions for applied research in natural language processing, as they provide culturally grounded interpretive models that can be integrated into artificial intelligence systems to achieve deeper contextual understanding of Romanian language use. Consequently, the study contributes to the development of an interdisciplinary perspective on the relationship between language, culture, and contemporary cognitive technologies.

KEYWORDS: Conceptual metaphor theory, cognitive-cultural modelling, temporal conceptualization, ethnolinguistic analysis, idiomatic semantics

ȚURCAN, Lilia
Associate Professor, Ion Creangă State Pedagogical University of Chisinau, Republic of Moldova

The Role of Digital Education in Preventing Student Aggression in Online and Offline Environments

ABSTRACT: This article explores the role of digital education in preventing aggressive behavior among students and highlights its importance in fostering safe and supportive learning environments. Digital education, encompassing digital literacy, responsible online behavior, and socio-emotional learning, equips students with the knowledge, skills, and strategies necessary to manage conflicts constructively, navigate digital environments safely, and respond adaptively to social and academic challenges. A growing body of evidence indicates that integrating digital education into school curricula can significantly reduce incidents of cyberbullying, verbal aggression, and other forms of hostile interpersonal behavior by promoting self-regulation, empathy, and critical reflection on the consequences of one's actions. In addition, digital education enhances students' awareness of ethical norms, encourages prosocial engagement, and supports the development of a positive school climate by enabling the early recognition of aggressive behaviors and the implementation of timely preventive strategies. By combining technological competence with emotional and social skill development, digital education provides a comprehensive and multidimensional framework for promoting respectful, safe, and constructive interactions across both physical and virtual learning environments.

KEYWORDS: digital education, student aggression, cyberbullying, social-emotional learning, preventive strategies

UDO USIERE, Akpan
Lecturer, Topfaith University, Nigeria

Philosophies Of Digital Literacy and Contexts of Artificial Intelligence: Evaluating Prospects of Virtual Education in African Universities

ABSTRACT: This work was on philosophies of digital literacy and contexts of artificial intelligence by evaluating prospects of virtual education in African Universities. The scope was limited to students of University of Lagos (UNILAG), Nigeria, University of Nairobi, Kenya University of Cape Town (UCT), South Africa, University of Ghana, Legon Ghana making total Student Population of 176,000. The objectives were to find out the proportion of lecturers acquainted with digital teaching methods in African universities; the acceptability level of artificial intelligence among lecturers in African universities; the frequency of adopting virtual learning among lecturers in African universities. The population of research was estimated at 5,127 lecturers with a sample size of 642 while the method of research was online survey using questionnaire as the instrument. The findings showed that 412 or 64 percent of lecturers are not acquainted with digital teaching method. The research conclusion was that digital learning has penetrated only a small fraction of educational institutions in Africa. The need to prioritize digital literacy among lecturers was is recommended, to enhance teaching and transfer of knowledge to students in the debut of artificial intelligence era.

KEYWORDS: artificial, digital, literacy, prospects, virtual

ULICAN, Maria
National Agency for Equal Opportunities between Women and Men, Romania

The Role of Artificial Intelligence in Preventing and Combating Domestic Violence in Romania

ABSTRACT: Domestic violence continues to represent a major social issue in Romania, affecting thousands of individuals each year despite legislative progress and awareness campaigns. At the national level, the free helpline 0800 500 333, managed by the National Agency for Equal Opportunities between Women and Men (NAEO), provides support for victims of domestic violence, gender-based discrimination, and human trafficking. The service offers counseling, psychological assistance, and guidance toward specialized institutions. In recent years, the number of calls has increased significantly, reflecting greater trust of victims in public authorities. In addition to the helpline, the NAEO website features an interactive chat box, where individuals affected by domestic violence can report incidents in real time, benefiting from confidentiality and immediate assistance from specialists. These digital tools help create an accessible and continuous support system tailored to victims' needs. This paper analyzes how artificial intelligence (AI) can improve and expand the effectiveness of such intervention mechanisms through technologies such as predictive analytics, natural language processing, and machine learning. When properly implemented, artificial intelligence can become a strategic tool for preventing domestic violence, enabling a rapid, personalized, and coordinated response among institutions and strengthening Romania's capacity to protect victims and effectively combat this phenomenon.

