



FREE INTERNATIONAL UNIVERSITY OF MOLDOVA



**FACULTY OF SOCIAL AND EDUCATIONAL SCIENCES
DOCTORAL SCHOOL OF FREE INTERNATIONAL UNIVERSITY OF MOLDOVA**

Scientific Conference with International Participation

**THE CONTEMPORARY ISSUES
OF SOCIO-HUMANISTIC SCIENCES
16th Edition**



PROGRAM AND WORKING PAPERS

Chisinau, 12–13 March 2026

CHIȘINĂU, 2026

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**CONTEMPORARY ISSUES IN SOCIO-HUMANISTIC SCIENCES:
BETWEEN SOCIAL TRANSFORMATION, ACADEMIC RESPONSIBILITY
AND INTERNATIONAL COOPERATION**

Svetlana Rusnac

PhD in Psychology

Dean of the Faculty of Social and Educational Sciences

Free International University of Moldova

The XVIth Edition of the International Scientific Conference “The Contemporary Issues of Socio-Humanistic Sciences” takes place in a context marked by accelerated social transformations, the reconfiguration of interpersonal and institutional relationships, the expansion of digital technologies, and geopolitical challenges that profoundly influence both community life and the dynamics of the academic environment.

This year’s conference brings together an impressive international participation, strengthening its status as a platform for scientific dialogue among researchers, academics, doctoral candidates, master’s students, and practitioners from the Republic of Moldova, Romania, Ukraine, Poland, Estonia, Georgia, India, Israel, Pakistan, Hungary, the United States of America, and other academic spaces. The diversity of theoretical and methodological perspectives reflects the complexity of the issues addressed and confirms the necessity of an authentic interdisciplinary approach.

The conference program includes the Opening Session, two plenary sessions held over both days—structured in thematic formats and panel discussions—as well as parallel activities organized within four scientific sections that highlight major research directions in psychology, sociology, social work, educational sciences, and related fields. In addition, student panels and applied workshops create a dynamic framework for interaction between theoretical research and professional practice, between academic generations, and across cultural contexts.

A distinctive feature of this edition is the integration of thematic panels within the plenary sessions, allowing for an in-depth exploration of central topics such as family and social transformations, human relationships and cultural meaning, professional ethics, academic freedom, digitalization, and social responsibility. At the same time, the student panels reflect the intellectual maturity of young researchers and their commitment to integrity, deontology, and sustainability in technical, social, and educational domains.

The workshops organized over the two days complement the theoretical dimension through applied interventions focused on personal development, bullying prevention, social inclusion, social entrepreneurship, and emotional well-being. These activities reflect our faculty's commitment to a science that remains connected to community realities and to the concrete needs of society.

The conference is organized in collaboration with partner universities and faculties with whom we have long-standing academic relationships, as well as with institutions with which new partnerships have been recently established, thus expanding our international network of cooperation. These collaborations strengthen the exchange of best practices, academic mobility, and the development of joint research projects.

At a time when society is undergoing complex processes of redefining values, identities, and models of interaction, socio-humanistic sciences bear the responsibility of providing solid analytical instruments, coherent interpretative frameworks, and ethically grounded solutions. Through the themes addressed and the openness of international scientific dialogue, the XVIth edition of the conference contributes to consolidating an academic space oriented toward critical reflection, cooperation, and responsibility.

**PREOCUPĂRI CONTEMPORANE ÎN ȘTIINȚELE SOCIO-UMANISTE:
ÎNTRE TRANSFORMARE SOCIALĂ, RESPONSABILITATE ACADEMICĂ ȘI
COOPERARE INTERNAȚIONALĂ**

Svetlana Rusnac

Doctor în psihologie

Decan al Facultății Științe Sociale și ale Educației

Universitatea Liberă Internațională din Moldova

Ediția a XVI-a a Conferinței Științifice cu Participare Internațională „Preocupări contemporane ale științelor ale științelor socio-umane” se desfășoară într-un context marcat de transformări sociale accelerate, de reconfigurări ale relațiilor interumane și instituționale, de expansiunea tehnologiilor digitale și de provocări geopolitice care influențează profund atât viața comunităților, cât și dinamica mediului academic.

Conferința din acest an reunește o participare internațională impresionantă, consolidând statutul său de platformă de dialog științific între cercetători, cadre didactice, doctoranzi, masteranzi și practicieni din Republica Moldova, România, Ucraina, Polonia, Estonia, Georgia, India, Israel, Pakistan, Ungaria, Statele Unite ale Americii și alte spații academice. Diversitatea perspectivelor teoretice și metodologice reflectă complexitatea problematicilor analizate și confirmă necesitatea unei abordări interdisciplinare autentice.

Programul conferinței include sesiunea de deschidere, două ședințe plenare desfășurate în ambele zile, organizate în formule tematice și paneluri, precum și activitatea în patru secțiuni științifice distincte, care valorifică direcții majore de cercetare din psihologie, sociologie, asistență socială, științele educației și domeniile conexe. În plus, panelurile studențești și workshopurile aplicative creează un cadru dinamic de interacțiune între cercetarea teoretică și practica profesională, între generațiile academice și între spațiile culturale diferite.

Un element definitoriu al acestei ediții îl constituie integrarea panelurilor tematice în cadrul ședințelor plenare, ceea ce permite aprofundarea unor problematici centrale – familia și transformările sociale, relațiile umane și sensul cultural, etica profesională, libertatea academică, digitalizarea și responsabilitatea socială. În paralel, panelurile studențești evidențiază maturizarea discursului tinerilor cercetători și preocuparea lor pentru integritate, deontologie și sustenabilitate în domeniile tehnice, sociale și educaționale.

Workshopurile organizate în ambele zile completează dimensiunea teoretică prin intervenții aplicative dedicate dezvoltării personale, prevenției fenomenelor de bullying, incluziunii sociale, antreprenoriatului social și sănătății emoționale. Aceste activități reflectă angajamentul facultății noastre pentru o știință conectată la realitățile comunității și la nevoile concrete ale societății.

Conferința este realizată în colaborare cu universități și facultăți partenere cu care avem relații academice de durată, precum și cu instituții cu care au fost încheiate parteneriate recente, extinzând astfel rețeaua noastră de cooperare internațională. Aceste colaborări consolidează schimbul de bune practici, mobilitatea academică și dezvoltarea proiectelor comune de cercetare.

Într-o perioadă în care societatea traversează procese complexe de redefinire a valorilor, identităților și modelelor de interacțiune, științele socio-umaniste au responsabilitatea de a oferi instrumente analitice solide, cadre interpretative coerente și soluții fundamentate etic. Prin temele abordate și prin deschiderea internațională a dialogului științific, ediția a XVI-a a conferinței contribuie la consolidarea unui spațiu academic orientat spre reflecție critică, cooperare și responsabilitate.

PROGRAM OF THE CONFERENCE

Thursday, March 12, 2026

09:00-09:30 PARTICIPANT REGISTRATION

Mediateca ULIM, 4th floor

09:30-10:00 OPENING SESSION

Mediateca ULIM, 4th floor

Moderator: Svetlana HARAZ, PhD, Associate Professor, Responsible for Public Relations and Project Management, Faculty of Social and Educational Sciences, Free International University of Moldova (ULIM)

Welcome Addresses:

Elena PRUS, Dr. Hab., University Professor, Vice-Rector for Scientific Research and Doctoral Studies, Free International University of Moldova (ULIM)

Valentina CIUMACENCO, PhD, Associate Professor, Vice-Rector for International Cooperation, Director of the Center for International Cooperation, Free International University of Moldova (ULIM)

Aleksandra LATARIA, Doctor of Social Sciences, Head of the International Relations Office, University Unilevel, Tbilisi, Georgia

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Svetlana RUSNAC, PhD, Associate Professor, Dean of the Faculty of Social and Educational Sciences, Free International University of Moldova (ULIM)

10:00-12:30 PLENARY SESSION

Mediateca ULIM, 4th floor

Moderator: Neli BALODE, PhD, Associate Professor, Responsible for International Relations, Faculty of Social and Educational Sciences, Free International University of Moldova (ULIM)

Ruslana SELEZNOVA, PhD; **Janusz SOBOŃ**, Dr. Hab., Professor, WSKZ (Higher School of Vocational Education), Wroclaw, Poland. *Human-Centered Education and Humanities in the Era of Digital Knowledge*

Diana CHEIANU-ANDREI, PhD, Sociopolis Consultancy, Republic of Moldova; **Anca VELICU**, PhD, Institute of Sociology, Romanian Academy, Romania; **Elena BOTEZATU**, PhD Student, International Center La Strada, Republic of Moldova; **Cristina COROBAN**, PhD, Moldova State University, Republic of Moldova. *Children and Digital Technologies: Behaviors, Risks and Protective Factors*

Julia LEVIN, Academic Lecturer, University of Hamburg, Germany. *Cyberhate Among Ukrainian Adolescents During Active Warfare*

Nataliya SAVELYUK, Doctor of Sciences in Psychology, Professor; **Oksana KIKINEZHDI**, Doctor of Sciences in Psychology, Professor, Ternopil Volodymyr Hnatiuk National Pedagogical University (TNPU), Ukraine. *Self-Awareness of Ukrainian Higher Education Students in the Interpersonal Space of Martial Law*

Iryna SOROKA, PhD in Psychology, Associate Professor, O.P. Jindal Global University, Sonapat, India; **Alla ZASLUZHENA**, PhD, Associate Professor, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Ukraine; **Iryna ARHATIUK**, Senior Teacher, The Institute of Law, Kyiv National Economic University named after Vadym Hetman, Ukraine. *Work-Study-Life Balance Among Ukrainian University Students in Wartime Context*

Svetlana HARAZ, PhD, Associate Professor, Free International University of Moldova (ULIM), Chisinau, Republic of Moldova. *From Symptom to Structure: Social Expertise and the Transformation of Conflict into Community Reorganization*

Cristina Maria STOICA, PhD, University Professor, "Petre Andrei" University of Iași, Romania; **Daria CONSTANTIN**, Individual Cabinet of Psychology, Romania; Master's Student, Free International University of Moldova (ULIM), Chisinau, Republic of Moldova; **Cornelia PRIOTEASA**, President, Association for Socio-Emotional Education Combat Stress RO, Romania. *Violence Against Ambulance Personnel in the Contemporary Socio-Human Context*

12:30-13:00 Coffee break
Hall 342, 3rd floor

SECTION 1
METHODOLOGICAL CHALLENGES IN CONTEMPORARY
PSYCHOLOGICAL RESEARCH

Reading Room No. 3, 4th Floor

13:00–15:00

Session Moderators: Natalia MUSIENCO, PhD, University Lecturer; **Aliona GUȚUL**, PhD, University Lecturer, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova

Silvia BRICEAG, PhD, University Professor, Head of the Department of Psychology, “Alec Russo” State University of Bălți, Bălți, Republic of Moldova. *Contemporary Approaches in Psychological Counseling of Students with Emotional Instability / Abordări contemporane în consilierea psihologică a elevilor cu instabilitate emoțională.*

Narcisa Gianina CARANFIL, PhD, University Lecturer; **Lavinia Maria PRUTEANU**, PhD, University Lecturer, “Petre Andrei” University of Iași; **Gabriela PURICE**, Psychologist, Iași, Romania. *The Psychological Profile of the Anxious Patient in the Dental Office: Contributions to Personalized Clinical Practice / Profilul psihologic al pacientului anxios în cabinetul stomatologic: contribuții pentru o practică clinică personalizată.*

Mihai ROCA, PhD, University Lecturer, Faculty of Psychology, Educational Sciences and Social Work, “Petre Andrei” University of Iași, Iași, Romania. *The First Existential Decision: From the Injunction “Do Not Exist” to the Belief “Affection Is a Gift” / Prima decizie existențială: de la injoncțiunea „nu exista” la convingerea „afecțiunea este un dar”.*

Angela CALANCEA, PhD in Psychology, Associate Professor, Clinical and Jungian Psychologist, Cognitive Behavioral Therapist, Psychosomatic-Oriented Psychotherapist, Hypnotherapist, Family System Therapist, Ion Creangă State Pedagogical University of Chișinău (UPSIC), Republic of Moldova; **Robert CALANCEA**, MA in Clinical Psychology and Psychological Counseling, MA in International Relations, European External Action Service (EEAS). *Anxiety and Relational Instability in Emerging Adulthood: A Developmental and Biopsychosocial Perspective / Anxietatea și instabilitatea relațională în adultitatea emergentă: o perspectivă dezvoltativă și biopsihosocială.*

Monica Lusiana MIHAILĂ, PhD, University Lecturer, “Petre Andrei” University of Iași, Iași, Romania. *Couple Psychotherapy – A Current Necessity / Psihoterapia de cuplu – o necesitate actuală.*

Lăcrămioara MOCANU, PhD, Associate Professor, Danubius International University of Galați; **Ancuța Loredana CĂRĂUȘ**, PhD professor, Sanity Post

High School Sanitary Nursing School, Bacău; **Carolina CERNEI**, professor, Sanity Post High School Sanitary Nursing School, Bacău, Romania. *The Role of the Psychologist as a Facilitator of Continuing Learning in the Digital Society / Rolul psihologului ca facilitator al învățării continue în societatea digitală*

Liliana COMAN, PhD in Education Sciences, Pedagogue, General Directorate for the Protection of Children's Rights (DPDC), Center District, Chișinău, Republic of Moldova. *The Impact of Therapeutic Play on the Development of Social Skills in Preschool Children / Impactul jocului terapeutic asupra dezvoltării abilităților sociale la copiii preșcolari*.

Volodymyr PUNDIEV, PhD, Associate Professor, Odesa National Economic University, Odesa, Ukraine. *Psychological Models of Personal Resilience*.

Tetiana YATSENKO, PhD in Psychology, Head of the Department of Practical Psychology and Rehabilitation Technologies, Kremenchuk Humanitarian and Technological Academy, Poltava Regional Council, Kremenchuk, Ukraine. *Art Therapy as a Resource for Preventing Professional Burnout in Helping Professions*.

Liliya DUNETS, Associate Professor, Department of Practical Psychology and Rehabilitation Technologies, Municipal Institution of Higher Education "Kremenchuk Humanitarian and Technological Academy", Kremenchuk, Ukraine. *The Use of the Paradoxical Intention Method in Psychocorrectional Work with Fears under Contemporary Social Challenges*.

Liudmyla MOSKOVETS, PhD, Associate Professor, Department of Practical Psychology and Rehabilitation Technologies, Communal Institution of Higher Education "Kremenchuk Humanitarian and Technological Academy" of the Poltava Regional Council, Kremenchuk, Ukraine. *Guilt as a Psychological Phenomenon: Functions and Adaptive Potential*.

Ecaterina MIHNEVA, Psychologist, Theoretical Lyceum "M. Lomonosov", Chișinău, Republic of Moldova; **Natalia MUSIENCO**, PhD, University Lecturer, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *Psychological Characteristics of Workaholism in the Contemporary World / Психологические характеристики трудоголизма в современном мире*.

Daniel Mihai PANTAZI, PhD Student, "Gheorghe Asachi" Technical University of Iași; NLP Research Platform SRL; MAP Admin Trade SRL, Iași, Romania; **Ana Maria ROȘCA**, Master's Student, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova, Psychologist, Iași, Romania; **Marian-Silviu POBORONIUC**, Prof. Dr. Eng., "Gheorghe Asachi" Technical University of Iași, Iași, Romania. *Utilizing BCI Systems as a*

Tool for Social Diagnosis and Optimization: Neurotechnological Perspectives in the Social Sciences and Humanities / Utilizarea sistemelor BCI ca instrument de diagnoză și optimizare socială: perspective neurotehnologice în științele socio-umane.

Iulia IURCHEVICI, PhD, Associate Professor, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *The Relationship Between Distress and Psychological Suffering in Patients Diagnosed with Breast Cancer / Relația dintre stres și suferință la pacientele diagnosticate cu cancer mamar.*

Elena Roxana HURJUI, Clinical Psychologist, Iași, Romania; **Narcisa Gianina CARANFIL**, PhD, University Lecturer, “Petre Andrei” University of Iași, Iași, Romania. *The Perception of the Psychotherapist Between Stereotype and Reality: A Structural Analysis / Percepția psihoterapeutului între stereotip și realitate: o analiză structurală.*

Diana ȘTEFANEȚ, PhD in Psychology, Senior Didactic Degree, Psychologist, IP CEEF, Republic of Moldova. *The Resilient Teacher: Between Professional Stress and Emotional Balance / Profesorul rezilient: între stres profesional și echilibru emoțional*

Daniela CAZACU, PhD, Associate Professor; **Mariana PUȘCAȘ**, Master’s Student, “Alec Russo” State University of Bălți, Republic of Moldova. *Specific Dimensions of Occupational Stress among Clinical Psychiatry Professionals / Dimensiuni specifice ale stresului ocupațional la angajații din domeniul psihiatriei clinic*

15:00-15:30 Cofee Break
Hall 342, 3rd floor

SECTION 2

INTERCONNECTIONS BETWEEN INDIVIDUAL AND SOCIETAL CHANGE IN THE CONTEXT OF SOCIAL TRANSFORMATION

Aula Magnifica, 4th floor

13:00–15:00

Session Moderators: **Irina CAUNENCO**, PhD, Associate Professor, Free International University of Moldova; **Lucia GAȘPER**, PhD in Psychology, Coordinating Scientific Researcher, Center of Sociology and Social Psychology, Institute of Legal, Political and Sociological Research, USM.

Lucia GAȘPER, PhD in Psychology, Coordinating Researcher, Institute of Legal, Political and Sociological Research, Moldova State University, Chișinău, Republic of Moldova; **Irina CAUNENCO**, PhD in Psychology, Associate Professor, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *Young People's Social Representations of Generation and Resilience: Ethnocultural Aspects / Reprezentările sociale ale tinerilor despre generație și reziliență: aspecte etnoculturale*

Oxana ISAC, PhD in Sociology, Associate Professor, Department of Sociology and Social Work, Moldova State University, Chișinău, Republic of Moldova. *Dimensions of Female Vulnerability in the Context of Emerging Societal Realities / Dimensiuni ale vulnerabilității feminine în contextul noilor realități societale*

Dina BARCARI, PhD in Philosophy, University Lecturer, Department of Socio-Human Sciences, Technical University of Moldova, Republic of Moldova. *The Contribution of Anthropology to the Ethical Training of IT Professionals / Contribuția antropologiei la formarea etică a profesioniștilor IT*

Nina IVANOVA, PhD, Senior Researcher, Institute of Cultural Heritage, Chișinău, Republic of Moldova. *Individual and Societal Changes in Traditional Practices: The Case of Winter Holidays in the Urban Milieu / Schimbări individuale și societale în practicile tradiționale: cazul sărbătorilor de iarnă în mediul urban*

Alice Florentina PRUTEANU, PhD, University Lecturer, Senior Clinical Psychologist, Forensic Expert; **Bogdan Andrei MOCANU**, PhD, University Lecturer, "Petre Andrei" University of Iași, Romania. *The Impact of Socialization on Personality Development in the New Era of Artificial Intelligence / Impactul socializării asupra dezvoltării personalității în noua eră a inteligenței artificiale*

Oksana KIKINEZHDI, Doctor of Sciences in Psychology, Professor, Ternopil Volodymyr Hnatiuk National Pedagogical University (TNPU), Ukraine;

Yaroslava VASYLKEVYCH, Candidate of Psychological Sciences, Associate Professor, Hryhorii Skovoroda University in Pereiaslav, Ukraine; **Mykola RYK**, PhD in Philosophical Sciences, Hryhorii Skovoroda University in Pereiaslav, Ukraine. *Anxiety as a Personal Adaptive Resource of Ukrainian Adolescents Under Martial Law Conditions*

Ana Maria ROȘCA, Clinical Psychologist, Master's Student, Free International University of Moldova (ULIM); **Marian-Silviu POBORONIUC**, Prof. Dr. Eng., "Gheorghe Asachi" Technical University of Iași, Romania. *Integrating Behavioral Paradigms as Markers in BCI Systems / Integrarea paradigmatelor comportamentale ca markeri în sistemele BCI*

Daniel Mihai PANTAZI, PhD Student, "Gheorghe Asachi" Technical University of Iași; **Marian-Silviu POBORONIUC**, Prof. Dr. Eng., "Gheorghe Asachi" Technical University of Iași, Romania. *An Innovative Replication of the Milgram Experiment: Neuropsychological Assessment of Social Behavior through BCI Technology / O replicare inovatoare a experimentului Milgram: evaluarea neuropsihologică a comportamentului social prin tehnologia BCI*

Iraida MUSTEAȚĂ, PhD Student, Faculty of Psychology and Education Sciences; **Sergiu URSAŃ**, PhD Student; **Carmen PINTILESCU**, PhD, Professor, Faculty of Economics and Business Administration, Alexandru Ioan Cuza University of Iași, Iași, Romania. *Job Security in the Context of Social and Work Transformation: How Transformational Leadership Influences Security Through Organizational Support / Securitatea locului de muncă în contextul transformărilor sociale și profesionale: influența leadershipului transformațional prin suport organizațional*

Serghei HOROZOV, PhD in Sociology, Associate Professor; **Larisa HOROZOVA**, PhD in Psychology, Associate Professor, Comrat State University, Comrat, Republic of Moldova. *The Influence of Sociocultural Factors on the Ethnic Identity of Student Youth / Влияние социокультурных факторов на этническую идентичность студенческой молодёжи*

Inga CHISTRUGA-SINCHEVICI, PhD in Sociology, Coordinating Researcher, National Institute for Economic Research, Academy of Economic Studies of Moldova, Chișinău, Republic of Moldova. *Trends in the Development of Assisted Reproductive Medicine in the Republic of Moldova and in the International Context / Tendințe în dezvoltarea medicinei reproductive asistate în Republica Moldova și în context internațional*

Iryna OLIYNYK, Associate Professor, Department of Pedagogical Education and Humanities; **Elizaveta KALINICHENKO**, Bachelor's Degree Student, Municipal Institution of Higher Education "Kremenchuk Humanitarian and Technological Academy" of the Poltava Regional Council, Ukraine.