KEYWORDS: Artificial Intelligence, Domestic Violence, Prevention, Romania, Gender Equality, NAEO

VALEK, Frozina
Student, University of Novi Sad, Faculty of Philosophy

Using Digital Tools in the Teaching of the Latin Language

ABSTRACT: The Latin language in today's secondary schools belongs to a subject that is difficult, passive and seemingly monotonous. In high schools, when it comes to the teaching of the Latin language, in addition to standard grammar, according to the curriculum assigned by the Ministry of Education, students learn the culture and civilization of the ancient Romans, history and Roman literature. When it comes to grammar, there are various interactive digital tools that students and the teacher use in class, and when it comes to history, culture, civilization and literature, films, various documentary videos, video processing, and presentations are used more. The mission of every teacher who manages the atmosphere in the classroom is to succeed in making every student active in the class, to participate in the lesson, not to be a listener but a participant in the realization of the lesson. This work will show which digital tools are used in Latin language classes and how important they are for today's students. With their help, students acquire active knowledge and not passive knowledge. Thanks to digital tools, learning Latin becomes more interesting, more effective, easier and more creative.

KEYWORDS: digital tools, Latin language, teaching, culture and civilization

VARZARI, Elena
University Assistant, Alecu Russo Balti State University, Republic of Moldova

Designing Context-Aware Learning Environments for Translator and Interpreter Education

ABSTRACT: Digital transformation and artificial intelligence are redefining how translation and interpreting are taught and learned. Traditional classroom methods often fail to capture the complexity, time pressure, and cultural nuance of real professional settings. This presentation examines how context-aware learning environments, supported by AI and immersive technologies, can make translator and interpreter education more adaptive, authentic, and engaging. Drawing on examples from adaptive translation platforms, intelligent feedback systems, and VR (Virtual Reality) and AR (Augmented Reality) interpreting simulations, it shows how technology can personalize learning, respond to individual progress, and recreate realistic multilingual scenarios. These environments help students develop not only linguistic and technical competence, but also the ability to make informed decisions, manage stress, and act ethically in dynamic communicative contexts. The presentation also reflects on the human dimension of digital education, highlighting the importance of critical thinking, creativity, and emotional intelligence in an AI-supported classroom. Participants will gain practical ideas for integrating AI-driven personalization and immersive simulation into translator and interpreter training while keeping pedagogy and ethics at the center.

KEYWORDS: translator education, interpreter training, artificial intelligence, context-aware learning, immersive technologies

YAVUZ, Tatiana

Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova

The Digital Logos: Philology, AI, and the Future of Textual Understanding in English Education

ABSTRACT: This paper explores the indispensable role of philology—the critical study of language and text in its historical and cultural context — as a necessary anchor for advancing digital education, a must of the decade. The present article contends that while Artificial Intelligence (AI) excels at generating and processing digital content, it fundamentally lacks the capacity for nuanced humanistic interpretation. Drawing from the specific perspective of an English teacher in a Moldovan university setting, this paper examines how the philologist's expertise is crucial for grounding AI-mediated instruction. The discussion evaluates AI as the "new scribe," outlining pedagogical strategies that integrate AI tools while maintaining rigorous standards of textual authenticity and authorship. Ultimately, the paper argues that the English teacher's mission is shifting from transmitting knowledge to becoming a curator of context. This ensures that critical reason and deep textual understanding remain the cornerstone of higher education amidst rapid technological transformation.

ZAIMI, Aksa
Student, University of Novi Sad, Serbia

Artificial Intelligence in Education as a New Cultural Industry

ABSTRACT: This paper analyzes artificial intelligence in education as a new cultural industry, highlighting its technological, cultural and social implications in the modern digital age. Through the theoretical framework of cultural industries, algorithmic culture and digital colonialism, the processes of production, distribution and commercialization of educational content driven by AI technologies are going to be explored. Other issues that are to be addressed include cultural and linguistic marginalization, the issue of identity, control of knowledge, as well as social inequalities that AI can deepen in the educational system. The paper also presents key ethical challenges related to transparency, privacy, bias and professional autonomy of teachers and professors. Finally, the paper offers recommendations for the development of inclusive, culturally aware and ethically responsible AI educational systems through interdisciplinary collaboration and regulation. The goal of the paper is to encourage a critical approach to the development and application of artificial intelligence in education, so that it serves to improve educational practices and preserve cultural diversity.

KEYWORDS: Cultural industries, digital literacy, inclusivity

Partner Institutions:

Alexandru Ioan Cuza University of Iași
Free International University of Moldova, Chișinău
Ion Creangă State Pedagogical University of Chișinău
Free International University of Moldova (ULIM)
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Grigore T. Popa University of Medicine and Pharmacy of Iași
Kutaisi University, Georgia
Romanian Language, Culture and Civilization Lectorship of the
Romanian Language Institute (ILR), Bucharest, at Comrat State
University
Technical University of Cluj-Napoca
Institute of Physical Education and Sport, Chișinău
Izmail State University, Ukraine