Philosophy of Happiness in the Conditions of Global Crisis: Search for New Meaning and Moral Guidelines

Mihail POTOROACĂ, Researcher, Institute of Legal, Political and Sociological Research, Moldova State University, Chişinău, Republic of Moldova. *Dynamics of Interest in Prayer in Online Searches in the Republic of Moldova: Trends and Interpretations / Dinamica interesului pentru rugăciune în căutările online din Republica Moldova: tendinţe şi interpretări*

Hanna RYK, PhD Student of the Department of Psychology, Hryhorii Skovoroda University in Pereiaslav, Ukraine. *Psychological characteristics of professional well-being among industrial workers*

Silvia STROGOTEAN, Assistant Professor, PhD Student in Social Psychology, Free International University of Moldova (ULIM), Chişinău, Republic of Moldova. *Social Factors in the Construction of Maternal Identity in the Contemporary Context / Factorii sociali ai construcţiei identităţii materne în contextul contemporan*

15:00-15:30 Cofee Break
Hall 342, 3rd floor

SECTION 3
SOCIAL INTERVENTION PARADIGMS IN THE CONTEXT OF THE NEW
SOCIAL REALITIES

Hall 344, 3rd Floor

13:00-15:00

Session Moderators: **Svetlana HARAZ**, PhD în Psychology, Associate Professor; **Tatiana FOCȘA**, PhD in Law, University Lecturer, Free International University of Moldova, Chisinau, Republic of Moldova.

Tatiana FOCȘA, PhD in Law, University Lecturer, Department of Social Work, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova; **Mariana MARIAN**, MA Student, Advanced Studies in Social Work and Social Expertise, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *Preventing the Separation of Elderly Persons from the Family Environment through Home-Based Socio-Medical Care Services / Prevenirea separării persoanelor vârstnice de mediul familial prin servicii de îngrijire socio-medicală la domiciliu*

Ana Maria LĂZĂRESCU, PhD, University Lecturer, "Petre Andrei" University of Iași, Romania. *Bilingualism and Language Development in Children / Bilingvismul și dezvoltarea limbajului la copil*

Simion Dănuț SIMION, MA, Assistant Professor, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova; **Olga PAHOMII**, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *Psychosocial Dimensions of Recovery in Patients with Hip Prosthesis: The Contribution of Social Work to Adaptation, Autonomy and Inclusion / Dimensiuni psihosociale ale recuperării pacienților cu proteză de șold: contribuția asistenței sociale la adaptare, autonomie și incluziune*

Marina SLIMOVSCI, PhD, University Lecturer, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *Modern Theories in Social Work: The Construction of Social Work / Teorii moderne în asistență socială: construirea asistenței sociale*

Daniel ZODIAN, Bronx People, Bacău, Romania. *Bronx – From Dream to Reality / Bronx – de la vis la realitate*

Natalia POPOV, MA, Assistant Professor, PhD Student, Faculty of Psychology, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova; **Nicoleta CHIRCU**, Undergraduate Student in Social Work, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *Supporting the Independence of Persons with Disabilities / Sprijinirea independenței persoanelor cu dizabilități*

Liliana SALCUȚAN, Lecturer, Department of Sociology and Social Work, Moldova State University, Chișinău, Republic of Moldova. *The Activity of Older Adults as a Resource for Social Cohesion in a Transforming Society / Activitatea vârstnicilor ca resursă de coeziune socială într-o societate în transformare*

Dorina COVAL-GOIA, MA in Social Work, Social Worker, Methodological Department, Republican Rehabilitation Center for Children, Chișinău, Republic of Moldova; **Ana GANEA**, MA in Clinical Psychology, Psychologist, Republican Rehabilitation Center for Children, Methodological Department, Chișinău, Republic of Moldova. *Virtual Space as a Tool for Compensation and Social Integration of Adolescents with Visual Impairments / Spațiul virtual ca instrument de compensare și integrare socială la adolescenții cu deficiențe de vedere*

Svetlana DELINSCHI, PhD Student, Assistant Lecturer, Moldova State University, Chișinău, Republic of Moldova. *Functional Illiteracy and Social Inequalities: Territorial Disparities and Educational Disadvantages in the Republic of Moldova / Analfabetismul funcțional și inegalitățile sociale: disparități teritoriale și dezavantaje educaționale în Republica Moldova*

15:00-15:30 Cofee Break

Hall 342, 3rd floor

SECTION 4
DEVELOPMENT OF EDUCATIONAL AND HUMANISTIC SCIENCES IN THE
ERA OF KNOWLEDGE AND INFORMATION

Mediateca ULIM, 4th floor

13:00-15:00

Session Moderators: **Aliona MELENTIEVA**, PhD in Psychology, University Lecturer; **Zinaida GRIBINCEA**, Assistant Lecturer, Free International University of Moldova

Larisa SHRAGINA, PhD in Psychology, Associate Professor, Odesa National University of Economics (ONEU), Ukraine; **Mark MEEROVICH**, TRIZ-Master, Systems Analyst, Business Consultant, Odesa, Ukraine. *From Values of Survival to Values of Self-Realization: The Humanistic Vector of Societal Development*

Svitlana BARDA, PhD, Associate Professor; **Tetiana PAVLOVA**, PhD, Assistant Professor, Head of the Department of Primary and Technological Education, Communal Institution of Higher Education “Kremenchuk Humanitarian and Technological Academy” of the Poltava Regional Council, Kremenchuk, Ukraine. *Self-Organization as a Determining Factor in the Professional Development of Future Teachers*

Yumna ALI, PhD Student; **Syed Mubashar Iqbal SHAH**; **Habib Ur REHMAN**; **Dawood YAQOOB**; **Gulfam SHAHZADA**; **Muhammad Subhan Khan TAREEN**, Hazara University, Pakistan. *Interplay of Digital Competence, Digital Socialization and Digital Burnout: The Mediating Role of Self-Regulation in AI-Based Learning Among High School Students in a Developing Country*

Elena-Denisa BLIDARU-DOBRESCU, PhD, Professor, “Lorin Sălăgean” Technological High School, Mehedinți, Romania; Master’s Student, Faculty of Educational Sciences, Clinical Psychology, Free International University of Moldova (ULIM); **Daniel-Serafim BROTEA**, PhD, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *Learning Styles: Methodological Challenges / Stilul de învățare. Provocări metodologice*

Elena VARZARI, PhD, Associate Professor, Moldova State University, Chișinău, Republic of Moldova. *Linguistic Mechanisms of Focalization and Topicalization in Academic Writing / Mecanisme lingvistice de focalizare și topicalizare în scrierea academică*

Arina ANTOCI, PhD in Philosophy, Associate Professor, Technical University of Moldova; Moldova State University, Republic of Moldova. *The Suspension of Meaning in Contemporary Discourse / Suspendarea sensului în discursul contemporan*

Marian MĂRGĂRIT, PhD Student, Moldova State University; UAT Boldu, Romania. *Eminescu: The Po(i)etics of Singable Genres / Eminescu: po(i)etica unor genuri cantabile*

Cristina MOROZANU, PhD Student, Doctoral School of Educational Sciences, "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova. *Cultural and Aesthetic Valences of Color Names in Literary Discourse / Valențe culturale și estetice ale numelor de culori în discursul literar*

STUDENT PANEL I. Academic Freedom, Responsibility and Integrity in Contemporary Higher Education

Corina CHENCIU, Undergraduate Student, Technical University of Moldova, Chişinău, Republic of Moldova. *The Balance Between Learning Freedom and Academic Responsibility of the Student / Echilibrul dintre libertatea de învățare și responsabilitatea academică a studentului*

Victor ȘTIRBU, Undergraduate Student, Technical University of Moldova, Chişinău, Republic of Moldova. *Academic Freedom in Contemporary University Activity / Libertatea academică în activitatea universitară contemporană*

Sofia IANCIURSKAIA, Undergraduate Student, Faculty of Urbanism and Architecture, Technical University of Moldova, Chişinău, Republic of Moldova. *Academic Freedom – A Foundation of University Integrity / Libertatea academică – fundament al integrității universitare*

Daniel PÎNTEA, Undergraduate Student, Technical University of Moldova, Chişinău, Republic of Moldova. *Academic Freedom as a Condition of a Safe and Democratic University Environment / Libertatea academică – condiție a unui mediu universitar sigur și democratic*

15:00-15:30 Cofee Break
Hall 342, 3rd floor

WORKSHOPS

15:30–17:00

Workshop 1. *Safe Internet Without Bullying: Protecting the Rights and Dignity of People with Disabilities / Интернет без травли: защита прав и достоинства людей с особенностями здоровья*

Trainer: **Victor IZBAȘ**, Accessibility and Inclusion Trainer, Social Expert, Administrator of the NGO “IV ANIMO”

Location: <https://meet.google.com/hge-pyhh-nre>

Workshop 2. *Practical Tools for Developing Self-Esteem in Personal Development Workshops / Instrumente practice pentru dezvoltarea stimei de sine în atelierelor de dezvoltare personală*

Trainers: **Narcisa Gianina CARANFIL**, PhD, University Lecturer, “Petre Andrei” University of Iași, Iași, Romania; **Adriana Gabriela HRECENIUC**, Personal Development Counselor, Mathematics Teacher, 3rd-Year Student, Faculty of Psychology, Educational Sciences and Social Work, “Petre Andrei” University of Iași, Iași, Romania

Location: Aula Magnifica, 4th Floor

Workshop 3. *Healing Gratitude Journal for New Mothers / Jurnalul recunoștinței vindecătoare pentru proaspete mămici*

Trainer: **Alina COZMA**, 3rd-Year Student, Faculty of Psychology, Educational Sciences and Social Work, “Petre Andrei” University of Iași, Romania

Location: Reading Room No. 3, 4th Floor

17:45–19:15

Workshop 4. *Conscious Empathy: Understanding Others’ Emotions Without Losing Emotional Balance / Empatie conștientă: cum să înțelegi emoțiile celorlalți fără a-ți pierde starea emoțională*

Trainer: **Diana UNGUREANU**, NLP Practitioner, Communication Trainer, Copywriter, Chișinău, Republic of Moldova

Location: <https://meet.google.com/ysc-oymt-qgw>

Workshop 5. *Socio-Emotional Development and Bullying Prevention: Methodological Guidelines for an Inclusive School Climate (Book Presentation: The Bullying Phenomenon in School-Age Children) / Dezvoltarea socio-*

emoțională și prevenirea bullying-ului: repere metodologice pentru un climat școlar incluziv (prezentare de carte Fenomenul Bullying La Vârste Școlare)

Trainers: **Narcisa Gianina CARANFIL**, PhD, University Lecturer, “Petre Andrei” University of Iași, Iași, Romania; **Daniel BOACNĂ**, Clinical Psychologist, Iași, Romania; **Gabriela FLOREA**, Clinical Psychologist, Iași, Romania; **Ioan POTÎNGĂ**, Clinical Psychologist, Iași, Romania

Location: Aula Magnifica, 4th Floor

Friday, March 13, 2026

09:30-12:30 PLENARY SESSION

Mediateca ULIM, 4th Floor

Moderator: Neli BALODE, PhD, Associate Professor, Responsible for International Relations, Faculty of Social and Educational Sciences, Free International University of Moldova (ULIM)

PANEL I. Family, Solidarity and Social Transformations in Contemporary Societies

Mare LEINO, PhD, Associate Professor of Social Pedagogy, School of Governance, Law and Society, Tallinn University, Estonia. *About the Concept of Solidarity*

Aleksandra LATARIA, Doctor of Social Sciences, University Unilevel, Tbilisi, Georgia. *Tradition and Modernity in Transition: Psychological and Socio-Cultural Transformations of Family Institutions in China and Georgia*

Ebtesam BARAKAT, PhD, Zefat Academic College and Bar-Ilan University, Israel; **Shahar MARNIN-DISTELFELD**, PhD, Zefat Academic College and Oranim College of Education, Israel. *Between Tradition and Expression: The Mother–Daughter Relationship in Druze Women’s Artworks*

Esther HERZOG, Professor, Behavioral Sciences Department, Zefat Academic College, Israel. *Mothers on Trial: How Israel's Welfare State Disqualifies Marginalized Motherhood*

Tal MELER, Professor, Behavioral Sciences, Zefat Academic College, Israel; **Niveen HASSAN**, PhD, Department of Special Education and Psychology, Zefat Academic College, Israel; **Raghda ALNABILSY**, PhD, Department of Social Work, Ruppim Academic Center, Israel. *Insights Regarding Children-to-Mother Violence from the Perspective of Arab-Palestinian Mothers*

PANEL II. Art, Aesthetics, Narrative and Meaning

Ágnes BÁLINT, PhD (Dr. habil), Associate Professor, Institute of Education Sciences, Faculty of Humanities and Social Sciences, University of Pécs, Hungary. *Fate and Agency in the Self-Narrative of a Hungarian Actor and Filmmaker, Afréd Deésy*

Neli BALODE, PhD in Psychology, Associate Professor, Free International University of Moldova (ULIM), Chisinau, Republic of Moldova. *Aesthetic Experience, Empathy and Wellbeing*

Barbara PARKER-BELL, PsyD, ATR-BC, Professor Emerita, Art Therapy Program, Department of Art Education, College of Fine Arts, Florida State University, Tallahassee, Florida, USA. *A Bridge to Peace: Using Art to Explore Our Roles*

12:30-13:00 Coffee break. Hall 342, 3rd floor

SECTION 1
METHODOLOGICAL CHALLENGES IN CONTEMPORARY
PSYCHOLOGICAL RESEARCH

Reading Room No. 3, 4th Floor

13:00–15:00

Session Moderators: Natalia MUSIENCO, PhD, University Lecturer; **Aliona GUȚUL**, PhD, University Lecturer, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova

Narcisa Gianina CARANFIL, PhD, University Lecturer, “Petre Andrei” University of Iași, Romania; **Mirela BULETE**, Psychologist, Iași, Romania. *Aphasia and Its Impact on Family Members / Afazia și impactul acesteia asupra membrilor familiei.*

Narcisa Gianina CARANFIL, PhD, University Lecturer; **Cristina Maria STOICA**, PhD, University Professor, “Petre Andrei” University of Iași, Iași, Romania; **Florin-Cristian CRUCEANU**, Psychologist, Iași, Romania. *The Perception of Divorce in Romanian Society / Percepția divorțului în societatea românească.*

Ina TELIUCOV, Assistant Professor, PhD Student; **Liudmila ANTIBOR**, PhD in Psychology, Moldova State University, Republic of Moldova. *Diagnostic Methods of School Adaptation in Children / Metode de diagnosticare a adaptării școlare la copii.*

Cristina PĂVĂLACHE, Psychiatrist, Master’s Student, “Nicolae Testemițanu” State University of Medicine and Pharmacy, Mental Health Center, Center District, Chișinău, Republic of Moldova. *Quality of Life in Persons Diagnosed with Dementia: Clinical and Psychosocial Analysis / Calitatea vieții la persoanele diagnosticate cu demență: analiză clinică și psihosocială.*

Violeta Nicoleta SIMION, Assistant Professor, PhD Student, Doctoral School of Psychology, “Ion Creangă” State Pedagogical University, Chișinău, Republic of Moldova; “Dunărea de Jos” University of Galați, Romania. *Emotional Intelligence and the Formation of Leader Identity in Adolescence: An Integrative Explanatory Model / Inteligența emoțională și formarea identității de lider în adolescență: un model explicativ integrativ.*

Simion Dănuț SIMION, MA, Assistant Professor, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *Solitude as a Space of Compersion: Reflections on Emotional Connections in the Absence of the Other / Solitudinea ca spațiu al compersiunii: reflecții asupra conexiunilor emoționale în absența celui alt.*

Valeria BUTUC, PhD Student, Doctoral Program in General Psychology, Moldova State University; Heritage International School, Chişinău, Republic of Moldova. *Implications of Coping Mechanisms in the Manifestation of Maladaptive Eating Behaviors / Implicațiile mecanismelor de coping în manifestarea comportamentelor alimentare dezadaptative.*

Iulia IURCHEVICI, PhD, Associate Professor; **Irina PARNOV**, Undergraduate Student, Psychology, Free International University of Moldova (ULIM), Chişinău, Republic of Moldova. *Quality of Life in Cancer Patients / Calitatea vieții pacienților cu cancer.*

Tatiana ROȘCA, PhD in Psychology, University Lecturer, Free International University of Moldova (ULIM), Chişinău, Republic of Moldova. *Teen Motherhood. Psychosocial Aspects / Maternitatea în adolescență. Aspecte psihosociale.*

Adriana POPOVICI, PhD in Psychology, University Lecturer, Free International University of Moldova (ULIM), Chişinău, Republic of Moldova. *Resilience in the Face of Cancer: Emotional Processing, Support and Meaning / Reziliența în fața cancerului: procesare emoțională, suport și sens.*

Angela CALANCEA, PhD in Psychology, Associate Professor, Clinical and Jungian Psychologist, Cognitive Behavioral Therapist, Psychosomatic-Oriented Psychotherapist, Hypnotherapist, Family System Therapist, Ion Creangă State Pedagogical University of Chişinău (UPSIC), Republic of Moldova; **Robert CALANCEA**, MA in Clinical Psychology and Psychological Counselling, MA in International Relations, European External Action Service (EEAS). *Anxiety-Relational Dynamics in Emerging Adulthood: An Integrative Biopsychosocial Framework and Clinical Algorithm for Personalized Psychotherapy / Dinamica anxietate-relații în vârsta adultă emergentă: cadru biopsihosocial integrativ și algoritm clinic pentru psihoterapia personalizată.*

Dorin MUNTEANU, undergraduate student, Free International University of Moldova (ULIM), Chişinău, Republic of Moldova. *The Phenomenology of Order and Chaos: Unity and Diversity / Fenomenologia ordinii și haosului: unitate și diversitate*

Svetlana RUSNAC, PhD, Associate Professor, Free International University of Moldova (ULIM), Chişinău, Republic of Moldova; **Lucia VULPE**, MA in Psychology, Psychologist, Chişinău, Republic of Moldova. *Intergenerational Transmission of Parental Models in Couple Relationships in Young Families / Transmiterea intergenerațională a modelelor parentale în relațiile de cuplu la familiile tinere.*

15:00-15:30 Cofee Break. Hall 342, 3rd floor

SECTION 2

INTERCONNECTIONS BETWEEN INDIVIDUAL AND SOCIETAL CHANGE IN THE CONTEXT OF SOCIAL TRANSFORMATION

Aula Magnifica, 4th floor

13:00–15:00

Session Moderators: **Irina CAUNENCO**, PhD, Associate Professor, Free International University of Moldova; **Lucia GAȘPER**, PhD in Psychology, Coordinating Scientific Researcher, Center of Sociology and Social Psychology, Institute of Legal, Political and Sociological Research, USM.

Elena PUZUR, PhD, Associate Professor, “Ion Creangă” State Pedagogical University of Chișinău, Republic of Moldova. *Professional Socialization and Teachers’ Well-Being in the Context of Contemporary Education / Socializarea profesională și bunăstarea cadrelor didactice în contextul educației contemporane*

Lucia BÎTCA, PhD in Social Psychology, Senior Educational Degree, Psychologist-Consultant, Youth Clinic Moldova, Chișinău, Republic of Moldova. *Reconstruction of Personal Identity in the Era of Algorithms / Reconstrucția identității personale în era algoritmilor*

Lăcrămioara MOCANU, PhD, Associate Professor, Danubius International University of Galați; **Ancuța Loredana CĂRĂUȘ**, PhD professor, Sanity Post High School Sanitary Nursing School, Bacău; **Carolina CERNEI**, professor, Sanity Post High School Sanitary Nursing School, Bacău, Romania. *Mind Under Siege: How Disinformation Affects our Psychological Security / Minte sub asediu: cum ne afectează dezinformarea securitatea psihologică*

Olga CHIRIȚA, PhD in Psychology, University Lecturer, Department of Management and Professional Communication, “Ștefan cel Mare” Academy of the Ministry of Internal Affairs of the Republic of Moldova. *Individual Values of Student Youth: An Empirical Analysis / Valorile individuale ale tineretului studios: o analiză empirică*

Silvia BRICEAG, PhD, University Professor, Head of the Department of Psychology, “Alec Russo” State University of Bălți, Bălți, Republic of Moldova. *Toxic Leadership in Organizations: Analysis of the Effects of Organizational Interventions on Team Cohesion and Psychosocial Climate / Leadershipul toxic în organizații: analiza efectelor intervențiilor organizaționale asupra coeziunii echipei și climatului psihosocial.*

Simion Dănuț SIMION, MA, Assistant Professor, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *The Implications of Women’s Access to Education and Its Impact on Intimate*

Relationships / Implicațiile accesului femeilor la educație și impactul acestora asupra relațiilor intime

Anastasia SOLOMON, MA, Assistant Professor, PhD Student, Doctoral School, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *Theoretical Perspectives on the Psychosocial Mechanisms Linking Teacher Personality and Didactogeny / Repere teoretice privind mecanismele psihosociale ale relației dintre personalitatea profesorului și didactogenie*

Andrii BALABAN, PhD Student in Social Psychology, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *From Theoretical Model to Research Design: Conceptual Operationalization of Magical Thinking in Social Psychology / От теоретической модели к исследовательскому дизайну: концептуальная операционализация магического мышления в социальной психологии*

Grigore BEJENARU, PhD Student, Doctoral School, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *From Theoretical Model to Applied Research Design: Psychosocial Dimensions of Electoral Behavior in Contemporary Democracy / De la modelul teoretic la proiectarea cercetării aplicate: dimensiuni psihosociale ale comportamentului electoral în democrația contemporană*

Ella Arina C. VASILACHE, Master's Student, Clinical Psychology and Psychological Counseling, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *Moral Foundations and Emotion Regulation in the Context of Emerging Social Realities – Implications for Social Interventions / Fundamente morale și reglarea emoțiilor în contextul noilor realități sociale – implicații pentru intervențiile sociale*

Narcisa Gianina CARANFIL, PhD, University Lecturer; **Bogdan Andrei MOCANU**, PhD, University Lecturer, “Petre Andrei” University of Iași; **Anca Laura ANDRONIC**, Psychologist, Iași, Romania. *Emotional Balance and Psychological Resilience as Factors of Couple Relationship Stability / Echilibrul emoțional și reziliența psihologică ca factori ai stabilității relației de cuplu*

Daniel GRITCU, Undergraduate Student, Free International University of Moldova (ULIM). *The Influence of Pornography on Adolescents' Sexual Behavior / Influența pornografiei asupra comportamentului sexual al adolescenților*

Alexandra ACONSTANTINESEI, Psychologist, **Narcisa Gianina CARANFIL**, PhD, University Lecturer PhD, University Lecturer, “Petre Andrei” University of Iași, Iași, Romania. *Sexual Satisfaction as a Predictor of Couple Satisfaction: Gender Differences and the Influence of Relationship Duration /*

Satisfacția sexuală ca predictor al satisfacției în cuplu: diferențe de gen și influența duratei relației

Narcisa Gianina CARANFIL, PhD, University Lecturer, “Petre Andrei” University of Iași; **Răzvan-Ștefan RĂDULESCU**, Clinical Psychologist, Iași, Romania. *Empathy and Self-Disclosure in Adolescent Friendship / Empatie și auto-dezvăluire în prietenia adolescentină*

Zinaida GRIBINCEA, PhD Candidate, Assistant Lecturer, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *Vulnerabilities of Democracy in the Digital Age: Psychological Mechanisms of Informational Manipulation / Vulnerabilitățile democrației în era digitală: mecanisme psihologice ale manipulării informaționale*

Aliona GUȚUL, PhD, University Lecturer; **Camelia POCIUMBAN**, Undergraduate Student, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *The Relationship Between Social Intelligence and Life Satisfaction Among Young People / Legătura dintre inteligența socială și satisfacția vieții la tineri*

Iulia PAVLENCO, Undergraduate Student, Technical University of Moldova, Chișinău, Republic of Moldova. *Heritage as a Moral Resource: The Architect's Responsibility Toward the Past / Patrimoniul ca resursă morală: responsabilitatea arhitectului față de trecut*

15:00-15:30 Cofee Break. Hall 342, 3rd floor

SECTION 3
**SOCIAL INTERVENTION PARADIGMS IN THE CONTEXT OF THE NEW
SOCIAL REALITIES**

Hall 346, 3rd Floor

13:00-15:00

Session Moderators: **Svetlana HARAZ**, PhD în Psychology, Associate Professor; **Tatiana FOCȘA**, PhD in Law, University Lecturer, Free International University of Moldova, Chisinau, Republic of Moldova.

Marina SLIMOVSCI, PhD, University Lecturer, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova; **Larisa GANEA**, Undergraduate Student, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *Aspects and Barriers of Social Inclusion of Persons with Disabilities / Aspecte și bariere de incluziune socială a persoanelor cu dizabilități*

Cristina CRUDU, Assistant Professor, Department of Socio-Human Sciences and Social Work, "Alecă Russo" State University of Bălți, Republic of Moldova. *Integrated Approaches to Social Intervention Paradigms in the Context of Domestic Violence: Multidisciplinary Challenges and Solutions in New Social Realities / Abordarea integrată a paradigmatelor de intervenție socială în contextul violenței în familie: provocări și soluții multidisciplinare în noile realități societale*

Tatiana SANDULEAC, Assistant Lecturer, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *New Forms of Social Vulnerability and Their Implications for Social Work Practice / Noile forme ale vulnerabilității sociale și implicațiile acestora pentru practica asistenței sociale*

Nadejda GOGU, Assistant Professor, PhD Student in Educational Management, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova. *A Multidimensional Approach to Lifelong Learning: Social, Psychological and Educational Perspectives / O abordare multidimensională a învățării pe tot parcursul vieții: perspective sociale, psihologice și educaționale*

Nina ONICA, Undergraduate Student, Technical University of Moldova, Chișinău, Republic of Moldova. *Inclusive Architecture – The Ethics of Design for Persons with Disabilities / Arhitectura incluzivă – etica proiectării pentru persoanele cu dizabilități*

Natalia POPOV, MA, Assistant Professor, PhD Student, Faculty of Psychology, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova; Association "MOTIVAȚIE" of Moldova. *The Importance*

of Employment Motivation for the Labor Market Integration of Persons with Disabilities / Importanța motivației de angajare pe piața muncii a persoanelor cu dizabilități

George PASCAL, PhD Student, Trainer, Career Counselor, Doctoral School of Geosciences, “Alexandru Ioan Cuza” University of Iași, Romania. *Informal Education and the Transmission of Cultural Heritage in Rural Communities of Covurlui Region, Romania / Educația informală și transmiterea patrimoniului cultural în comunitățile rurale din Ținutul Covurlui, România*

Zinaida CHIURCCIU, Undergraduate Student, Technical University of Moldova, Chișinău, Republic of Moldova. *Communication as a Tool for Addressing Environmental Problems / Коммуникация как один из способов решения экологических проблем*

15:00-15:30 Cofee Break. Hall 342, 3rd floor

SECTION 4

DEVELOPMENT OF EDUCATIONAL AND HUMANISTIC SCIENCES IN THE ERA OF KNOWLEDGE AND INFORMATION

Hall 344, 3rd floor

13:00-15:00

Session Moderators: **Aliona MELENTIEVA**, PhD in Psychology, University Lecturer; **Zinaida GRIBINCEA**, Assistant Lecturer, Free International University of Moldova

STUDENT PANEL II. Professional Ethics and Integrity in Construction and Architecture

Iuliana MELEȘINSCHI, Undergraduate Student, Technical University of Moldova, Chișinău, Republic of Moldova. *Moral Aspects of Management in Construction / Aspecte morale ale managementului în construcții*

Iulia BIHOVSCAIA, Undergraduate Student, Faculty of Construction, Geodesy and Cadastre, Technical University of Moldova, Chișinău, Republic of Moldova. *The Ethical Issue of the Appraiser's Responsibility in the Real Estate Sector / Problema etică a responsabilității evaluatorului în sectorul imobiliar*

Chiril CRIGANUȚA, Undergraduate Student, Technical University of Moldova, Chișinău, Republic of Moldova. *The Construction Engineer Between Ethical Dilemma and Professional Experience / Inginerul în construcții între dilema etică și experiență*

Daniela MITU, Undergraduate Student, Faculty of Architecture, Technical University of Moldova, Chișinău, Republic of Moldova. *Manipulation of 3D Renderings and Honesty in Architectural Competitions / Manipularea randărilor 3D și onestitatea în competițiile de arhitectură*

Mădălina VIZIR, Undergraduate Student, Faculty of Urbanism and Architecture, Technical University of Moldova, Chișinău, Republic of Moldova. *The Architectural Creation Process Between Originality and Plagiarism / Procesul de creație arhitecturală între originalitate și plagiat*

STUDENT PANEL III. Innovation, Sustainability and Professional Responsibility in Contemporary Technical Fields

Alina RADU, Undergraduate Student, Technical University of Moldova, Chișinău, Republic of Moldova. *Challenges in the Implementation of BIM Technology in Contemporary Construction – Between Potential and Reality / Provocările implementării tehnologiei BIM în construcțiile contemporane – între potențial și realitate*

Nicoleta FLOREA, Undergraduate Student, Technical University of Moldova, Chișinău, Republic of Moldova. *Environmental Protection in*

Construction Works – Ethical and Managerial Dimensions / Protecția mediului în lucrările de construcții – dimensiune etică și managerială

Alexandra CROITORU, Undergraduate Student, Technical University of Moldova, Chișinău, Republic of Moldova. *Symbiotic Communication: The Role of Strategic Communication in the Implementation of Integrated Plant Protection Practices / Comunicare simbiotică: rolul comunicării strategice în implementarea practicilor de protecție integrată a plantelor*

Maria Eugenia GRIȚCO, Undergraduate Student, Faculty of Urbanism and Architecture, Technical University of Moldova, Chișinău, Republic of Moldova. *Intellectual Property Management in an Architectural Office / Managementul proprietății intelectuale într-un birou de arhitectură*

Gabriela GALAFTON, Undergraduate Student, Faculty of Urbanism and Architecture, Technical University of Moldova, Chișinău, Republic of Moldova. *Respecting Copyright as a Fundamental Principle of Professional Ethics in the Academic and Creative Environment / Respectarea drepturilor de autor ca principiu fundamental al eticii profesionale în mediul academic și creativ*

Paula PATRAȘCU, Undergraduate Student, Technical University of Moldova, Chișinău, Republic of Moldova. *Professional Deontology in Modern Architectural Practice / Deontologia profesională în practica arhitecturală modernă*

Vitalia PETRAȘCO, Undergraduate Student, Technical University of Moldova, Chișinău, Republic of Moldova. *Modernizing construction processes: ethical and technological challenges / Modernizarea proceselor de construcții: provocări etice și tehnologice*

15:00-15:30 Cofee Break. Hall 342, 3rd floor

WORKSHOPS

15:30–17:00

Workshop 6. *Social Entrepreneurship Model: From Idea to Impact – An Analysis Based on the BRONX Experience, Romania / Model de antreprenoriat social: de la idee la rezultate – o analiză bazată pe experiența BRONX, România*

Trainer: Daniel ZODIAN, Social Entrepreneur, Founding Member of BRONX, Bacău, Romania

Location: Reading Room No. 3, 4th Floor

Workshop 7. *ESPERE Method 1.0: Conceptual Framework, Applicability and Intervention / Metoda ESPERE 1.0: cadrul conceptual, aplicabilitate și intervenție*

Trainer: Tatiana MORARI, Psychologist, ESPERE Psychotherapist, Freelancer, Bucharest, Romania

Location: <https://meet.google.com/ysc-oymt-qgw>

Workshop 8. *The Invisible Architecture of the Self / Невидимая архитектура самости*

Trainer: Aliona GUȚUL, PhD in Psychology, University Lecturer, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova

Location: Aula Magnifica, 4th Floor

CONCLUDING PART. AWARDING OF CERTIFICATES

17:00–17:45

Aula Magnifica, 4th Floor

**HUMAN-CENTERED EDUCATION AND HUMANITIES IN THE ERA OF
DIGITAL KNOWLEDGE**

Ruslana SELEZNOVA, PhD; **Janusz SOBOŃ**, Dr. Hab., Professor, WSKZ
(Higher School of Vocational Education), Wrocław, Poland

The rapid expansion of digital technologies, artificial intelligence, and global information networks has profoundly transformed contemporary education and the humanities. In the era of digital knowledge, the challenge is no longer merely access to information, but the cultivation of human-centered approaches that preserve ethical responsibility, critical thinking, and cultural continuity.

This paper explores the evolving role of education and humanistic disciplines in shaping intellectually autonomous, socially responsible, and ethically aware individuals within increasingly technologized environments. It argues that while digital tools enhance learning accessibility, personalization, and global collaboration, they must be integrated into pedagogical frameworks grounded in human dignity, intercultural dialogue, and reflective inquiry.

The study highlights the importance of interdisciplinary integration, digital ethics, media literacy, and lifelong learning as core components of sustainable educational development. Ultimately, the paper emphasizes that technological innovation should serve human flourishing and that the humanities remain essential in transforming information into meaningful knowledge and wisdom in the digital age.

Keywords: human-centered education, digital knowledge, humanities, digital ethics, lifelong learning, critical thinking, interdisciplinary studies.

**CHILDREN AND DIGITAL TECHNOLOGIES: BEHAVIORS, RISKS AND
PROTECTIVE FACTORS**

Diana CHEIANU-ANDREI, PhD, Sociopolis Consultancy; **Elena BOTEZATU**,
PhD Student, International Center La Strada; **Cristina COROBAN**, PhD,
Moldova State University, Republic of Moldova; **Anca VELICU**, PhD, Institute
of Sociology, Romanian Academy, Romania

The accelerated digitalization of children's everyday lives has profoundly transformed the ways in which they communicate, socialize, and learn, while simultaneously generating new types of risks and protection

mechanisms. This article examines the relationship between children and digital technologies from the perspective of online behaviors, associated risks, and protective factors, drawing on empirical data. The analytical framework is grounded in the 4C classification of risks (content, conduct, contact, contract) proposed within EU Kids Online 2020 (Livingstone and Stoilova, 2021), complemented by cross-cutting risks (privacy, advanced technologies, health and well-being; OECD, 2021) and the ecological model of human development (Bronfenbrenner, 1979).

The findings reveal an almost universal rate of access to the internet and digital devices among children, regardless of area of residence or socio-economic status. The internet is predominantly used for communication, socialization, and leisure activities, while its use for educational and personal development purposes remains secondary. The analysis of online behaviors indicates significant differences by age, gender, and social vulnerability status. Children from vulnerable groups more frequently engage in potentially risky behaviors, such as accepting friend requests from unknown individuals, sharing personal data, sending images, or interacting exclusively online with strangers.

The data indicate that a substantial proportion of children have experienced negative online situations, including exposure to sexually explicit content, cyberbullying, exclusion from online groups, inappropriate solicitations, or unintended financial expenditures. These experiences are reported more frequently by children from low-income families, children with disabilities or special educational needs, and those with limited parental support. Identified protective factors include active parental involvement, open child–adult communication, the educational role of schools, and the availability of specialized institutional resources. Nevertheless, awareness of platforms dedicated to online safety remains low, and some children do not seek support when confronted with digital risks.

The article concludes that ensuring children’s safety in the digital environment requires an integrated approach that combines digital education, the strengthening of protective factors, and public policies tailored to children’s social realities in order to reduce risk exposure and promote the responsible use of digital technologies.

Keywords: digital environment, digital technologies, online risks, protective factors.

CYBERHATE AMONG UKRAINIAN ADOLESCENTS DURING ACTIVE WARFARE

Julia LEVIN, Academic Lecturer, University of Hamburg, Germany

This study investigates cyberhate among Ukrainian adolescents during active warfare (N = 4,160, ages 10–25; March–June 2024), situating digital aggression within the broader context of political violence and collective trauma. Using structural equation modeling, the study examined the victim–perpetrator cycle, coping mechanisms, and motivational dynamics underlying cyberhate perpetration.

The findings demonstrate that both cyberbullying and cyberhate victimization strongly predicted subsequent perpetration, underscoring the role of social learning processes in conflict environments. Male participants exhibited significantly higher perpetration rates; however, residence in active war zones did not directly predict perpetration, suggesting that exposure to collective violence exerts its effects primarily through interpersonal victimization rather than contextual proximity alone.

Motivational analyses identified revenge as the central mediator linking victimization to perpetration, highlighting retaliatory dynamics consistent with conflict-escalation models in political psychology. Proactive motivations, such as entertainment and social reward, although correlated with victimization, did not directly predict perpetration. Coping mechanisms, including social support seeking and technical strategies, offered weak or nonsignificant protection, particularly for females despite their higher reported usage. This suggests that in contexts of pervasive hostility and war-related stress, adaptive coping strategies may lose their protective function.

Overall, the results point to a self-reinforcing cycle of online aggression in which revenge motivation dominates, traditional coping strategies are undermined, and gendered pathways to aggression emerge. The findings imply that interventions in conflict-affected populations must prioritize the prevention of initial victimization, address revenge-based motivations, and recognize the limited efficacy of individual-level coping under conditions of collective trauma and politicized hostility. Understanding digital aggression as an extension of political conflict underscores the urgent need for conflict-sensitive, gender-responsive strategies to disrupt cycles of online hate.

Keywords: cyberhate, youth, digital conflict.

SELF-AWARENESS OF UKRAINIAN HIGHER EDUCATION STUDENTS IN THE INTERPERSONAL SPACE OF MARTIAL LAW

Nataliya SAVELYUK, Doctor of Sciences in Psychology, Professor; **Oksana KIKINEZHDI**, Doctor of Sciences in Psychology, Professor, Ternopil Volodymyr Hnatiuk National Pedagogical University (TNPU), Ukraine

The relevance of this research is determined by the prolonged impact of military events as a chronic stress factor negatively affecting the experiences of student youth. The aim of the study is to theoretically substantiate and empirically identify the subjective peculiarities of stress experience among Ukrainian students under martial law and their connection with the system of self-images.

The research was conducted during the period 2022–2024. The overall sample consisted of 301 students from Volodymyr Hnatiuk Ternopil National Pedagogical University and Zaporizhzhia Polytechnic National University. The average age of respondents was 19.6 years.

The following empirical methods were used: the “Stress Level Test” (linguistically adapted by O. Kharko) for the psychodiagnostic assessment of general stress levels, and the “Interpersonal Behavior Inventory” (T. Leary, IBI). The study found that intellectual features of stress experience were the most pronounced among higher education students, whereas physiological symptoms were relatively the least pronounced. The results revealed eight types of interpersonal self-awareness. Overall, the most prominent qualities in students’ self-awareness were: “I can be sincere” ($\bar{x} = 4.28$), “grateful” ($\bar{x} = 4.16$), “kind” ($\bar{x} = 4.06$), and “striving for success” ($\bar{x} = 4.03$). The least prominent qualities were “resentful” ($\bar{x} = 1.81$), “sarcastic, mocking” ($\bar{x} = 1.78$), “angry, cruel” ($\bar{x} = 1.73$), and “judging people by rank and income” ($\bar{x} = 1.56$).

Thus, under conditions of martial law and related chronic stress, higher education students maintain a relatively positive generalized self-concept, which can be considered one of the personal safeguards against entering the “red” zone of the exhaustion stage. At the same time, the predominance of a generalized interpersonal self-image described as a “joyless individual with feelings of distrust and altruistic guilt” was identified, which is closely associated with the cognitive symptoms of stress experienced by students. The identified patterns highlight important directions for providing relevant psychological assistance within the interpersonal space of student youth.

Keywords: chronic stress, martial law, interpersonal self-awareness, higher education students.

**WORK-STUDY-LIFE BALANCE AMONG UKRAINIAN UNIVERSITY
STUDENTS IN A WARTIME CONTEXT**

Iryna SOROKA, PhD in Psychology, Associate Professor, O.P. Jindal Global University, Sonipat, India; **Alla ZASLUZHENA**, PhD, Associate Professor, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Ukraine; **Iryna ARHATIUK**, Senior Teacher, The Institute of Law, Kyiv National Economic University named after Vadym Hetman, Ukraine

Balancing work, study, and personal life is a major concern among university students. This study aimed to answer the following research questions: What challenges do Ukrainian university students face while balancing educational, employment, and personal roles during wartime? Which strategies can help Ukrainian university students balance work, study, and life roles?

Previous research indicates that conflicting roles and demands lead to emotional exhaustion, stress, and anxiety. Inter-role Conflict Theory served as the theoretical framework for this study, and the findings supported its main principles: competing demands across different domains create role conflict, which affects individuals in all spheres of life. The study employed a mixed-methods design. A survey was conducted among 80 Ukrainian university students aged 17–41. Of the respondents, 62.5% prioritized academic work, while 37.5% prioritized part-time employment. Additionally, 57.5% reported not having sufficient time for hobbies and leisure activities. A thematic analysis was performed using MAXQDA 24 software.

The results revealed key challenges faced by Ukrainian students, including environmental instability (war conditions, power outages), performance anxiety, and emotional depletion. Work-study-life role conflict leads to high levels of stress and an overwhelming sense of responsibility among nearly all respondents. Participants reported difficulties with time management, feelings of exhaustion and burnout, particularly those who are married and have children. To cope with stress, students most frequently rely on family support or self-help strategies; only a small number (10 out of 80) seek professional counselling services.

Among the strategies identified as helpful for balancing work, study, and life roles were setting clear boundaries between work, education, and leisure time, ensuring adequate rest, and avoiding multitasking. Students also expect systemic changes, such as remote learning options and increased flexibility (flexible schedules and realistic deadlines). The findings provide a framework for further empirical research and encourage interdisciplinary

dialogue between psychological and pedagogical fields. Achieving a balanced integration of work, study, and personal life may improve students' academic performance, overall quality of life, and well-being.

Keywords: inter-role conflict; educational institutions; challenges; balance; strategies.

UDC 364.4:316.48

FROM SYMPTOM TO STRUCTURE: SOCIAL EXPERTISE AND THE TRANSFORMATION OF CONFLICT INTO COMMUNITY REORGANIZATION

Svetlana HARAZ, PhD, Associate Professor, Free International University of Moldova (ULIM), Chisinau, Republic of Moldova

Contemporary social realities are marked by increasing structural tensions, fragmented institutional responses, and symbolic-economic contradictions that cannot be adequately addressed through symptom-focused interventions. This article argues that social expertise constitutes a distinct professional paradigm capable of transforming structural conflict into community reorganization oriented toward demonstrable well-being. Moving beyond procedural or case-based intervention models, social expertise operates at the level of systemic configurations that generate and reproduce social problems.

The paper integrates three theoretical foundations: critical social theory, dialectical social work, and general systems theory. Drawing on these convergent perspectives, conflict is conceptualized not as deviation or dysfunction, but as an indicator of structural contradiction within interconnected subsystems (micro-, mezzo-, macro-, and exo-levels). Rather than suppressing tensions, social expertise identifies, analyzes, and reorganizes relational architectures that sustain inequalities, institutional fragmentation, or symbolic exclusion.

A central distinction is proposed between symptomatic analysis and dialectical-structural analysis. While the former focuses on observable manifestations (e.g., disengagement, marginalization, or resource scarcity), the latter investigates power asymmetries, resource distribution, normative inconsistencies, and institutional arrangements that produce such manifestations. Through a spiral model of systemic development, the article demonstrates how conflict may evolve from latent tension to visible contradiction, critical awareness, negotiated reconfiguration, and the emergence of a new adaptive equilibrium.

The framework is illustrated through the case of community empowerment via cultural heritage valorization. Cultural heritage often exists in a

paradoxical state: symbolically celebrated yet economically underutilized, formally recognized yet structurally marginalized. A dialectical-structural approach enables social experts to reposition heritage not merely as cultural expression, but as a strategic resource embedded in power relations and development policies.

The article concludes that social expertise achieves professional legitimacy only when systemic intervention produces verifiable improvements in community well-being. By shifting the analytical focus from symptoms to structural configurations, social expertise becomes a mediator of transformative reorganization, fostering adaptive coherence and sustainable development within complex social systems.

Keywords: social expertise; dialectical analysis; structural conflict; systemic intervention; community empowerment; cultural heritage; sustainable well-being.

UDC 364.444:614.88

VIOLENCE AGAINST AMBULANCE PERSONNEL IN THE CONTEMPORARY SOCIO-HUMAN CONTEXT

Cristina Maria STOICA, PhD, University Professor, "Petre Andrei" University of Iași, Romania; **Daria CONSTANTIN**, Individual Cabinet of Psychology, Romania; Master's Student, Free International University of Moldova (ULIM), Chisinau, Republic of Moldova; **Cornelia PRIOTEASA**, President, Association for Socio-Emotional Education Combat Stress RO, Romania.

In recent years, operational personnel within ambulance services have been increasingly exposed to situations involving verbal, psychological, and physical violence, occurring both during field interventions (at the patient's residence, in the ambulance, in public spaces, or in Emergency Departments) and in dispatch activities. The data collected in the present study confirm the systemic and repetitive nature of these aggressions, with a significant frequency reported by personnel (including monthly and weekly occurrences), as well as a wide diversity of aggression types, ranging from insults and threats to physical violence and unlawful restraint. These situations generate major risks not only to the physical safety of ambulance crews but also to the psychological well-being of staff, with direct consequences for the quality of medical care, the safety of interventions, and the professional sustainability of emergency system workers.

Keywords: ambulance services; workplace violence; occupational aggression; psychosocial risks; psychological health.

ABOUT THE CONCEPT OF SOLIDARITY

Mare LEINO, PhD, Associate Professor of Social Pedagogy, School of Governance, Law and Society, Tallinn University, Estonia.

When we speak about solidarity, what exactly do we mean? Generally, the concept carries a positive connotation: people come together around a shared idea or goal in order to solve a problem or overcome difficulties. In the context of social transformation, such problems are normal. People usually unite when they can no longer cope alone; therefore, problems and solidarity are closely interconnected. This implies that solidarity is not an entirely positive concept, as it signals the presence of concern or vulnerability.

It is important to note that the “enemy” does not have to be man-made; natural conditions may also pose threats. For example, in the past, communities gathered for collective work in order to complete agricultural tasks before seasonal changes. There is also a future-oriented form of solidarity: “I help someone today in order to receive help in the future, if needed.” This may be interpreted as a symbolic investment in reciprocity, where potential future adversities—illness, accidents, poverty, or other misfortunes—are anticipated as shared human risks. As such, solidarity can be considered a diffuse and multifaceted concept (Leino, 2010).

The presentation/article analyzes a case from general education. In spring 2023, a scandal involving a small village school in Estonia attracted public attention: the local government intended to close the school despite recommendations from the Ministry of Education and Research to maintain it. Parents and teachers sought to preserve the school, and the 2023/24 academic year began unofficially. The research method consisted of content analysis of published materials (primarily newspapers, as well as television and radio sources). The focus was on the social role of education within the community, given that schools represent more than institutions for academic instruction. The village community demonstrated strong and effective solidarity. The central research question concerns the motives underlying this solidarity: is it selfish or selfless?

Keywords: solidarity; empathy; social pedagogy.

UDC 316.356.2(510+479.22)

TRADITION AND MODERNITY IN TRANSITION: PSYCHOLOGICAL AND SOCIO-CULTURAL TRANSFORMATIONS OF FAMILY INSTITUTIONS IN CHINA AND GEORGIA

Aleksandra LATARIA, Doctor of Social Sciences, University Unilevel, Tbilisi, Georgia.

The family, as one of the most fundamental socio-cultural institutions, undergoes significant transformations during periods of rapid social change. This paper examines the evolving structure and functions of family institutions in China and Georgia within the broader framework of modernization, globalization, and transitional societal processes. Despite their cultural differences, both societies have experienced profound economic, political, and ideological shifts over recent decades, directly influencing family models, gender roles, intergenerational relations, and value systems.

Through a comparative cross-cultural analysis, the study explores the dynamic tension between traditional norms and modernizing imperatives, emphasizing how historical cultural patterns are reinterpreted in response to contemporary socio-economic realities. Particular attention is given to transformations in marriage patterns, parental authority, women's social roles, and the impact of urbanization and digital mediation on family cohesion.

The findings suggest that although globalization fosters common structural tendencies—such as family nuclearization and increased individual autonomy—cultural traditions continue to play a decisive role in shaping normative frameworks and social behavior. Family transformation in transitional societies does not represent a simple replacement of tradition by modernity; rather, it constitutes a complex and multidimensional process of adaptation, negotiation, and reinterpretation of cultural values.

Keywords: family institution; social transformation; tradition and modernity; cross-cultural analysis; Georgia; China.

UDC 316.7:7.071.1-055.2

BETWEEN TRADITION AND EXPRESSION: THE MOTHER-DAUGHTER RELATIONSHIP IN DRUZE WOMEN'S ARTWORKS

Ebtesam BARAKAT, PhD, Zefat Academic College and Bar-Ilan University, Israel; Shahar **MARNIN-DISTELFELD**, PhD, Zefat Academic College and Oranim College of Education, Israel.

This article explores how young Druze women artists in Israel represent their relationships with their mothers through visual art. The study draws

on broader research involving fifteen Druze women artists from the Carmel, Galilee, and Golan Heights, focusing specifically on two artists whose works most explicitly engage with the mother–daughter bond by incorporating their mothers’ presence into their artistic practice.

Using a qualitative methodology that combines in-depth interviews and visual-interpretive analysis, the research reflects a bilingual and bicultural collaboration between a Druze Arabic-speaking researcher and a Jewish Hebrew-speaking art scholar. In the selected artworks, mothers are depicted as central yet often passive figures, engaged in domestic roles and wearing traditional dress, symbolizing generational continuity as well as cultural divides. While portrayed as physically supportive, these maternal figures are rarely represented as emotionally expressive or intellectually empowered.

The findings resonate with feminist and psychoanalytic theories of the mother–daughter relationship, revealing inner tensions between filial loyalty and the pursuit of autonomy. Ultimately, the artworks become a space for negotiating identity, tradition, and transformation, positioning Druze women artists at the intersection of patriarchy, creativity, and social change.

Keywords: artworks; Druze women artists; mother–daughter relationship; filial loyalty; cultural divides; autonomy; gender; social transformation.

UDC 364.4-055.2:32.019.5

MOTHERS ON TRIAL: HOW ISRAEL'S WELFARE STATE DISQUALIFIES MARGINALIZED MOTHERHOOD

Esther HERZOG, Professor, Behavioral Sciences Department, Zefat Academic College, Israel.

This presentation examines motherhood within the Israeli neoliberal welfare state, focusing on the ways in which welfare policies contribute to the disqualification of marginalized motherhood. The strengthening of neoliberal conceptions has enabled the reduction of social benefits and the implementation of strategies that weaken women’s populations, particularly those from disadvantaged social groups.

The study critically addresses the phenomenon of parental rights dispossession affecting marginalized mothers and its connection to welfare policy frameworks. Research on “out-of-home placement” and “single mothers” often overlooks the systematic removal of children from their mothers by state authorities, as well as the coercive mechanisms embedded in processes of parental and maternal rights dispossession.

The presentation offers a critical analysis of the relationship between out-of-home placement policies and the disqualification of marginalized women's motherhood. These policies are frequently justified through the discourse of "the child's best interest" and "parental competence," concepts grounded in vague theoretical assumptions and often used to blame mothers for alleged neglect or endangerment. Such policies may serve broader class interests, including the transfer of children from marginalized families to more established social groups, as well as institutional actors who benefit from state funding for residential care and foster systems.

The research is based on autoethnographic inquiry and more than thirty years of social involvement in supporting single mothers in their struggles against custody dispossession and in efforts to reunite children with their biological families. The central question explored concerns the relationship between neoliberal welfare policy and motherhood in contemporary Israeli society.

Keywords: autoethnographic research; marginalized motherhood; neoliberal welfare state; out-of-home placement; single mothers; parental rights dispossession; social policy.

UDC 364.632-055.2:316.356.2

INSIGHTS REGARDING CHILDREN-TO-MOTHER VIOLENCE FROM THE PERSPECTIVE OF ARAB-PALESTINIAN MOTHERS

Tal MELER, Professor, Behavioral Sciences, Zefat Academic College, Israel; **Niveen HASSAN**, PhD, Department of Special Education and Psychology, Zefat Academic College, Israel; **Raghda ALNABILSY**, PhD, Department of Social Work, Ruppin Academic Center, Israel.

This study seeks to deepen the understanding of child-to-mother violence, a largely overlooked phenomenon in existing scholarship. This form of violence represents a serious social and public health concern, undermining women's fundamental rights to dignity, safety, and physical and mental well-being. Despite its severity, systematic research on child-to-mother violence remains limited internationally, and to date no comprehensive study has been conducted in Israel.

Employing a mixed-methods design, the research draws on 36 semi-structured in-depth interviews conducted in 2024, alongside a survey of 343 Arab-Palestinian mothers in Israel. The findings illuminate the mechanisms, dynamics, and consequences of child-to-mother violence from the mothers' own perspectives. Participants described multiple forms of abuse, including physical, psychological, and economic violence, and detailed their effects on financial stability, health, emotional well-being, and

social relationships. Particular attention is given to experiences of economic violence and persistent financial pressure.

The study identifies an intergenerational dimension, revealing a connection between child-to-mother violence and prior exposure to intimate partner violence (IPV) within the household. The analysis situates these experiences within the broader context of structural marginalization and civic exclusion faced by Arab-Palestinian women as members of a national minority in Israel. Patriarchal norms, limited social support, language barriers, and restricted access to institutional resources further complicate help-seeking processes, often compelling women to cope independently.

By foregrounding women's subjective accounts and structural positioning, the study provides a foundation for developing culturally informed prevention and intervention strategies aimed at reducing child-to-mother violence and supporting affected mothers.

Keywords: Arab-Palestinian mothers; child-to-mother violence; economic violence; emotional well-being; intergenerational dimension; patriarchal norms; structural marginalization.

UDC 159.923.2:82-94

**FATE AND AGENCY IN THE SELF-NARRATIVE OF A HUNGARIAN ACTOR
AND FILMMAKER, AFRÉD DEÉSY**

Ágnes BÁLINT, PhD (Dr. habil), Associate Professor, Institute of Education Sciences, Faculty of Humanities and Social Sciences, University of Pécs, Hungary.

The study examines the memoir of Afréd Deésy (1877–1961), a Hungarian actor and filmmaker of the early twentieth century, from the perspective of narrative identity theory. Drawing on McAdams' concept of life story and generativity scripts, the paper explores how identity is constructed through personal myth and narrative structure.

While American life stories typically follow a "suffering-growth-generativity" pattern characterized by a redemptive self and strong personal agency, Deésy's memoir reflects a distinct Eastern European narrative model. His life is presented as a sequence of cinematic episodes structured around turning points rather than redemptive transformation. Agency appears limited, as life events are largely attributed to fate, which functions as a framing principle, external driving force, and cohesive narrative device. Agency emerges primarily in situations involving control over others.

Furthermore, generativity in Deésy's narrative takes a cultural rather than relational form: instead of emphasizing care-based generativity, he

positions himself as a witness to and participant in institutional transformations in theatre, operetta, and early film. His contribution is framed through innovation, productivity, and presence at historical turning points rather than through service or redemption.

Keywords: self-narrative; fate; generativity; agency.

UDC 159.942:7

AESTHETIC EXPERIENCE, EMPATHY AND WELL-BEING

Neli BALODE, PhD in Psychology, Associate Professor, Free International University of Moldova (ULIM), Chisinau, Republic of Moldova.

In the current historical context, in which digital technologies are increasingly present in everyday life, the human emotional sphere has become an issue of growing social concern. As digital technologies and computer-mediated communication have entered daily interactions, considerable effort has been devoted to understanding their impact on human affectivity. A growing body of research suggests that the emotional sphere is particularly vulnerable to changes in social interaction, highlighting the need for adequate solutions and resources to nurture emotional well-being. Art is traditionally regarded as a powerful and authentic source of emotional experience, in which empathy plays an essential role in enabling meaningful engagement and in reaching the full potential of aesthetic experience.

The paper explores the “paradoxical” nature of aesthetic experience and empathy, elaborating on how the dialectical interplay of embracing and distancing factors within both constructs may foster “healthy empathy” and protect against empathy fatigue and emotional distress—frequent phenomena among mental health professionals.

Finally, the paper argues for the advantages of teaching a course on the Psychology of Aesthetic Experience to psychologists and other mental health professionals. Given that empathy is a crucial dimension in the exercise of their professional duties and that burnout rates remain high, aesthetic experience appears particularly valuable for refining the emotional sphere while simultaneously offering protection against burnout.

Keywords: aesthetic experience; art education; emotional distress; empathy fatigue; well-being.

A BRIDGE TO PEACE: USING ART TO EXPLORE OUR ROLES

Barbara PARKER-BELL, PsyD, ATR-BC, Professor Emerita, Art Therapy Program, Department of Art Education, College of Fine Arts, Florida State University, Tallahassee, Florida, USA.

There are many ways in which art therapists and individuals can use art for reflection to support the development of health, well-being, and the creation of a peaceful and sustainable future. A professional relational space, together with art-based methods, can cultivate reflective and collaborative dialogues aimed at investigating and promoting peace. Once a desired realm of peace has been identified according to an Ecological Systems Theory model, art therapy structures can be designed to support the cultivation of peaceful aims.

Variations of the Bridge Drawing are presented to demonstrate how this structure can amplify goals and clarify steps toward peace.

Keywords: art therapy; Bridge Drawing; Ecological Systems Theory; peace.

SECTION 1
METHODOLOGICAL CHALLENGES IN CONTEMPORARY
PSYCHOLOGICAL RESEARCH

UDC 159.9.072:37.015.3

CONTEMPORARY APPROACHES IN PSYCHOLOGICAL COUNSELING OF
STUDENTS WITH EMOTIONAL INSTABILITY

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Adolescence represents an important and often challenging stage in young people’s development, characterized by numerous emotional, psychological, and social changes. During this period, many students experience difficulties in emotional regulation, manifested through frequent mood fluctuations, anxiety, or intense emotional reactions, which may affect their adaptation to the school environment. The present study aimed to examine the role of psychological counseling in reducing emotional instability among adolescents aged 13 to 15 years. The research was conducted on a sample of 30 students from grades 7–9. To assess the students’ emotional state, several methods were employed, including the Phillips School Anxiety Test, the SAN (Well-being–Activity–Mood) method, and psychological observation. The intervention was based on contemporary counseling approaches inspired by the principles of person-centered therapy (C. Rogers), focusing on enhancing adolescents’ emotional awareness, self-regulation, and socio-emotional skills. The findings indicate a decrease in manifestations of emotional instability and an improvement in students’ emotional well-being, highlighting the importance of psychological support within the school environment.

Keywords: adolescents, emotional instability, emotional self-regulation, psychological counseling, school environment.

UDC 159.9.07:616.314

THE PSYCHOLOGICAL PROFILE OF THE ANXIOUS PATIENT IN THE
DENTAL OFFICE: CONTRIBUTIONS TO PERSONALIZED CLINICAL
PRACTICE

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Gabriela PURICE, Psychologist, Iași, Romania

Dental anxiety remains a significant challenge in dental practice, affecting both the quality of care and patients’ adherence to treatment. Drawing on direct clinical experience and adopting an integrative psychological perspective, this study aims to outline the psychological profile of patients with high levels of dental anxiety by examining the relationship between

personality traits (TIPI – Big Five) and dental anxiety levels (SDAI) in a sample of 104 adults. The results indicate that high neuroticism, female gender, previous unpleasant dental experiences, and negative perceptions of the clinical environment represent cumulative risk factors for intense dental anxiety. The study emphasizes that identifying these factors during the anamnesis stage may assist dentists and clinical psychologists in selecting individualized intervention strategies, thereby improving the therapeutic relationship and the overall quality of oral healthcare.

Keywords: dental anxiety; psychological profile; personality traits; neuroticism; risk factors; personalized dental practice; therapeutic relationship.

UDC 159.923.2:159.964.2

THE FIRST EXISTENTIAL DECISION: FROM THE INJUNCTION “DO NOT EXIST” TO THE BELIEF “AFFECTION IS A GIFT”

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This study proposes an integrative conceptual model concerning the first existential decision — the decision to exist. From the earliest moments of life, through repeated relational experiences of care and affection, the child gradually internalizes the experience of being loved and develops the experiential foundation of unconditional acceptance. The model proposed by John McNeel correlates fundamental relational experiences from the stage of existence (0–6 months) with the transmission of the injunctive message “Don’t exist,” the development of Internal Working Models (IWMs), and the emergence of early existential decisions. Drawing on attachment theory, the study analyzes how the relational sequence need–signal–response–satisfaction contributes to the development of the child’s sense of personal efficacy and basic trust. The role of positive strokes and existential permissions in the formation of the belief that affection genuinely exists is further examined. The applied dimension highlights the transition from early defensive patterns — particularly desperate decisions (e.g., “I am in the way,” “I am a burden”) and defiant decisions (e.g., “I will show you that I am here”) — toward the consolidation of a new existential belief expressed as “Life is a gift.” The study outlines the theoretical and clinical implications of these processes for early relational care and for psychotherapeutic interventions within the Redecision Model developed by John McNeel in Transactional Analysis.

Keywords: Redecision Model, early decisions, injunction “Don’t exist,” coping processes, Transactional Analysis, John McNeel, stage of existence (0–6 months).

UDC 159.9.072.43:159.923.2

COUPLE PSYCHOTHERAPY – A CURRENT NECESSITY

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In a world marked by the resurgence of intense emotions such as anger, envy, and aggression, as well as by increasingly accentuated individualism, couple relationships are exposed to significant pressures and relational instability. The contemporary social climate tends to amplify self-centered attitudes and weaken authentic interpersonal connection, placing intimate bonds under considerable strain. Under these conditions, the fundamental human need for love and belonging may become frustrated, potentially leading to emotional imbalance, dissatisfaction, and depressive tendencies. The fragility of couple dynamics reflects broader societal transformations that challenge traditional relational patterns and expectations. The present study highlights the necessity of developing complex and effective intervention models in couple psychotherapy. Such models aim to restore emotional balance, rebuild communication patterns, enhance mutual understanding, and support the construction of mature, conscious, and harmonious relationships adapted to current social realities.

Keywords: couple psychotherapy, love, belonging, interpersonal relationships, social change, depression, therapeutic intervention, emotional balance.

UDC 159.942:159.923.2

**ANXIETY AND RELATIONAL INSTABILITY IN EMERGING ADULTHOOD: A
DEVELOPMENTAL AND BIOPSYCHOSOCIAL PERSPECTIVE**

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Emerging adulthood represents a developmental stage characterized by identity exploration, relational experimentation, and prolonged neurobiological maturation. During this period, individuals experience increasing autonomy while simultaneously confronting substantial uncertainty regarding career trajectories, social roles, and intimate relationships. Epidemiological research consistently indicates that anxiety disorders frequently emerge or intensify during emerging adulthood, making this life stage particularly vulnerable to emotional distress. At the same time,

young adults commonly encounter significant relational instability, including fluctuations in romantic relationships, friendship networks, and social support systems. The present study examines the dynamic interaction between anxiety symptoms and relational processes during emerging adulthood. Drawing upon developmental psychology, attachment theory, and sociocultural perspectives, the paper advances the anxiety–relational amplification hypothesis, according to which anxiety and relational instability interact through a bidirectional feedback loop. This dynamic system may be intensified by contemporary sociocultural factors, including digital relational environments, economic uncertainty, and increased geographic mobility. Understanding these mechanisms may contribute to the development of integrative theoretical models and more effective psychological interventions targeting anxiety and relational vulnerability among young adults.

Keywords: emerging adulthood, anxiety disorders, relational instability, attachment insecurity, developmental vulnerability, digital relational environments, anxiety–relational amplification.

UDC 159.9:37:004

THE ROLE OF THE PSYCHOLOGIST AS A FACILITATOR OF CONTINUING LEARNING IN THE DIGITAL SOCIETY

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The rapid expansion of digital technologies has fundamentally reshaped the conditions under which individuals learn, adapt, and develop throughout their lives. In this context, the role of the psychologist has expanded beyond traditional therapeutic or diagnostic functions, evolving into that of a facilitator of lifelong learning. This study examines how psychological expertise can be mobilized to support individuals and communities in navigating the challenges of continuous learning in a digitally saturated environment.

Drawing on Romanian and international literature, the analysis argues that psychologists possess a unique set of tools—ranging from motivational interviewing and cognitive-behavioral techniques to group facilitation and support for digital literacy—that can be strategically applied in educational, organizational, and community settings. The study also discusses the tensions and ethical responsibilities that arise when psychological practice intersects with the imperatives of a knowledge economy increasingly shaped by algorithms and data. The conclusions emphasize the need for a proactive and

interdisciplinary approach in which psychologists collaborate with educators, technologists, and policy-makers in order to create equitable conditions for continuous learning in contemporary digital societies.

Keywords: lifelong learning; digital society; psychologist as facilitator; continuous learning; psychological support; digital literacy; educational psychology.

UDC 159.922.7:373.2

THE IMPACT OF THERAPEUTIC PLAY ON THE DEVELOPMENT OF SOCIAL SKILLS IN PRESCHOOL CHILDREN

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Therapeutic play plays a significant role in supporting the development of social skills among preschool children. Through structured and guided activities, children learn to share, cooperate, and resolve conflicts in constructive ways. Therapeutic play provides a secure environment in which young children can express emotions, improve communication abilities, and develop empathy toward peers.

The study emphasizes that guided play activities facilitate the acquisition of essential social competencies and contribute to strengthening self-confidence. By engaging in interactive and emotionally supportive contexts, children enhance their relational abilities and social integration.

Therapeutic play demonstrates a positive impact on behavioral regulation and interpersonal skills in early childhood, offering an effective educational and developmental tool within preschool settings.

Keywords: therapeutic play, social skills, preschool children, collaboration, conflict resolution, empathy, communication, social integration, behavioral development.

UDC 159.923.2:159.944

PSYCHOLOGICAL MODELS OF PERSONAL RESILIENCE

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The study examines the concept of psychological resilience and analyzes the principal theoretical models that explain its formation and development. Resilience, derived from the English term denoting elasticity or the capacity to recover, refers to an individual's ability to effectively overcome stressful situations, crises, and adversity while maintaining psychological well-being and functional stability. Unlike relatively stable personality traits such as stress resistance or hardiness, resilience is conceptualized as a dynamic

process of adaptation shaped by both internal and external resources. The concept gained prominence following the longitudinal research of Emmy Werner, which demonstrated that some children raised in adverse conditions achieved positive life outcomes due to adaptive capacities.

The paper systematizes key psychological models of resilience, including the developmental (cultivation) model, stress-coping models (ego-psychological, personality trait, and contextual approaches), and the resource-based framework. Particular attention is given to S. Maddi's theory of hardiness, emphasizing involvement, control, and challenge as cognitive attitudes that transform stress into opportunities for growth. The analysis highlights the importance of internal resources—such as emotional intelligence, self-regulation, value orientations, and self-esteem—as well as external resources, including social support, leadership, and participation in community structures.

The study argues that resilience does not imply the absence of stress, but rather the capacity to respond constructively, learn from adversity, and restore or even enhance previous levels of functioning. Integrating multiple theoretical perspectives facilitates the development of comprehensive psychological interventions, particularly in group settings, aimed at strengthening adaptive coping strategies and promoting long-term psychological well-being.

Keywords: psychological resilience; coping strategies; resource approach; hardiness; stress management; adaptive functioning; social support.

UDC 159.944.4:615.851

ART THERAPY AS A RESOURCE FOR PREVENTING PROFESSIONAL BURNOUT IN HELPING PROFESSIONS

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The study analyzes international and Ukrainian experience in the application of art therapy interventions for helping professionals working under conditions of increased stress, war-related traumatization, and professional exhaustion. Particular attention is paid to practical recommendations for implementing art therapy within burnout prevention systems for social workers and other specialists in helping professions.

Organizational, methodological, and reflective components of the intervention program are identified. The paper substantiates the integration of art therapy practices into professional support and advanced training programs as an effective resource-oriented approach to maintaining

psychological well-being, preventing emotional depletion, and strengthening professional resilience.

Keywords: art therapy; emotional burnout; burnout prevention; social workers; helping professions; psychological recovery; resilience.

UDC 159.923.2:159.942.3

GUILT AS A PSYCHOLOGICAL PHENOMENON: FUNCTIONS AND ADAPTIVE POTENTIAL

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The study examines the phenomenon of guilt in contemporary psychological literature. Guilt is conceptualized as a basic emotion, a moral feeling, a manifestation of self-awareness, and a mechanism of informal social regulation. The analysis highlights its dual nature, emphasizing both adaptive and maladaptive (irrational) forms. The main functions of guilt are outlined: regulatory, motivational, signaling, and self-attitude functions. When experienced constructively, guilt can stimulate responsible behavior, reassessment of personal values, meaning-making, and personal growth. Constructive coping with guilt involves awareness, acceptance of responsibility, and action-oriented strategies aimed at restoring balance. Conversely, non-constructive responses—such as persistent self-blame and self-reproach—may lead to emotional instability, negative self-attitude, and reduced psychological functioning. The adaptive potential of guilt is therefore closely related to the individual’s capacity for reflective processing and corrective action.

Keywords: guilt; regulatory function; motivational function; signaling function; self-attitude; guilt-state; guilt-trait.

UDC 159.923.2:159.942.5

THE USE OF THE PARADOXICAL INTENTION METHOD IN PSYCHOCORRECTIONAL WORK WITH FEARS UNDER CONTEMPORARY SOCIAL CHALLENGES

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The study provides a theoretical substantiation and analysis of the application of the paradoxical intention method in psychocorrectional work with fears within the context of contemporary social challenges. The origins

of the method are outlined, emphasizing its development within V. Frankl's logotherapy as a technique for overcoming obsessive fears and anticipatory anxiety. Research conducted by A. Lazarus, J. Wolpe, and A. Ellis further confirms the effectiveness of paradoxical techniques within cognitive-behavioral frameworks. The psychological mechanisms underlying the influence of paradoxical intention on fear responses are identified. Practical directions for applying this method in psychocorrectional settings are presented. Contemporary research indicates that paradoxical intention reduces fear intensity through mechanisms of desensitization and cognitive restructuring.

The study highlights that paradoxical intention represents an effective psychocorrectional tool grounded in existential-cognitive mechanisms for overcoming anxiety. Its application in the context of contemporary social challenges contributes to reducing maladaptive anxiety and strengthening individual psychological resilience.

Keywords: paradoxical intention method; psychocorrection; fear intervention; maladaptive anxiety; psychological resilience; contemporary challenges.

UDC 159.944.4:159.923

PSYCHOLOGICAL CHARACTERISTICS OF WORKAHOLISM IN THE CONTEMPORARY WORLD

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The study presents the results of an empirical investigation into the psychological characteristics of workaholism in contemporary society, focusing on the relationship between personality traits and manifestations of work addiction. The sample included 30 participants (15 men and 15 women), aged between 18 and 72 years, distributed across five age groups. A set of standardized instruments was used, including the Work Addiction Risk Test (WART), the Basic Psychological Needs Satisfaction Scale, the Codependency Questionnaire, measures of addictive tendencies, the Subjective Well-Being Scale, the Character Accentuation Test, and the Emotional Burnout Inventory. The findings indicate significant age-related differences, with higher levels of workaholism identified in the 29–39 and 62–72 age groups, while no significant gender differences were observed. Workaholism correlated negatively with autonomy satisfaction and subjective well-being, and positively with codependency, other addictive behaviors, and emotional burnout—particularly the resistance and

exhaustion phases. Associations were also identified between workaholism and specific character accentuations, especially pedantic and dysthymic types. The results support the interpretation of workaholism as a maladaptive behavioral addiction and underline the importance of early identification, prevention strategies, and targeted psychological interventions.

Keywords: workaholism; work addiction; behavioral addiction; personality traits; subjective well-being; burnout; codependency.

UDC 004.8:159.9:316

UTILIZING BCI SYSTEMS AS A TOOL FOR SOCIAL DIAGNOSIS AND OPTIMIZATION: NEUROTECHNOLOGICAL PERSPECTIVES IN THE SOCIAL SCIENCES AND HUMANITIES

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The study explores the intersection between cognitive neuroscience and the social sciences, proposing the use of Brain–Computer Interface (BCI) systems as an innovative method for understanding and optimizing human behavior. In the context of contemporary challenges—such as chronic stress, digital alienation, and reduced empathic engagement—traditional research methods may be complemented by objective measurements of neural activity.

An interdisciplinary framework combining psychometric assessment with non-invasive electroencephalographic (EEG) monitoring is outlined. BCI systems allow real-time recording of cognitive and emotional responses—such as engagement, frustration, or relaxation—when individuals are exposed to various social stimuli or environmental stressors.

The integration of neurotechnology into socio-human research may contribute to the development of personalized psychosocial interventions, improved support for individuals with communication or motor impairments, and the design of adaptive work and learning environments. The study also acknowledges the ethical and methodological considerations associated with the application of neurotechnological tools in social contexts.

Keywords: BCI systems; neurotechnology; neuropsychology; social sciences; behavioral optimization; mental health.

THE RELATIONSHIP BETWEEN DISTRESS AND PSYCHOLOGICAL SUFFERING IN PATIENTS DIAGNOSED WITH BREAST CANCER

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The study investigates the relationship between distress and psychological suffering in women diagnosed with breast cancer. The research aimed to examine the association between distress and symptoms of anxiety, depression, and somatization, in order to determine the predictive role of distress in the development of psychological difficulties.

The working hypothesis assumed the existence of statistically significant correlations between distress and psychological symptomatology in patients diagnosed with breast cancer. The results revealed strong positive correlations between distress levels and all dimensions of psychological suffering. The most significant associations were identified between distress and depression ($r = .81, p < .001$), anxiety ($r = .80, p < .001$), and somatization ($r = .77, p < .001$).

These findings indicate that elevated distress is strongly associated with increased levels of psychological symptoms, highlighting the necessity of systematic psychological screening and intervention in oncological settings.

Keywords: distress; breast cancer; anxiety; depression; somatization; psychological suffering.

THE PERCEPTION OF THE PSYCHOTHERAPIST BETWEEN STEREOTYPE AND REALITY: A STRUCTURAL ANALYSIS

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The study examines the social perception of the psychotherapist from the perspective of social representations theory, analyzing the coexistence of professional realities and culturally mediated stereotypes. The research was conducted on a sample of 120 participants and employed the free association method, interpreted through the structural approach specific to central core theory.

The results reveal a central core structured around concepts such as empathy, professionalism, support, and understanding, reflecting a predominantly positive representation of the profession. Peripheral elements include media influences, cultural clichés, and ambivalent perceptions related to authority, emotional involvement, and therapeutic efficacy. Direct

experience with psychotherapy and higher educational level were associated with more nuanced and realistic representations.

The findings underline the importance of psychoeducation and accurate public information in reducing stereotypes and consolidating an authentic professional image of the psychotherapist.

Keywords: social representations; psychotherapist; stereotypes; central core theory; professional image; media influence.

UDC 159.944.4:37

THE RESILIENT TEACHER: BETWEEN PROFESSIONAL STRESS AND EMOTIONAL BALANCE

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The study addresses emotional resilience as a key protective factor against professional stress in the educational environment. Contemporary educational contexts are characterized by increased workload, administrative demands, digitalization, relational tensions, and constant performance evaluation, all of which contribute to chronic occupational stress among teachers.

Emotional resilience is conceptualized as a multidimensional construct encompassing physical, emotional, mental, and social components. The research highlights the benefits of resilience, including emotional awareness, effective emotion regulation, perseverance, problem-solving capacity, and the maintenance of psychological balance under pressure.

Four essential stages in the development of teachers' emotional resilience are identified: (1) building meaningful connections; (2) cultivating well-being; (3) identifying personal and professional purpose; (4) adopting constructive cognitive patterns. The study also outlines practical techniques for strengthening resilience, such as the REST technique, "Three Good Things," mindfulness practices, the "Sources of Resilience" exercise, the "Happiness Chest," and reflective self-structuring tools.

The findings emphasize that emotional resilience can be systematically developed and that structured institutional strategies may contribute to reducing stress and enhancing both individual well-being and collective educational performance.

Keywords: emotional resilience; professional stress; well-being; emotion regulation; self-regulation; teachers; educational environment.

SPECIFIC DIMENSIONS OF OCCUPATIONAL STRESS AMONG CLINICAL PSYCHIATRY PROFESSIONALS

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In the context of accelerated social and economic transformations, occupational stress has become a major challenge within the mental healthcare system. Professionals working in psychiatric hospitals are exposed to intense emotional demands, constant interaction with patients suffering from severe mental disorders, complex clinical responsibilities, and often limited institutional resources.

The study aims to investigate the specific manifestations of occupational stress among psychiatric hospital staff and to analyze its impact on their psychological well-being. The research was conducted on a sample of 30 employees of the IMSP Psychiatric Hospital of Bălți, using standardized instruments, including the Perceived Stress Questionnaire (Levenstein), the Maslach Burnout Inventory (MBI), and the "How Stressed Are You?" scale.

The findings indicate moderate to high levels of stress, particularly among less experienced staff and those working directly with patients with severe psychiatric conditions. Emotional exhaustion and burnout symptoms were more pronounced in these groups. The implementation of a structured stress management program contributed to a reduction in burnout indicators and to an improvement in perceived professional well-being.

The results highlight the necessity of developing supportive organizational policies and systematically implementing occupational stress prevention programs in psychiatric institutions in order to protect staff health and improve the quality of care.

Keywords: occupational stress; psychiatric hospital; medical staff; burnout; mental health; stress management.

APHASIA AND ITS IMPACT ON FAMILY MEMBERS

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Aphasia, frequently a consequence of stroke, affects not only the diagnosed individual but also the entire family system. The present study investigates the impact of post-stroke aphasia on family members, focusing on communication difficulties, involvement in rehabilitation, access to information, perceived support, and personal well-being.

The research was conducted on a sample of 58 family members who completed an online questionnaire regarding their experiences and perceptions. Statistical analyses revealed positive associations between family involvement in rehabilitation, quality of communication with the aphasic person, access to relevant information, and perceived social support.

The findings suggest that active family participation in the rehabilitation process enhances understanding of the condition and improves relational dynamics, facilitating recovery. At the same time, the absence of a direct association between rehabilitation involvement and caregivers' personal well-being indicates a risk of emotional overburden and self-neglect.

The study underscores the importance of integrated support programs addressing informational, emotional, and practical needs, as well as promoting caregiver self-care and role balance.

Keywords: aphasia; post-stroke rehabilitation; family impact; communication; caregiver well-being; family support.

UDC 316.356.2:159.9

THE PERCEPTION OF DIVORCE IN ROMANIAN SOCIETY

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The study explores attitudes toward divorce in relation to age, gender, level of education, place of residence, and personal or familial experience with divorce. The sample included 100 respondents, relatively balanced across the analyzed socio-demographic variables.

Attitudes were assessed using a 35-item Likert-scale questionnaire developed in accordance with relevant literature. Statistical analysis (independent samples t-test) revealed significant differences according to age and gender: respondents aged 18–35 and women displayed more favorable attitudes toward divorce compared to individuals over 35 and men.

No statistically significant differences were identified in relation to education level, place of residence, or prior personal experience with divorce. The findings indicate that perceptions of divorce are shaped primarily by generational and gender-related factors.

The results may contribute to the development of counseling and support programs tailored to individuals undergoing divorce and to a better understanding of evolving family norms in Romanian society.

Keywords: divorce perception; social attitudes; gender differences; age differences; socio-demographic factors; Romanian society.

DIAGNOSTIC METHODS OF SCHOOL ADAPTATION IN CHILDREN

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School adaptation is a multidimensional process involving a child's adjustment to the academic, emotional, and social demands of the educational environment. Early diagnosis of adaptation levels is essential for preventing maladjustment and supporting academic success.

The study highlights the importance of comprehensive psycho-pedagogical assessment aimed at identifying integration difficulties and evaluating school-related anxiety. An integrated diagnostic framework enables timely intervention and contributes to the development of a supportive learning climate.

The communication presents key tools used in assessing school adaptation: L. Kovaleva's Questionnaire (teacher-based behavioral assessment), the "Animal School" projective test (analysis of the child's subjective perception of school), the Lüscher Color Test (evaluation of psycho-emotional state), the Phillips School Anxiety Test (identification of school-related stress factors), the "Me at School" drawing technique (reflection of attitudes toward learning), and systematic psycho-pedagogical observation.

The integrated use of these methods ensures a multidimensional understanding of school readiness, emotional well-being, and social integration among primary school students.

Keywords: school adaptation; school readiness; maladjustment; school anxiety; diagnostic methods; projective techniques; psychological assessment.

QUALITY OF LIFE IN PERSONS DIAGNOSED WITH DEMENTIA: CLINICAL AND PSYCHOSOCIAL ANALYSIS

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Dementia is one of the most prevalent neurodegenerative disorders associated with population aging, significantly affecting cognitive, emotional, and social functioning. Contemporary research emphasizes that the exclusive assessment of cognitive decline is insufficient for understanding the complexity of dementia; therefore, the evaluation of quality of life serves as an integrative indicator of overall health status and psychosocial adaptation.

The study examines the quality of life of individuals diagnosed with dementia, focusing on the relationship between cognitive impairment, emotional manifestations, and social support factors involved in adapting to the disease. The research is grounded in a clinical and psychosocial framework, integrating interdisciplinary assessment perspectives.

The findings indicate that quality of life is influenced not only by the degree of cognitive deterioration but also by emotional well-being, social support, and care conditions. The results underline the necessity of multidisciplinary interventions aimed at maintaining functional autonomy, strengthening family involvement, and improving the overall well-being of individuals living with dementia.

Keywords: dementia; quality of life; cognitive functioning; psychosocial assessment; social support; emotional well-being; elderly population.

UDC 159.923.2:159.942-053.6

EMOTIONAL INTELLIGENCE AND THE FORMATION OF LEADER

IDENTITY IN ADOLESCENCE: AN INTEGRATIVE EXPLANATORY MODEL

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Recent research highlights a positive association between emotional intelligence and leadership behavior; however, the psychological mechanisms through which emotional competencies contribute to leadership development during adolescence remain insufficiently clarified. This communication proposes an integrative explanatory model conceptualizing emotional intelligence as a mechanism of identity regulation in the formation of leader identity. The theoretical framework integrates the ability-based model of emotional intelligence (Mayer, Salovey, & Caruso) with classical and contemporary theories of identity development (Erikson; Marcia) and literature on leader identity formation. Emotional self-awareness, emotion regulation, and interpersonal competence are understood as facilitating identity coherence and the internalization of leadership roles within peer groups. The proposed model outlines a sequential process: emotional competencies → identity regulation → social validation → leadership development. By shifting the focus from simple correlational approaches to process-oriented explanatory mechanisms, the study contributes to a deeper understanding of how emotional intelligence supports the emergence of leadership identity during adolescence.

Keywords: emotional intelligence; leader identity; adolescence; identity regulation; leadership development; explanatory model.

SOLITUDE AS A SPACE OF COMPERSION: REFLECTIONS ON EMOTIONAL CONNECTIONS IN THE ABSENCE OF THE OTHER

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This communication explores how solitude may become a fertile ground for the emergence of compersion and other complex emotional experiences. It analyzes the ways in which individuals can experience joy, empathy, and emotional resonance toward others even in their absence, emphasizing the subtle interplay between presence, non-presence, and the depth of interpersonal bonds.

Particular attention is given to the influence of digital culture on the mediation of intimacy and the tension between public visibility and the preservation of personal meaning. Within this framework, ephemerality and the symbolic function of affective memory shape an understanding of solitude not as isolation, but as a space of inner connection and emotional expansion.

The analysis underlines the ambivalence of contemporary emotional life, where distance may intensify, reshape, or deepen relational experiences.

Keywords: solitude; compersion; emotional connection; intimacy; absence; digital culture.

IMPLICATIONS OF COPING MECHANISMS IN THE MANIFESTATION OF MALADAPTIVE EATING BEHAVIORS

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Eating disorders are frequently associated with difficulties in managing stress and emotional experiences, while maladaptive eating behaviors may reflect dysfunctional strategies for coping with internal and external demands. Within this context, coping mechanisms play a central role in the development and maintenance of such behaviors.

The study analyzes the implications of coping mechanisms in the manifestation of maladaptive eating patterns, emphasizing the distinction between adaptive and maladaptive coping strategies. Particular attention is given to the way dysfunctional eating behaviors may function as short-term regulatory strategies that produce long-term maladaptive consequences.

This perspective supports the conceptualization of eating-related dysfunctions as attempts at emotional self-regulation and provides a

relevant explanatory framework for psychological assessment and intervention.

Keywords: coping mechanisms; maladaptive eating behaviors; emotional regulation; eating disorders; stress adaptation.

UDC 616-006:159.9

QUALITY OF LIFE IN CANCER PATIENTS

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This study examines the concept of quality of life in patients diagnosed with cancer, highlighting the multidimensional impact of the disease on physical, psychological, social, and functional domains.

The research was based on two hypotheses: (1) patients diagnosed with cancer present reduced levels of quality of life; and (2) quality of life differs across physical, psychological, social, and functional dimensions, varying according to socio-demographic and clinical characteristics.

Data collection included a structured survey (for socio-demographic and clinical variables), the EORTC QLQ-C30 questionnaire (for multidimensional assessment of quality of life), and semi-structured interviews in cases where patients preferred verbal responses or were unable to complete questionnaires independently.

The findings indicate differences across assessed dimensions (functioning, symptoms, global quality of life score) and variations related to sex, age, disease stage, living environment, and educational level. Lower functioning and global quality of life scores were observed in more advanced stages of the disease, while symptoms such as pain, fatigue, and insomnia were more pronounced. Since inferential statistical tests were not applied, conclusions are formulated as trends identified within the studied sample.

Keywords: quality of life; oncology; cancer patients; emotional functioning; physical functioning; social functioning.

UDC 159.922.8-055.26

TEEN MOTHERHOOD. PSYCHOSOCIAL ASPECTS

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In recent years, increasing attention has been paid in the Republic of Moldova to the psychosocial vulnerability of adolescent girls who become mothers, particularly in the context of preventing neglect and abuse, risks frequently associated with teenage motherhood. Although statistical data do not indicate a rise in the overall number of births among mothers under

21, a gradual increase has been observed in births among very young mothers, under the age of 16.

Research highlights that teenage motherhood poses significant challenges for the development of a secure mother–child relationship. Adolescents face difficulties in consolidating their adult identity, as they are simultaneously undergoing processes of separation–individuation from parental figures. This developmental overlap often leads to challenges in assuming parental responsibilities and in providing consistent emotional and physical care for the child.

The birth of a child during adolescence intensifies an already complex developmental stage marked by bodily, cognitive, and emotional transformations, as well as changes in peer and family relationships. The demanding care needs of a newborn may conflict with the adolescent’s own unmet emotional needs, generating vulnerability, low self-esteem, and postpartum depressive states.

Studies indicate that teenage mothers may display lower emotional responsiveness, difficulties in emotion regulation, and interaction styles characterized by intrusiveness, inconsistency, or, in some cases, neglect. Additional risk factors often include low socioeconomic status, dysfunctional family backgrounds, early pregnancy patterns within the family, experiences of abuse, absence of a stable partner, and limited social support.

These findings underline the necessity of structured prevention and support programs for teenage mothers, beginning during pregnancy and focusing on both maternal development and healthy mother–child interaction.

Keywords: teenage motherhood; adolescent pregnancy; mother–child relationship; emotional regulation; vulnerability; prevention programs.

UDC 159.9:616-006

RESILIENCE IN THE FACE OF CANCER: EMOTIONAL PROCESSING, SUPPORT AND MEANING

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An oncological diagnosis represents a critical life event capable of triggering an existential crisis and activating complex psychological defense mechanisms and coping strategies. Beyond medical treatment, resilience largely depends on the individual’s capacity to reorganize their inner psychological world and to attribute personal meaning to the experience of illness.

This study examines the relationship between patients' attitudes toward cancer, psychological defense mechanisms, and coping strategies. Particular attention is given to the manner in which attitudes toward illness influence both the structure of defense mechanisms and the adaptive strategies employed in confronting the diagnosis.

Given the increasing incidence of oncological diseases, a strictly biomedical approach proves insufficient. Identifying psychological factors that enhance recovery and adaptation is essential. Understanding the interaction between emotional processing (reflected in defense mechanisms) and behavioral adaptation (expressed through coping strategies) enables multidisciplinary teams to provide individualized psychological support and improve patients' quality of life.

The research was conducted on a sample of 30 patients diagnosed with various types of cancer, divided into adaptive and maladaptive psychological profiles. Assessment instruments included the Coping Strategies Questionnaire (Lazarus & Folkman) and the Life Style Index (LSI) for identifying defense mechanisms.

Results indicate significant differences between the two groups. Patients with adaptive attitudes predominantly employ problem-focused coping and social communication strategies, demonstrating higher resilience. In contrast, the maladaptive group shows elevated levels of immature defense mechanisms, such as regression and repression, suggesting avoidance of emotional confrontation with the illness.

The findings confirm that an active, adaptive attitude toward illness is positively associated with effective communication with medical staff and with coherent psychological integration of the traumatic experience.

Keywords: resilience; oncological diagnosis; coping strategies; defense mechanisms; emotional processing; psychological adaptation.

UDC 159.9:14

THE PHENOMENOLOGY OF ORDER AND CHAOS: UNITY AND DIVERSITY

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This paper proposes an integrative theoretical perspective on the relationship between chaos, order, unity, and diversity in psychological development and meaning construction. Positioned at the intersection of phenomenology, analytical psychology, and symbolic-narrative theory, the analysis explores how experiential unity emerges from the temporal structure of consciousness.

Drawing on Husserl's phenomenology, Heidegger's existential ontology, and Merleau-Ponty's phenomenology of embodiment, the study emphasizes the role of lived experience in structuring meaning. The psychological dimension is developed through Jung's theory of individuation, where chaos reflects the emergence of unconscious contents and order results from the integration of opposites into a more coherent psychic totality. Complementary perspectives include Peterson's model of oscillation between order and chaos and Pageau's symbolic ontology, which highlights hierarchical meaning structures.

The analysis also incorporates mythological interpretations inspired by Mircea Eliade, viewing cosmogonic myths as symbolic representations of the transition from primordial chaos to structured order. Based on these perspectives, the paper advances a dialectical model of psychological development in which experiential diversity is progressively integrated into a unified sense of self. Chaos and order are thus conceptualized as complementary phases within the ongoing process of existential maturation.

Keywords: phenomenology; chaos and order; unity and diversity; individuation; symbolism; meaning-making; psychological development.

UDC 159.922.8

ANXIETY-RELATIONAL DYNAMICS IN EMERGING ADULTHOOD: AN INTEGRATIVE BIOPSYCHOSOCIAL FRAMEWORK AND CLINICAL ALGORITHM FOR PERSONALIZED PSYCHOTHERAPY

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Emerging adulthood is characterized by identity exploration, relational transitions, and prolonged neurobiological maturation. During this period, anxiety symptoms frequently co-occur with relational instability, including insecure attachment patterns, interpersonal conflict, and repeated relationship disruptions. Although anxiety disorders and interpersonal functioning have been extensively studied, integrative models addressing their interaction remain limited.

The present study proposes a biopsychosocial framework conceptualizing anxiety-relational dynamics as an interactive system involving biological

regulation, cognitive–emotional processing, attachment schemas, interpersonal behavior, and sociocultural influences. Neuroregulatory asymmetries between limbic reactivity and prefrontal control, alongside digitally mediated relational environments, may intensify reciprocal feedback loops between anxiety and relational dysfunction.

Building on this framework, a clinical decision algorithm is introduced to guide personalized integrative psychotherapy. By translating theoretical insights into structured treatment pathways, the model supports precision-oriented interventions addressing both anxiety symptoms and relational functioning in emerging adulthood.

Keywords: emerging adulthood; anxiety–relational dynamics; integrative psychotherapy; attachment processes; emotion regulation; biopsychosocial model; personalized intervention.

UDC 159.922.1:316.6

INTERGENERATIONAL TRANSMISSION OF PARENTAL MODELS IN COUPLE RELATIONSHIPS IN YOUNG FAMILIES

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The intergenerational transmission of parental models represents a central topic in relational psychology, particularly in understanding the dynamics and stability of couple relationships in young families. In the context of ongoing social transformations and increasing relational fragility, early family experiences significantly shape adult relational patterns.

This study examines the relationship between internalized parental models and attachment styles in young couples. The theoretical framework integrates attachment theory (J. Bowlby), family systems theory (M. Bowen), parenting style models (Baumrind; Maccoby & Martin), and perspectives on observational learning and cognitive schemas.

The empirical research was conducted on a sample of 60 individuals involved in marriages or stable cohabiting relationships of up to 10 years. The Parental Bonding Instrument (PBI) assessed perceived parental care and control, while the Experiences in Close Relationships – Revised (ECR-R) measured attachment-related anxiety and avoidance. Statistical analyses included t-tests, Pearson correlations, and mean comparisons.

Findings indicate that attachment styles in young families are significantly influenced by internalized parental models, particularly through perceived parental care and control. The results contribute to understanding

relational continuity across generations and provide practical implications for counseling and preventive interventions targeting young couples.

Keywords: intergenerational transmission; parental models; attachment styles; young families; parental care; parental control; relational stability.

SECTION 2

INTERCONNECTIONS BETWEEN INDIVIDUAL AND SOCIETAL CHANGE IN THE CONTEXT OF SOCIAL TRANSFORMATION

UDC 316.6:159.9

YOUNG PEOPLE'S SOCIAL REPRESENTATIONS OF GENERATION AND RESILIENCE: ETHNOCULTURAL ASPECTS

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This study investigates young people's social representations of their own generation and of resilience in the context of socio-economic uncertainty. The research was conducted on a sample of 120 participants aged between 19 and 25 years, representing three ethnic groups: Moldovans, Gagauz, and Bulgarians. The participants were undergraduate and graduate students, and data were collected during the period 2024–2025.

Thematic analysis revealed that young people's representations of their own generation are predominantly ambivalent. On the one hand, the generation is associated with future orientation, subjectivity, and aspirations for self-realization; on the other hand, it is characterized by experiences of anxiety and uncertainty. Key markers of generational belonging include opportunities for personal development and active engagement in the digital environment, which functions as a central space for communication and identity construction.

Representations of resilience encompass both personal and social dimensions. At the personal level, resilience is associated with character strength, self-confidence, and emotional self-regulation. At the social level, it is linked to overcoming difficulties, adaptability to change, and the presence of supportive close relationships. The findings highlight ethnocultural nuances that shape how resilience and generational identity are constructed among young people in contemporary society.

Keywords: social representations; resilience; ethnocultural aspects; young people; generation; socio-economic uncertainty.

**DIMENSIONS OF FEMALE VULNERABILITY IN THE CONTEXT OF
EMERGING SOCIETAL REALITIES**

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Contemporary societal realities, characterized by accelerated economic, social, and cultural transformations, have reshaped the forms and manifestations of social vulnerability, disproportionately affecting women. These dynamics have intensified structural inequalities and increased exposure to various forms of risk, particularly within the private and family sphere.

This study analyzes the dimensions of female vulnerability within the current social context, focusing on domestic violence as a major risk factor and a catalyst for social exclusion. Domestic violence is approached as a complex phenomenon resulting from the interaction of gender inequalities, economic dependency, socio-cultural norms, and deficiencies in social protection systems.

The research highlights the principal dimensions of vulnerability among women who are victims of domestic violence—economic, social, relational, and psychosocial—emphasizing their cumulative character and their impact on autonomy and social integration. It also examines the limitations of existing interventions and argues for the development of integrated prevention and social intervention strategies tailored to the specific needs of female victims. The conclusions underline the necessity of adapting social policies and support services to contemporary societal realities in order to reduce female vulnerability and prevent domestic violence.

Keywords: female vulnerability; domestic violence; social risk; social intervention; gender inequalities; social exclusion; social policy; prevention strategies.

**THE CONTRIBUTION OF ANTHROPOLOGY TO THE ETHICAL TRAINING
OF IT PROFESSIONALS**

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In the context of accelerated social transformations generated by digitalization, IT professionals hold a central role in shaping new forms of social interaction, work, and governance. Beyond technical expertise, their

professional activity involves decisions with significant ethical, cultural, and social implications that directly influence individuals and communities.

This study explores the contribution of anthropology to the ethical training of IT professionals, emphasizing the importance of socio-human knowledge in developing critical and reflective thinking regarding the social impact of technology. Through key concepts such as alterity, social responsibility, organizational culture, and the social construction of technology, anthropology provides analytical tools for understanding technology as a social practice rather than merely a technical product.

Drawing on specialized literature and relevant examples from the IT professional environment, the research highlights the limitations of exclusively technocentric approaches in professional education. It argues for the integration of socio-human perspectives into both initial and continuous training programs for IT specialists. Such integration supports the development of ethical competencies, cultural empathy, and the ability to anticipate the social consequences of technological innovation. Ultimately, anthropology contributes to the humanization of technological processes and to the formation of responsible IT professionals capable of responding ethically and critically to contemporary social transformations.

Keywords: anthropology, professional ethics, IT professionals, social responsibility, digital transformation, organizational culture, technological innovation, socio-human education.

UDC 316.7:394

INDIVIDUAL AND SOCIETAL CHANGES IN TRADITIONAL PRACTICES: THE CASE OF WINTER HOLIDAYS IN THE URBAN MILIEU

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This study examines the transformation of traditional festive practices under the influence of modernization and globalization processes, focusing on winter holidays in the urban context of the Republic of Moldova. Although festive rituals traditionally belong to a relatively conservative sphere of social life, contemporary social dynamics have generated significant shifts in both the perception and performance of these practices.

In a society characterized by a predominantly rural heritage and strong preservation of the traditional festive calendar, urban environments reveal a complex interplay between continuity and change. Particular attention is given to the impact of mass migration, which has facilitated cultural borrowings and contributed to the diversification of celebratory forms.

Empirical research conducted among residents of Chişinău highlights emerging trends in the celebration of Christmas and New Year, as well as evolving attitudes toward these holidays. The findings demonstrate that the traditional religious cycle increasingly intertwines with the secular state calendar, producing a multiplicity of celebratory models. Cultural background and generational differences significantly influence these practices, reflecting broader processes of individual and societal transformation.

Keywords: tradition, festive practices, winter holidays, urban milieu, Christmas, New Year, cultural change.

UDC 316.6:004.8

THE IMPACT OF SOCIALIZATION ON PERSONALITY DEVELOPMENT IN THE NEW ERA OF ARTIFICIAL INTELLIGENCE

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Personality development is a complex process influenced by biological, psychological, and social factors. Among these, socialization occupies a central role, as through social interactions the individual internalizes norms, values, behavioral patterns, and constructs identity. In the context of accelerated transformations generated by artificial intelligence (AI), the process of socialization is undergoing significant changes. The emergence of social networks such as TikTok and Instagram, as well as the development of AI systems by organizations such as OpenAI, has redefined the ways individuals communicate, learn, and relate to themselves and others.

Traditionally, primary socialization takes place within the family, while secondary socialization occurs in school, peer groups, and the wider community. In the AI era, these environments are complemented by the digital space, characterized by technologically mediated interactions and algorithmically personalized content. Algorithms analyze user behavior and deliver information tailored to individual preferences. Consequently, socialization is no longer limited to physical proximity but becomes global and continuous.

Predominantly virtual interaction may affect the development of socio-emotional skills, such as direct communication, empathy, and conflict management. The reduction of face-to-face contact can diminish the depth of interpersonal relationships and encourage more superficial forms of connection. At the same time, the AI era offers significant opportunities for personality development. Access to diverse information, possibilities for

creative expression, and interaction with global communities may contribute to the formation of an open and flexible identity.

Harmonious personality development in the AI era depends on balancing real and virtual interactions, as well as balancing passive content consumption with critical reflection. Socialization remains the foundation of personality development; however, in the new era of artificial intelligence, it acquires new forms and dimensions. While the digital environment expands horizons of interaction and learning, it also introduces risks related to authenticity, autonomy, and emotional balance. In this context, digital education, the development of critical thinking, and the cultivation of authentic interpersonal relationships become essential. Artificial intelligence does not directly determine personality but profoundly shapes the social framework within which it is constructed.

Keywords: personality development, socialization, artificial intelligence, digital environment, identity, socio-emotional skills, digital education.

UDC 159.923-053.6:355.01

ANXIETY AS A PERSONAL ADAPTIVE RESOURCE OF UKRAINIAN ADOLESCENTS UNDER MARTIAL LAW CONDITIONS

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The relevance of this research is determined by the prolonged impact of military events as a chronic stress factor that significantly affects the psycho-emotional state of children and youth. A review of the literature indicates that the intensity of anxiety among adolescents largely depends on the degree of military exposure and the social context in which they live. The aim of this study was to conduct a theoretical and empirical investigation of the characteristics of anxiety and mental states of adolescents under martial law conditions in Ukraine.

The study involved 40 students enrolled in lyceums in the cities of Kyiv and Ternopil. To achieve the research objectives, Kondash's Social-Situational Anxiety Scale was applied, enabling the assessment of overall anxiety levels and its specific forms (school-related, self-assessment, and interpersonal anxiety). Additionally, G. Eysenck's "Self-Assessment of Mental States" test was used to determine levels of anxiety, frustration, aggression, and rigidity. The combined use of these instruments allowed for a

comprehensive characterization of situational anxiety sources and adolescents' subjective emotional states.

The findings indicate that, for the majority of adolescents, general anxiety levels and its specific types remain within normative limits, reflecting relative emotional stability and the presence of adaptive resources despite prolonged social tension. Anxiety was predominantly situational and did not evolve into persistent maladaptive forms. Moderate levels of frustration, aggression, and rigidity were identified, suggesting a relatively preserved capacity for psychological adaptation under wartime conditions.

Thus, under martial law and chronic stress, anxiety may function not only as a destabilizing factor but also as a personal adaptive resource that mobilizes internal psychological mechanisms. The study underscores the need for systematic psychological monitoring of students' emotional states and for the implementation of preventive and supportive programs within educational settings.

Keywords: anxiety, adolescents, martial law, psycho-emotional states, social-situational anxiety, psychological adaptation, resilience, chronic stress.

UDC 159.9:004.032.26

INTEGRATING BEHAVIORAL PARADIGMS AS MARKERS IN BCI SYSTEMS

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The objective of this study is to develop an integrative model that correlates behavioral indicators of conformity with psychometric scores and neurophysiological markers (EEG), integrated into an adaptive Brain-Computer Interface (BCI) architecture. The overarching aim is to transform a classical psychological construct—conformity—into a quantifiable parameter that can be utilized in predictive technical systems.

From a theoretical perspective, conformity has been experimentally investigated through the group pressure paradigm, commonly known as the Asch paradigm. While this paradigm provides a replicable behavioral model, it remains limited primarily to external observation. By integrating EEG markers, the present research extends this framework to include cognitive conflict, social information processing, and decisional self-regulation.

The methodology is based on an experimental design in which participants are exposed to a digital version of the Asch paradigm implemented in a

computer-controlled environment or virtual reality setting. A simulated group provides erroneous answers, and the participant must decide whether to conform. Behavioral indicators include conformity rate, decision latency, and response modification. Psychometric measures assess decisional autonomy, vulnerability to social influence, and cognitive style. Neurophysiological markers obtained through EEG include Alpha power (8–12 Hz), the Theta/Beta ratio, and event-related potentials associated with error processing.

The proposed technical architecture integrates non-invasive EEG acquisition, real-time preprocessing (filtering and artifact removal), feature extraction, a machine learning-based classification model, and an adaptive feedback module. The system operates in a closed-loop configuration, enabling the adjustment of experimental parameters according to the detected neurophysiological state.

The novelty of this approach lies in transforming a psychological phenomenon into a measurable technical parameter, developing predictive models of behavior under social pressure, and enabling the training of decisional autonomy through adaptive neurofeedback.

Expected outcomes include the identification of a neuro-behavioral profile of conformity, the establishment of predictive neurophysiological thresholds for susceptibility to social pressure, and the validation of a BCI model applicable in both research and intervention contexts.

Keywords: Brain-Computer Interface, conformity, EEG markers, neurofeedback, social influence, machine learning, behavioral paradigms.

UDC 159.9:004.032.26:316.6

**AN INNOVATIVE REPLICATION OF THE MILGRAM EXPERIMENT:
NEUROPSYCHOLOGICAL ASSESSMENT OF SOCIAL BEHAVIOR
THROUGH BCI TECHNOLOGY**

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This study proposes an innovative model for analyzing obedience to authority through a technological replication of the classical Milgram paradigm, using a hybrid framework that integrates Virtual Reality (VR) and Brain-Computer Interfaces (BCI). The objective is to identify neural correlates of ethical stress, cognitive dissonance, and socially conditioned behavior.

The experimental design involves immersing participants in a controlled VR environment where they are required to follow instructions that conflict

with their personal value system. During the procedure, non-invasive EEG-based BCI systems monitor neural activity in real time, focusing on indicators associated with conflict detection and cognitive stress regulation. Unlike the original Milgram experiment—which measured behavioral compliance (i.e., whether the participant pressed the button)—the present approach examines the neuropsychological impact of obedience-related decisions. Key neurophysiological markers include variations in the Alpha-Beta ratio, indicators associated with cognitive dissonance (including activity patterns related to conflict monitoring processes), and measures linked to empathic engagement.

The integration of VR allows for ethical simulation of morally challenging scenarios without exposing participants to real harm, while BCI technology enables objective measurement of internal cognitive and emotional responses.

Expected outcomes include the quantification of the psychological cost of obedience, the identification of neurophysiological thresholds associated with susceptibility to authority pressure, and the development of intervention protocols aimed at strengthening decisional autonomy.

By integrating neuropsychology and BCI systems into the social sciences, this approach contributes to a more precise and ethically grounded understanding of social behavior. It opens new directions for predictive modeling and adaptive interventions designed to support autonomous and responsible decision-making.

Keywords: Brain-Computer Interface, Virtual Reality, obedience to authority, cognitive dissonance, neuropsychological assessment, social behavior, ethical decision-making.

UDC 316.6:331.108.4

**JOB SECURITY IN THE CONTEXT OF SOCIAL AND WORK
TRANSFORMATION: HOW TRANSFORMATIONAL LEADERSHIP
INFLUENCES SECURITY THROUGH ORGANIZATIONAL SUPPORT**

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This study investigates the connection between individual psychological experiences and broader societal changes by examining how transformational leadership and perceived organizational support influence employees' sense of job security in the context of hybrid work arrangements. The expansion of hybrid work reflects an ongoing social

transformation that reshapes employment relationships, organizational practices, and perceptions of stability. In such contexts, job security becomes not only an individual concern but also a socially embedded experience shaped by organizational dynamics.

Using a cross-sectional survey of white-collar employees from Romania and the Republic of Moldova, the authors tested a structural model linking transformational leadership, perceived organizational support, and job security. The results indicate that transformational leadership does not directly enhance perceived job security. Instead, its influence operates through perceived organizational support. Transformational leadership demonstrated a strong positive effect on perceived organizational support, which in turn significantly increased employees' sense of job security, fully mediating the relationship between leadership and security.

These findings underscore the importance of supportive organizational climates in translating leadership practices into feelings of stability under conditions of social transformation. By positioning hybrid work as a new social reality, the study contributes to contemporary debates on how organizational processes connect macro-level societal shifts with micro-level psychological outcomes. The results also inform social intervention paradigms by emphasizing leadership and organizational support as key levers for fostering psychological security in evolving work environments.

Keywords: job security; transformational leadership; perceived organizational support; hybrid work; social transformation; organizational climate; psychological security.

UDC 316.347-053.6

THE INFLUENCE OF SOCIOCULTURAL FACTORS ON THE ETHNIC IDENTITY OF STUDENT YOUTH

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This study examines the influence of sociocultural factors on the formation and transformation of ethnic identity among student youth under conditions of socioeconomic uncertainty. Particular attention is given to the role of the family, educational institutions, the ethnocontact environment, and status-based intergroup relations in the development of ethnic self-awareness.

The research highlights the increasing impact of interethnic interaction experience, practical intercultural engagement, characteristics of the ethnocontact environment, and the coherence of values formed through

primary and secondary socialization. These factors contribute to shaping both the stability and the transformation of ethnic identity in a changing social context.

The findings indicate that, in a transforming multiethnic society, the ethnic identity of young people acquires a dynamic and context-dependent character, requiring comprehensive socio-psychological analysis.

Keywords: sociocultural factors; ethnic identity; student youth; interethnic relations; social transformation; multiethnic society.

UDC 614.2:618.177

TRENDS IN THE DEVELOPMENT OF ASSISTED REPRODUCTIVE MEDICINE IN THE REPUBLIC OF MOLDOVA AND IN THE INTERNATIONAL CONTEXT

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This study examines recent trends in the development of assisted reproductive medicine in the Republic of Moldova in comparison with the international context. Over the past decades, this field has evolved significantly, becoming a viable solution for couples experiencing difficulties in conceiving a child. The analysis also addresses the legal and socio-cultural framework, highlighting differences at both national and international levels.

The utilization rate of assisted reproductive technologies remains lower in the Republic of Moldova compared to developed countries. Moreover, the majority of procedures are financed through private sources, generating inequalities in patient access.

Overall, the development of assisted reproductive medicine, both nationally and internationally, is characterized by significant technological advances, increasing social demand, and the need for coherent public health policies. Although technical progress offers new prospects for infertile couples, challenges related to access, financing, and regulatory frameworks remain essential priorities for ensuring equity and sustainability in assisted reproductive medical services.

Keywords: assisted reproductive medicine; infertility; IVF; ICSI; reproductive health policy; access to healthcare; social inequality.

**PHILOSOPHY OF HAPPINESS IN THE CONDITIONS OF GLOBAL CRISIS:
SEARCH FOR NEW MEANING AND MORAL GUIDELINES**

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This study addresses contemporary challenges related to the search for happiness in a context marked by the dominance of material values and increasing social pressure to achieve externally defined success. It examines how a one-dimensional interpretation of happiness, focused primarily on material achievement and social recognition, may contribute to psychological difficulties and internal crises.

The authors argue for the necessity of reconsidering prevailing approaches in psychological research that emphasize mainly external determinants of well-being. Greater attention to spiritual, moral, and humanistic dimensions is proposed as essential for understanding the multidimensional nature of happiness. Such an approach may support the formation of new life guidelines and moral orientations in a world characterized by instability and global crisis.

Keywords: happiness; meaning; global crisis; moral guidelines; harmony; values; psychological resources.

**DYNAMICS OF INTEREST IN PRAYER IN ONLINE SEARCHES IN THE
REPUBLIC OF MOLDOVA: TRENDS AND INTERPRETATIONS**

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Periods of social, political, and health crises, characterized by heightened uncertainty, often lead individuals to seek psychological refuge and meaning. In this context, religion—particularly through prayer practices—plays an important coping role. Previous international research has demonstrated that during the early stages of the COVID-19 pandemic, Google searches related to prayer increased significantly worldwide.

This study explores the evolution of online interest in prayer in the Republic of Moldova between 2004 and 2026. The research is descriptive and exploratory in nature and uses Google Search Volumes (GSV), accessed through Google Trends, as the primary analytical tool. The analysis aims to

determine whether peaks in search frequency are associated with specific social, political, religious events, or crisis periods.

The findings indicate a gradual and steady increase in interest in prayer over time, particularly after 2015–2016. Notable peaks were recorded in April 2009 and April 2020. The first coincided with post-election protests (April 7, 2009), while the second was most likely associated with the COVID-19 pandemic. Both periods overlapped with Orthodox Easter celebrations, suggesting a combined influence of crisis context and religious calendar.

Keywords: prayer; religious coping; Google Trends; online behavior; social crises; resilience; Republic of Moldova.

UDC 159.9:331

PSYCHOLOGICAL CHARACTERISTICS OF PROFESSIONAL WELL-BEING AMONG INDUSTRIAL WORKERS

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This study examines the psychological characteristics of professional well-being among industrial workers at a metallurgical enterprise. Professional well-being is conceptualized as a multidimensional construct encompassing psychological, physical, and social aspects of functioning within professional activity. The research focuses on the interaction between job demands and individual psychological resources, particularly occupational self-efficacy, as well as on the perceived negative impact of work on employees' psychological state.

The empirical study involved 60 employees of the Zaporizhzhia Ferroalloy Plant aged between 18 and 75 years. Subjective well-being was assessed using the modified BBC Subjective Well-Being Scale (BBC-SWB). Occupational self-efficacy was measured using the Rigotti, Schyns, and Mohr questionnaire (Ukrainian adaptation), while the negative impact of work was evaluated using D. Watson's methodology. The results indicate a moderate overall level of subjective well-being, with similar moderate scores across psychological well-being, physical health and well-being, and interpersonal relationships. However, a considerable proportion of employees demonstrated low levels of physical and psychological well-being. Occupational self-efficacy was predominantly high, suggesting strong confidence in professional competence and in the ability to cope with work-related demands. The perceived negative impact of work was generally moderate and did not reach critical levels.

The findings reveal an imbalance between high professional competence and only moderate subjective well-being, highlighting the need for psychological support programs and health-preserving interventions aimed at preventing occupational exhaustion in the metallurgical sector.

Keywords: professional well-being; occupational self-efficacy; subjective well-being; industrial workers; negative impact of work.

UDC 316.6:159.922.1

SOCIAL FACTORS IN THE CONSTRUCTION OF MATERNAL IDENTITY IN THE CONTEMPORARY CONTEXT

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In the context of contemporary social transformations, motherhood is increasingly shaped by the plurality of parenting models, the flexibilization of social norms, and the diversification of women's life trajectories. These developments have contributed to a reconfiguration of how maternal identity is understood and experienced. Rather than representing a fixed and socially prescribed role, motherhood can be conceptualized as a complex process of identity construction influenced by social, cultural, and institutional factors.

Maternal identity develops within a dynamic social environment in which social norms, collective expectations, and public discourses shape both the meanings attributed to the maternal role and the subjective experience of motherhood. From this perspective, maternal identity may be understood as a psychosocial construct emerging from the interaction between individual experience and the broader social context.

Social representations of the "good mother," institutional discourses surrounding motherhood, family relationship dynamics, and media narratives all contribute to shaping how women construct and negotiate their maternal identity. Consequently, maternal identity can be interpreted as the outcome of an ongoing process of negotiation between personal maternal experience and the normative, cultural, and institutional frameworks that organize motherhood in contemporary societies.

Keywords: maternal identity; identity construction; social norms; social representations; institutional discourse; motherhood; psychosocial processes; contemporary society.

**PROFESSIONAL SOCIALIZATION AND TEACHERS' WELL-BEING IN THE
CONTEXT OF CONTEMPORARY EDUCATION**

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In the context of dynamic transformations within contemporary education systems, teachers' well-being has become an increasingly significant topic in socio-human sciences and educational psychology. The complexity of teaching activity—characterized by high cognitive, emotional, and relational demands—highlights the need to identify effective mechanisms of professional adaptation and integration. Professional socialization represents a fundamental process through which teachers internalize the values, norms, and practices specific to the educational environment, contributing to the formation of professional identity and to the consolidation of psychological resources necessary for the effective performance of the teaching role.

This study analyzes the relationship between professional socialization and teachers' well-being in contemporary education, emphasizing key conceptual frameworks and psychosocial factors influencing emotional balance and professional satisfaction. The theoretical perspective integrates contributions from educational psychology, organizational psychology, and the sociology of education, underscoring the role of institutional climate, interpersonal relationships, social support, and organizational culture in facilitating professional integration and sustaining a fulfilling professional experience.

Practical implications are outlined with regard to promoting teachers' well-being through the development of socio-emotional competencies, strengthening professional support systems, and optimizing the educational environment. The conclusions highlight the importance of institutional and psycho-pedagogical strategies aimed at supporting teachers' professional integration and personal development, thereby enhancing educational quality and maintaining a healthy educational climate.

Keywords: professional socialization; teachers' well-being; educational psychology; institutional climate; social support; professional development; educational environment.

**RECONSTRUCTION OF PERSONAL IDENTITY IN THE ERA OF
ALGORITHMS**

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The rapid expansion of digital technologies and algorithm-driven platforms has significantly transformed the ways individuals construct, perceive, and express personal identity. Algorithms embedded in social media, search engines, and artificial intelligence systems increasingly shape preferences, behaviors, and modes of self-representation by filtering information and structuring digital interactions.

This study examines the reconstruction of personal identity in the age of algorithms, focusing on the psychological and social mechanisms through which algorithmic systems mediate self-concept, autonomy, and social belonging. Particular attention is given to the ways individuals negotiate authenticity, agency, and self-awareness within digitally curated environments.

Integrating perspectives from psychology, sociology, and digital studies, the research conceptualizes identity as a dynamic, relational, and socially embedded process, profoundly influenced by technological mediation. The findings contribute to a deeper understanding of how contemporary individuals redefine personal identity under the influence of algorithmic systems and artificial intelligence.

Keywords: personal identity; algorithms; digital self; social media; artificial intelligence; technological mediation; self-concept; autonomy; social belonging.

**MIND UNDER SIEGE: HOW DISINFORMATION AFFECTS OUR
PSYCHOLOGICAL SECURITY**

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In an era defined by the unprecedented circulation of information, disinformation has emerged as one of the most insidious threats to individual and collective psychological security. This study examines the mechanisms through which false, distorted, or deliberately misleading

information undermines cognitive stability, erodes interpersonal trust, and generates chronic states of anxiety, confusion, and epistemic helplessness.

Drawing on current research in social psychology, cognitive science, and media studies, the analysis explores two central dimensions. First, it examines the psychological vulnerabilities that make individuals susceptible to disinformation, including confirmation bias, motivated reasoning, and the illusory truth effect. Second, it analyzes the broader societal consequences of sustained exposure to information ecosystems saturated with falsehoods, such as polarization, institutional distrust, and the fragmentation of shared reality.

The study argues that psychological security—understood as the individual capacity to navigate the information environment with confidence, clarity, and critical agency—is not merely a personal concern but a public health issue that requires systemic responses at the levels of education, media literacy, and democratic governance.

Keywords: disinformation; psychological security; cognitive vulnerability; media literacy; epistemic anxiety; fake news; information warfare; social trust.

UDC 316.62:159.923

INDIVIDUAL VALUES OF STUDENT YOUTH: AN EMPIRICAL ANALYSIS

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This study analyzes empirical data regarding the individual values of student youth. The research was conducted using the Portrait Values Questionnaire (PVQ-R2), developed by Shalom Schwartz, and administered to a sample of 210 students aged between 18 and 24.

The analysis of the collected data indicates that the highest priority is attributed to the values of “Self-Direction in Action,” “Benevolence” (sense of duty and care for others), and “Universalism – Concern for Others.” Conversely, the lowest priority is assigned to values within the “Power” domain (dominance and control over resources).

The findings suggest the predominance of values oriented toward personal development, autonomy, tolerance, benevolence, and concern for collective well-being. The value hierarchy reflects a balanced orientation toward self-realization combined with prosocial engagement, outlining a generational profile centered on autonomy without neglecting social responsibility.

Keywords: individual values; student youth; value hierarchy; benevolence; universalism; autonomy; Schwartz value theory.

TOXIC LEADERSHIP IN ORGANIZATIONS: ANALYSIS OF THE EFFECTS OF ORGANIZATIONAL INTERVENTIONS ON TEAM COHESION AND PSYCHOSOCIAL CLIMATE

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This study analyzes the effects of organizational interventions on the level of toxic leadership, team cohesion, and the organizational psychosocial climate. The research was conducted on a sample of 50 employees within an organization and followed an experimental pretest–intervention–posttest design. During the diagnostic stage (pretest), the research variables were assessed using an instrument developed on the basis of validated scales from the specialized literature, including the Toxic Leadership Scale (Schmidt, 2008), the Group Environment Questionnaire (Carron, Widmeyer & Brawley, 1985), and the Organizational Climate Questionnaire (Litwin & Stringer, 1968). These tools measured the level of toxic leadership, the degree of team cohesion, and the characteristics of the psychosocial climate. The intervention phase included organizational development activities aimed at improving leadership styles, strengthening communication and teamwork skills, and practicing constructive conflict management. In the posttest stage, the same instrument was administered to evaluate the changes following the intervention. Data analysis involved descriptive statistics, reliability assessment using Cronbach's alpha, and comparison of pretest and posttest results. The findings demonstrate the effectiveness of organizational interventions in reducing manifestations of toxic leadership and in improving team cohesion and the organizational psychosocial climate.

Keywords: toxic leadership; organizational interventions; team cohesion; psychosocial climate; organizational development; leadership styles; workplace climate.

THE IMPLICATIONS OF WOMEN'S ACCESS TO EDUCATION AND ITS IMPACT ON INTIMATE RELATIONSHIPS

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This study examines the perceptions of women and men regarding women's access to education, its consequences, and its impact on intimate relationships. The analysis is grounded in the persistent tension between traditional gender roles and the social transformations generated by women's increased participation in higher education. The findings indicate that educational

advancement influences personal priorities, self-image, and family relationship dynamics, while also generating potential personal and relational insecurities. Higher education is associated with professionalism and self-development and is generally not perceived as incompatible with intimacy when integrated coherently into individual identity. However, some men may perceive women's pursuit of higher education with suspicion, fear, or resistance, which can lead to relational tension or isolation. The study highlights the need for a nuanced understanding of how educational processes shape romantic relationships within the broader framework of gender role transformation and social change.

Keywords: women's education; gender roles; social perceptions; intimate relationships; identity development; social transformation.

UDC 37.015.3:159.923

THEORETICAL PERSPECTIVES ON THE PSYCHOSOCIAL MECHANISMS LINKING TEACHER PERSONALITY AND DIDACTOGENY

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Moldova.

This study presents a theoretical and conceptual analysis of the relationship between teacher personality and the phenomenon of didactogeny from a psychosocial perspective. Didactogeny is approached as a negative psychological effect generated within the educational interaction, reflecting the impact of the teacher's relational style, communication patterns, and personality traits on students' emotional and cognitive well-being. Drawing upon personality theories, social influence frameworks, classroom climate research, and teacher-student relationship models, the analysis identifies potential psychosocial mechanisms underlying this relationship. These include authority perception, communication style, emotional regulation, empathy, attribution processes, symbolic power dynamics, and the affective climate of the classroom. Teacher personality is conceptualized as an integrated system of traits, attitudes, and relational patterns that may contribute either to a psychologically secure learning environment or to the emergence of didactogenic effects. The contribution is primarily theoretical and aims to clarify the conceptual framework necessary for future operationalization and empirical investigation. The study lays the groundwork for the development of an explanatory model addressing how specific personality dimensions of teachers may be associated with psychosocial risks or protective factors within contemporary educational contexts.

Keywords: teacher personality; didactogeny; psychosocial mechanisms; classroom climate; teacher–student relationship; emotional regulation; educational interaction.

UDC 159.923.2:316.6

FROM THEORETICAL MODEL TO RESEARCH DESIGN: CONCEPTUAL OPERATIONALIZATION OF MAGICAL THINKING IN SOCIAL PSYCHOLOGY

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The study presents a conceptual model for investigating magical thinking as a socio-psychological phenomenon and substantiates the logic of its operationalization within an empirical research framework. Magical thinking is conceptualized as a cognitive-emotional adaptive mechanism activated under conditions of perceived social uncertainty, aimed at restoring subjective control and coherence of meaning. The proposed model integrates cognitive, emotional-regulatory, and social-constructivist approaches. It identifies predictors (perceived social uncertainty, anxiety, tolerance for ambiguity), mediating mechanisms (need for control, social anxiety), and protective moderators (cognitive reflection, emotional regulation). Particular attention is given to the methodological transition from theoretical constructs to measurable psychological variables and to the development of an operational research design. The relevance of examining magical thinking is emphasized in the context of contemporary social transformations and increasing uncertainty. The proposed framework provides a theoretical and methodological foundation for further empirical investigations and for situating magical thinking within the broader system of psychological resilience.

Keywords: magical thinking; social uncertainty; cognitive-emotional mechanisms; need for control; psychological resilience; operationalization; research design.

UDC 316.334.3:159.9

FROM THEORETICAL MODEL TO APPLIED RESEARCH DESIGN: PSYCHOSOCIAL DIMENSIONS OF ELECTORAL BEHAVIOR IN CONTEMPORARY DEMOCRACY

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The study proposes a conceptual framework for transforming a theoretical model of electoral behavior into an applied research design aimed at the empirical validation of its psychosocial dimensions. Electoral behavior is approached as a multidimensional phenomenon shaped by the interaction of cognitive, emotional, identity-based, and contextual factors within

contemporary democratic systems characterized by digitalization and rapid cultural change. The theoretical model integrates political cognition (political efficacy, critical analysis, civic interest), political emotions (hope, pride, anxiety, anger), civic-political identity, and the influence of digital media on political perception. These dimensions are conceptualized as interrelated variables forming an explanatory structure of electoral motivation and civic participation. The study emphasizes the operationalization process through the development and cultural adaptation of an integrated set of psychometric instruments designed to measure political efficacy, civic engagement, civic-political emotions and cognitions, civic-political identity, media use, and motivations for democratic participation. The instruments have undergone expert evaluation and are currently in the validation phase. The research follows a predominantly quantitative paradigm, complemented by qualitative components, and has an exploratory-descriptive and correlational character. It aims to substantiate an explanatory model of electoral behavior in contemporary democracy, contributing to a deeper understanding of the psychosocial mechanisms underlying civic participation in the Republic of Moldova.

Keywords: electoral behavior; psychosocial dimensions; political cognition; civic identity; political emotions; democratic participation; research operationalization.

UDC 159.942:17

MORAL FOUNDATIONS AND EMOTION REGULATION IN THE CONTEXT OF EMERGING SOCIAL REALITIES – IMPLICATIONS FOR SOCIAL INTERVENTIONS

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Rapid social change, increasing polarization, and heightened emotional reactivity in public discourse highlight the need to better understand the psychological mechanisms underlying moral judgment. In contemporary social contexts, moral evaluations are often amplified by dysregulated affect, contributing to rigidity, conflict, and reduced social cohesion. The present study examines the relationship between moral foundations and emotion regulation strategies, aiming to clarify their joint role in shaping moral evaluation and to outline implications for social intervention.

The main objective was to investigate systematic associations between the five moral foundations and two emotion regulation strategies: cognitive reappraisal and expressive suppression. The results indicate consistent and meaningful patterns. Care and Fairness were positively and significantly

associated with cognitive reappraisal, suggesting that individuals who prioritize harm reduction and justice tend to engage in flexible and reflective emotional processing. Loyalty was positively associated with expressive suppression, indicating that group-oriented moral concerns may favor the inhibition of emotional expression in order to preserve cohesion. Authority showed positive associations with both strategies, reflecting a broader regulatory repertoire. Purity was positively associated with cognitive reappraisal rather than suppression, suggesting predominantly internal emotional regulation.

Overall, the findings demonstrate that moral orientations are systematically linked to distinct emotion regulation profiles. These results suggest that moral judgment is shaped not only by value content but also by regulatory capacity. In the context of emerging social realities, integrating emotion regulation training into social intervention programs may support more nuanced moral reasoning, reduce polarization, and enhance community resilience.

Keywords: moral foundations; emotion regulation; cognitive reappraisal; expressive suppression; moral judgment; social polarization; social cohesion; social intervention; community resilience.

UDC 159.942:316.6

EMOTIONAL BALANCE AND PSYCHOLOGICAL RESILIENCE AS FACTORS OF COUPLE RELATIONSHIP STABILITY

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The couple relationship represents a complex context of emotional interaction in which the ability to adapt to stress and to manage emotions effectively plays an essential role. Emotional balance and psychological resilience may be considered fundamental resources for maintaining relational stability and functionality.

The present study aims to investigate the relationship between these variables among individuals involved in a romantic relationship. The analysis focuses on identifying associations between emotional regulation, stress tolerance, and the level of psychological resilience, as well as their contribution to relational stability.

The findings contribute to a better understanding of the psychological mechanisms underlying relational adaptation and emphasize the importance of developing emotional regulation and resilience as protective factors in couple dynamics.

Keywords: emotional balance; psychological resilience; relationship stability; emotional regulation; stress tolerance; relational adaptation; relational functioning.

UDC 159.922.8:316.774

THE INFLUENCE OF PORNOGRAPHY ON ADOLESCENTS' SEXUAL BEHAVIOR

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In contemporary society, characterized by constant exposure to digital media and online content, pornography has become an increasingly accessible source of sexual information. Adolescents, who often receive limited or inconsistent sexual education within the family or school environment, may be particularly vulnerable to its influence. Since adolescence represents a sensitive and formative stage in sexual development, exposure to pornographic content may shape attitudes, perceptions, expectations, and sexual behaviors.

Specialized research examining the long-term effects of pornography consumption among adolescents has produced mixed findings. Some studies suggest that early and frequent exposure may be associated with more permissive sexual attitudes, unrealistic expectations regarding intimacy, and engagement in riskier sexual behaviors. Conversely, other researchers argue that pornography can function as an informal source of sexual education, potentially contributing to increased knowledge about sexuality. These divergent perspectives highlight the complexity of the phenomenon and the need for nuanced analysis.

In the context of the Republic of Moldova, this topic remains underexplored, despite adolescents' expanding access to online environments. The present study provides a theoretical analysis of the influence of pornography consumption on adolescents' sexual behavior, drawing on contemporary empirical research to outline potential psychological and social implications.

Keywords: pornography; adolescents; sexual behavior; media influence; sexual attitudes; digital environment; sexual education; psychosocial impact.

**SEXUAL SATISFACTION AS A PREDICTOR OF COUPLE SATISFACTION:
GENDER DIFFERENCES AND THE INFLUENCE OF RELATIONSHIP
DURATION**

Alexandra ACONSTANTINESEI, Psychologist; Narcisa Gianina CARANFIL, PhD, University Lecturer, “Petre Andrei” University of Iași, Iași, Romania.

The present study investigates the relationship between sexual satisfaction and overall couple satisfaction, as well as potential differences according to gender and relationship duration. The sample consisted of 99 adults aged between 18 and 65 years who were involved in a romantic relationship.

Participants completed a socio-demographic questionnaire, a sexuality assessment instrument developed for this research, and a relationship satisfaction scale measuring emotional and relational fulfillment. The analysis aimed to determine whether sexual satisfaction functions as a significant predictor of overall couple satisfaction and whether this association varies depending on gender and the length of the relationship.

The findings contribute to a more nuanced understanding of the role of sexuality in relational dynamics and highlight the importance of considering gender and relationship stage when examining predictors of couple satisfaction.

Keywords: sexual satisfaction; relationship satisfaction; romantic relationships; gender differences; relationship duration; relational predictors; couple dynamics.

EMPATHY AND SELF-DISCLOSURE IN ADOLESCENT FRIENDSHIP

Narcisa Gianina CARANFIL, PhD, University Lecturer, “Petre Andrei” University of Iași; **Răzvan-Ștefan RĂDULESCU**, Clinical Psychologist, Iași, Romania.

This study examines the relationship between empathy and self-disclosure in adolescent friendships and explores the influence of gender, sibling status, and self-discrepancies on these variables. The sample included 360 high school students aged 17–18 years. Empathy was assessed using Davis’s Interpersonal Reactivity Index (IRI), and self-disclosure was measured through a standardized self-report questionnaire.

The results indicate that females reported significantly higher levels of self-disclosure compared to males ($t(359)=2.164$, $p=0.031$). Adolescents with siblings demonstrated significantly higher levels of empathy ($t=5.109$, $p<0.001$) than only children. Furthermore, participants without self-

discrepancies obtained higher scores on both empathy and self-disclosure compared to those presenting self-discrepancies ($p < 0.001$).

The findings suggest that gender, family structure, and self-consistency play an important role in shaping adolescents' empathic capacities and openness within friendship relationships.

Keywords: adolescence; friendship; empathy; self-disclosure; self-discrepancies; sibling status; gender differences.

UDC 316.4:004.738.5

VULNERABILITIES OF DEMOCRACY IN THE DIGITAL AGE:

PSYCHOLOGICAL MECHANISMS OF INFORMATIONAL MANIPULATION

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The expansion of the digital environment has significantly transformed the conditions under which contemporary democracy operates, influencing both public opinion formation and deliberative processes. This study examines the vulnerabilities of democracy in the digital age by focusing on the psychological mechanisms that facilitate informational manipulation. The central premise is that new information technologies do not independently generate democratic crises; rather, they exploit preexisting cognitive and emotional predispositions, amplifying their societal impact.

The analysis highlights the role of cognitive biases in political information processing, with particular emphasis on confirmation bias, cognitive heuristics, and the illusory truth effect. In contexts characterized by information overload, individuals tend to rely on heuristic processing, favoring congruent information while dismissing dissonant evidence. This dynamic reduces critical evaluation and increases susceptibility to manipulative content.

The study also examines the emotional dimension of informational manipulation. Content eliciting fear, anger, or indignation is more likely to be disseminated and internalized, contributing to affective polarization and attitudinal radicalization. Additionally, social identity mechanisms shape selective perception and interpretation of information, reinforcing "us versus them" dynamics and fragmenting the public sphere through repeated exposure to homogeneous perspectives.

The interaction between cognitive vulnerabilities, emotionalization of public discourse, and identity-based processes contributes to the weakening of democratic deliberation, erosion of institutional trust, and decline in social cohesion. Safeguarding democracy in the digital era requires a comprehensive understanding of these psychological

mechanisms and the development of strategies aimed at strengthening critical thinking and cognitive resilience at both individual and collective levels.

Keywords: democracy; digital disinformation; cognitive biases; informational manipulation; social identity; affective polarization; democratic deliberation; cognitive resilience; digital environment.

UDC 159.923.2:316.6

THE RELATIONSHIP BETWEEN SOCIAL INTELLIGENCE AND LIFE SATISFACTION AMONG YOUNG PEOPLE

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In the context of contemporary social and educational transformations, social intelligence represents an important psychological resource that facilitates interpersonal interaction, social adaptation, and personal development among young people. Social intelligence refers to the ability to understand social situations, interpret others' behaviors and emotions, and establish effective interpersonal relationships. Life satisfaction, in turn, reflects an individual's cognitive evaluation of the overall quality of their life and constitutes a central component of subjective well-being.

This study examines the theoretical relationship between social intelligence and life satisfaction in youth. Particular attention is paid to the role of socio-emotional competencies in shaping positive interpersonal experiences, facilitating social integration, and supporting psychological well-being during this developmental stage. Social intelligence is highlighted as a factor contributing to the formation of healthy relationships, effective communication, and a positive appraisal of life circumstances.

Understanding the association between social intelligence and life satisfaction provides a valuable framework for psychological research and educational practice. The findings emphasize the importance of promoting socio-emotional competencies as essential resources for well-being and personal fulfillment among young people. Educational and psychological programs aimed at strengthening social intelligence may significantly enhance life satisfaction and overall psychological well-being in youth.

Keywords: social intelligence; life satisfaction; youth; interpersonal relationships; psychological well-being; socio-emotional competencies; social adaptation.

HERITAGE AS A MORAL RESOURCE: THE ARCHITECT'S RESPONSIBILITY TOWARD THE PAST

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Architectural heritage functions as a bridge between the historical past and an uncertain future, embodying essential cultural, moral, and identity values for every community. From an ethical perspective, its preservation requires architects to demonstrate moral responsibility, professional integrity, and resilience in the face of economic pressures that may threaten historical authenticity.

Within this framework, the architect's role extends beyond creative design to include the safeguarding of collective memory. A balanced approach between restoration, innovation, and respect for tradition is necessary. Social and economic challenges—such as demolitions, excessive urbanization, insufficient legislative protection, and limited civic education—contribute to the degradation of architectural heritage and reshape the architectural narrative of the Republic of Moldova.

Restoration and reconstruction processes require complex interdisciplinary collaboration, careful planning, and the application of appropriate conservation techniques. Professional dialogue among specialists, guided by strong ethical principles, represents a fundamental pathway for preserving cultural identity and transmitting heritage values to future generations.

Keywords: architectural heritage; moral responsibility; restoration; reconstruction; cultural identity; professional ethics; urbanization; collective memory.

SECTION 3

SOCIAL INTERVENTION PARADIGMS IN THE CONTEXT OF THE NEW SOCIAL REALITIES

UDC 364.65-053.9(478)

PREVENTING THE SEPARATION OF ELDERLY PERSONS FROM THE FAMILY ENVIRONMENT THROUGH HOME-BASED SOCIO-MEDICAL CARE SERVICES

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The Republic of Moldova is experiencing a pronounced demographic aging process, which underscores the need to consolidate social protection mechanisms for older adults. At the beginning of 2025, the population aging coefficient reached 25.2%, reflecting a steady increase compared to previous years. The growing proportion of individuals aged over 60, particularly within the 70–74 age group, places increasing pressure on the social protection system and care services, emphasizing the importance of preventing social isolation and separation from the family environment.

In response to these challenges, the national regulatory framework for community-based social services has been strengthened, including the development of Day Centers for the Elderly that provide meals, care, counseling, and social activities. These services contribute to maintaining personal autonomy and social inclusion. The promotion of intersectoral partnerships at the local level supports the expansion and diversification of community services designed to enable older persons to remain within their family and community environment.

The study aims to identify the mechanisms through which integrated local interventions contribute to preserving autonomy, reducing the risk of institutionalization, and strengthening family and community support in the context of ongoing demographic change.

Keywords: elderly population; personal autonomy; active aging; social inclusion; home-based care; community services; social policies.

BILINGUALISM AND LANGUAGE DEVELOPMENT IN CHILDREN

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This study examines the impact of simultaneous and successive exposure to two languages on language development in early childhood. In the context of globalization and increased family mobility, bilingualism has become a common developmental reality, requiring careful analysis from psychological and speech-language perspectives.

The research differentiates between simultaneous bilingualism (exposure to two languages from birth) and successive bilingualism (acquisition of a second language after the first language has been established), highlighting specific characteristics of phonological, lexical, morphosyntactic, and pragmatic development. The advantages associated with bilingualism—such as cognitive flexibility, enhanced executive functioning, and increased metalinguistic awareness—are discussed alongside potential temporary challenges, including code-switching and apparent expressive vocabulary delays in one of the languages.

Particular attention is given to distinguishing typical bilingual language development from language disorders, emphasizing the necessity of assessment in both languages and the use of culturally appropriate evaluation tools. The study also outlines directions for speech-language intervention and stresses the importance of family and educational support in fostering balanced language development.

The findings indicate that bilingualism itself does not represent a risk factor for language disorders, but it requires a differentiated and context-sensitive approach in assessment and intervention.

Keywords: bilingualism; language development; simultaneous bilingualism; successive bilingualism; language acquisition; speech-language assessment.

UDC 364.046.46:616.728.2-089

PSYCHOSOCIAL DIMENSIONS OF RECOVERY IN PATIENTS WITH HIP PROSTHESIS: THE CONTRIBUTION OF SOCIAL WORK TO ADAPTATION, AUTONOMY AND INCLUSION

Simion Dănuț SIMION, MA, Assistant Professor, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova; **Olga PAHOMII**, Free International University of Moldova (ULIM), Chișinău, Republic of Moldova.

This study examines, from a theoretical perspective, the ways in which recovery following hip arthroplasty influences patients' quality of life and

highlights the contribution of social work interventions in reducing psychosocial vulnerabilities and supporting social reintegration. Although hip replacement significantly improves mobility and alleviates chronic pain, its effects extend beyond the strictly medical dimension, profoundly influencing overall well-being.

Postoperative recovery involves complex processes of physical, psychological, and social adaptation. Emotional vulnerability, temporary dependence, shifts in social roles, and reintegration challenges may affect long-term outcomes. Within this context, psychosocial support, counseling, family mediation, community orientation, and interdisciplinary coordination become essential components of comprehensive care.

Social work plays a pivotal role in strengthening autonomy, preventing social isolation, and optimizing quality of life by facilitating socio-functional reintegration and promoting inclusion.

Keywords: quality of life; biopsychosocial recovery; hip replacement; medical social work; socio-functional reintegration; social inclusion.

UDC 364:001.8

MODERN THEORIES IN SOCIAL WORK: THE CONSTRUCTION OF SOCIAL WORK

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This study examines contemporary theoretical frameworks underpinning social work and analyzes the process of constructing the discipline as both an academic field and a professional practice. Systemic, ecological, constructivist, and critical approaches are explored in relation to their implications for modern social interventions.

The analysis highlights the dynamic evolution of social work, emphasizing its development through processes of professionalization, theoretical consolidation, and interdisciplinary integration. Particular attention is given to the role of theory in shaping evidence-based practice and in responding to emerging social challenges.

The study underlines the importance of consolidating a coherent conceptual foundation that supports both reflective practice and the advancement of social work as a scientific discipline.

Keywords: social work; modern theories; disciplinary construction; professionalization; interdisciplinarity; social intervention.

BRONX – FROM DREAM TO REALITY

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This presentation outlines the process of establishing and developing a non-governmental organization (NGO), emphasizing the transition from legal registration to sustainable social impact. While the formal creation of an NGO may be relatively straightforward, the real challenge lies in securing funding and transforming a mission into concrete, viable projects.

Initial stages often rely on local funding mechanisms, such as public project competitions and partnerships with local or county authorities. However, effective project implementation requires a structured organizational framework, including managerial, financial, communication, and volunteer coordination competencies.

As the organizational vision expands, diversifying funding sources becomes essential. Public grants, private sponsorships, social enterprises generating reinvested income, tax redirection mechanisms, and direct donations contribute to financial sustainability and community engagement.

The study highlights that an NGO represents not merely a legal entity but a strategic and operational ecosystem requiring long-term planning, institutional capacity, and sustained commitment in order to generate meaningful and lasting social impact.

Keywords: non-governmental organization; social impact; funding diversification; social enterprise; community engagement; sustainability.

SUPPORTING THE INDEPENDENCE OF PERSONS WITH DISABILITIES

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This study addresses socio-professional integration as a complex process that extends beyond the traditional model of simple job placement. It emphasizes the consolidation of autonomy, personal dignity, and active community participation among persons with disabilities. Independence is understood not as the absence of support, but as access to adequate, personalized, and continuous assistance.

Supported employment is presented as an essential mechanism in this process. Its core components include identifying individual competencies,

assessing vocational interests, mediating relationships with employers, and implementing reasonable workplace accommodations when necessary. The guiding principle—“the right person in the right job”—highlights the alignment of individual abilities with job requirements rather than focusing on disability-related limitations.

The analysis underscores that supported employment enhances self-esteem, reduces economic dependence and social exclusion, and fosters resilience, social skills development, and occupational stress management. The role of the supported employment specialist is also emphasized, including individualized planning, employer collaboration, continuous monitoring, and advocacy for the rights of persons with disabilities. Independence thus emerges as the outcome of a partnership among beneficiaries, families, professionals, and the community, requiring integrated occupational, psychological, and social interventions aimed at genuine inclusion and equal societal participation.

Keywords: supported employment; autonomy; independence; social inclusion; persons with disabilities; reasonable accommodation; resilience; self-esteem; socio-professional integration.

UDC 364.65-053.9

THE ACTIVITY OF OLDER ADULTS AS A RESOURCE FOR SOCIAL COHESION IN A TRANSFORMING SOCIETY

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In the context of profound social transformations over recent decades, the status and role of older adults have acquired new meanings and social relevance. In the Republic of Moldova, these changes are often accompanied by social isolation and a decline in active participation in community life, influenced by economic vulnerability, migration, and the weakening of traditional support networks.

This study analyzes the activity of older adults as a resource for social cohesion in a transforming society. Their involvement in community, cultural, civic, or professional activities contributes not only to individual social integration but also to strengthening intergenerational solidarity. From a theoretical perspective, active aging is conceptualized both as a mechanism of individual adaptation to age-related changes and as a factor of social equilibrium capable of reducing marginalization and isolation.

The conclusions highlight the necessity of promoting social policies and practices aimed at valorizing the active potential of older adults in order to sustain social cohesion within a continuously evolving societal framework.

Keywords: social participation; social cohesion; active aging; social integration; intergenerational solidarity; social inclusion; social vulnerability.

UDC 364.622-056.263

VIRTUAL SPACE AS A TOOL FOR COMPENSATION AND SOCIAL INTEGRATION OF ADOLESCENTS WITH VISUAL IMPAIRMENTS

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This study explores the role of the virtual environment in compensating functional limitations and facilitating the social integration of adolescents with visual impairments. The research follows a qualitative, exploratory design based on seven focus groups involving 24 adolescents aged 14–18 years.

The findings indicate the development of adaptive autonomy, characterized by a balance between independent functioning and effective utilization of available support. Participants demonstrate the consolidation of a stable self-image and positive identity integration. The digital environment is perceived as accessible and largely self-regulated, functioning as a complementary space to offline relationships and supporting communication, access to information, and personal expression, with minimal influence on body image.

Adolescents exhibit high levels of resilience and value compensatory sensory abilities, reframing visual impairment as a developmental resource. Identified vulnerabilities are primarily socio-economic, highlighting the need for structural interventions focused on digital inclusion and technological accessibility.

Keywords: visual impairment; adolescence; autonomy; social integration; virtual environment; sensory compensation; digital inclusion; technological accessibility.

FUNCTIONAL ILLITERACY AND SOCIAL INEQUALITIES: TERRITORIAL DISPARITIES AND EDUCATIONAL DISADVANTAGES IN THE REPUBLIC OF MOLDOVA

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Functional illiteracy extends beyond the strictly academic sphere, representing a major issue on the public agenda that requires timely and coherent intervention from state institutions. Increased attention to this phenomenon is justified by recent data from the Programme for International Student Assessment (PISA), which reveal significant disparities in reading proficiency. In 2022, 62.1% of students in urban areas achieved the minimum level of reading proficiency, compared to only 34.6% of students in rural areas. Similarly, 31.7% of students from disadvantaged socio-economic backgrounds reached the minimum proficiency level, compared to 74.8% of their advantaged peers.

The economic development gap between urban and rural areas exacerbates chronic inequalities in the quality of education, availability of educational resources, access to qualified teaching staff, and school infrastructure. These findings indicate that the educational system fails to compensate for social disadvantages and that parental socio-economic status remains a decisive factor influencing academic performance. Addressing functional illiteracy therefore requires systemic measures aimed at reducing territorial disparities and strengthening equity in education.

Keywords: functional illiteracy; territorial disparities; social inequalities; educational disadvantage; PISA; socio-economic status.

ASPECTS AND BARRIERS OF SOCIAL INCLUSION OF PERSONS WITH DISABILITIES

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This study examines the principal aspects and barriers related to the social inclusion of persons with disabilities, emphasizing its multidimensional character as a social, educational, economic, and cultural process. Social inclusion is conceptualized as the assurance of equal opportunities, accessibility, non-discrimination, and active participation in community life.

The analysis identifies structural, attitudinal, and institutional barriers that limit full integration, including restricted access to education, employment, public services, and adapted infrastructure. Particular attention is paid to social perceptions, stereotypes, and prejudices that contribute to marginalization and social exclusion.

The importance of coherent public policies, inclusive education frameworks, community-based support services, and awareness-raising campaigns is highlighted as essential for fostering an inclusive society. Social inclusion is presented as a process requiring coordinated efforts at individual, institutional, and societal levels to ensure dignity, autonomy, and equal rights for persons with disabilities.

Keywords: social inclusion; disability; accessibility; discrimination; equal opportunities; marginalization; inclusive policies.

UDC 364.63-027.553

INTEGRATED APPROACHES TO SOCIAL INTERVENTION PARADIGMS IN THE CONTEXT OF DOMESTIC VIOLENCE: MULTIDISCIPLINARY CHALLENGES AND SOLUTIONS IN NEW SOCIAL REALITIES

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In the context of new social realities, domestic violence necessitates integrated social intervention paradigms that move beyond traditional approaches. This study explores ecological (Heise), psychosocial (Bandura), and multidisciplinary models that promote collaboration among social workers, psychologists, law enforcement authorities, and medical services for victim protection, perpetrator rehabilitation, and recidivism prevention. Individual, relational, and societal risk factors are examined, with particular emphasis on victims' economic empowerment and personalized case management strategies. Within the Moldovan context, the National Referral System is highlighted as a mechanism for optimizing interventions and reducing secondary victimization.

Practical proposals include the implementation of digital intervention protocols and community-based programs supported by empirical evidence, aimed at enhancing the efficiency and sustainability of integrated responses to domestic violence.

Keywords: domestic violence; integrated social intervention; multidisciplinary approaches; risk factors; case management; recidivism prevention; National Referral System; community programs.

NEW FORMS OF SOCIAL VULNERABILITY AND THEIR IMPLICATIONS FOR SOCIAL WORK PRACTICE

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Contemporary societies are undergoing profound transformations generated by digitalization, individualization, and the reconfiguration of social relationships. In this context, traditional models of social work—primarily focused on material deprivation, family dysfunction, and social exclusion—are becoming increasingly insufficient for identifying and addressing emerging forms of vulnerability.

This study proposes a conceptual analysis of the transition from material vulnerability to psychosocial vulnerability, understood as difficulties in social functioning that may arise even in the absence of economic deprivation or severe life adversity. A growing number of individuals, particularly adolescents and young adults, experience social isolation, relational insecurity, lack of commitment, and difficulties in assuming adult social roles, despite having access to education, family support, and basic resources. Such situations often fall outside traditional eligibility criteria for social services, yet they significantly affect social integration and long-term well-being.

The phenomenon is conceptualized as “invisible vulnerability” and examined within the framework of contemporary social realities, including mediated communication, unstable identity formation, and diminished community belonging. The study outlines implications for social work practice, emphasizing the need to expand intervention paradigms toward preventive and psychosocial approaches. Community-based programs, social integration support, and interdisciplinary collaboration between social workers and psychologists are highlighted as essential strategies for promoting adaptive social functioning and active social participation.

Keywords: social vulnerability; psychosocial vulnerability; invisible vulnerability; social work practice; social integration; digital society; preventive intervention.

A MULTIDIMENSIONAL APPROACH TO LIFELONG LEARNING: SOCIAL, PSYCHOLOGICAL AND EDUCATIONAL PERSPECTIVES

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This study examines the concept of lifelong learning from an integrative perspective, highlighting its social, psychological, and educational dimensions as components of a complex and dynamic process. In the context of the knowledge society and the accelerated transformations generated by globalization and digitalization, continuous learning has become a fundamental condition for adaptability, social inclusion, and sustainable professional development.

From a social perspective, lifelong learning contributes to reducing inequalities, strengthening social cohesion, and fostering individuals' active participation in community life. From a psychological standpoint, it supports the development of autonomy, intrinsic motivation, resilience, and self-regulation, facilitating adaptation to both professional and personal changes. From an educational perspective, the study analyzes institutional policies and strategies that promote flexible access to continuing education, recognition of competences acquired in formal, non-formal, and informal contexts, and the integration of digital technologies into learning processes. The analysis underscores the necessity of a multidimensional and systemic approach to lifelong learning that aligns individual needs with labor market demands and broader sustainable development objectives.

Keywords: lifelong learning; educational management; adult education; social inclusion; psychological adaptation; digital learning; sustainable development.

UDC 72:364-056.2/.3

INCLUSIVE ARCHITECTURE – THE ETHICS OF DESIGN FOR PERSONS WITH DISABILITIES

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Architecture is not merely a technical discipline but a field that embodies profound social responsibility, directly influencing the safety, dignity, and quality of life of its users. The profession carries an inherent ethical dimension, as architectural design shapes the living conditions of all individuals, including persons with disabilities.

In the Republic of Moldova, the legislative framework—such as Law no. 60/2012—establishes legal requirements regarding accessibility. However, existing analyses reveal a significant gap between legislative provisions and their practical implementation. The absence of adapted parking spaces, adequate visual contrasts, and compliant access points demonstrates that architectural exclusion persists. These shortcomings are not limited to technical design aspects but also reflect insufficient education concerning the social and ethical responsibility of architects.

Strengthening prospective education and adhering to international ethical standards can enhance professional accountability and guide architectural practice toward inclusive environments. In this sense, architecture becomes an ethical commitment aimed at ensuring equal rights, accessibility, and full participation for all members of society.

Keywords: inclusive architecture; accessibility; persons with disabilities; professional ethics; social responsibility; legislative framework; universal design.

UDC 364-056.26:331.5

THE IMPORTANCE OF EMPLOYMENT MOTIVATION FOR THE LABOR MARKET INTEGRATION OF PERSONS WITH DISABILITIES

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This study addresses employment motivation among persons with disabilities as an essential factor for labor market integration and for promoting autonomy and social inclusion. Motivation is conceptualized not only as a response to economic necessity but also as an expression of the need for self-fulfilment, personal development, and a sense of belonging within the community.

Persons with disabilities frequently encounter structural and psychosocial barriers—such as stigmatization, restricted access to employment opportunities, and limited professional experience—that may diminish their level of motivation. The analysis emphasizes the importance of targeted support measures, including vocational counselling, supported employment, and psychological assistance, which contribute to strengthening self-confidence, developing competencies, and sustaining long-term professional engagement.

Employment motivation is viewed as a dynamic process shaped by personal, familial, organizational, and community factors. In this context, the role of employers is closely interconnected with the motivational

processes of persons with disabilities. Employers bear responsibility for creating accessible and inclusive work environments, ensuring reasonable accommodations, and recognizing individual potential and professional skills. A supportive organizational climate—characterized by recognition, clear development opportunities, and equitable treatment—directly enhances engagement and commitment.

Fostering employment motivation thus represents a strategic component of labor market inclusion. Integrated, person-centered interventions increase the likelihood of professional success and active social participation for persons with disabilities.

Keywords: employment motivation; supported employment; reasonable accommodation; vocational counselling; autonomy; social inclusion; persons with disabilities; employer responsibility.

UDC 37.013:39(498)

INFORMAL EDUCATION AND THE TRANSMISSION OF CULTURAL HERITAGE IN RURAL COMMUNITIES OF THE COVURLUI REGION, ROMANIA

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This study explores the role of informal education in preserving and transmitting cultural heritage within rural communities in the Covurlui region of Romania. In the context of globalization and ongoing social transformation, traditional practices, crafts, and rituals function as essential mechanisms of intergenerational knowledge transfer.

Practical activities such as hand weaving, pottery, traditional mask making, and the creative reinterpretation of local crafts through digital tools—illustrated by workshops organized at the “Vatra cu Dor” Traditional Household—demonstrate how informal education fosters both cultural continuity and innovation.

The research integrates field observation, ethnographic documentation, and active community engagement, highlighting the potential of heritage-based informal education to be incorporated into inclusive social and educational strategies. The findings indicate that experiential learning rooted in cultural traditions strengthens local identity, enhances social cohesion, and provides innovative pathways for educational and social development in rural settings.

Keywords: informal education; cultural heritage; experiential learning; rural communities; traditional crafts; cultural identity; intergenerational transmission; social cohesion.

COMMUNICATION AS A TOOL FOR ADDRESSING ENVIRONMENTAL PROBLEMS

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In the context of global environmental challenges, effective communication plays a crucial role in promoting sustainable development. Environmental issues such as water, soil, and air pollution, climate change, and waste accumulation require not only legislative action but also the cultivation of responsible environmental behavior within society.

This study analyzes the factors influencing the formation of ecological behavior, examining the impact of social and psychological determinants on the perception and internalization of environmental information. Particular attention is given to the role of public information campaigns in shaping ecological values and transforming behavioral attitudes.

Examples of successful initiatives demonstrate that well-designed communication strategies strengthen social responsibility, encourage civic engagement in addressing environmental challenges, and contribute to the establishment of long-term sustainable behavioral patterns.

Keywords: environmental communication; sustainable behavior; public awareness; information campaigns; social influence; environmental responsibility.

SECTION 4

DEVELOPMENT OF EDUCATIONAL AND HUMANISTIC SCIENCES IN THE ERA OF KNOWLEDGE AND INFORMATION

UDC 316.42:316.7

FROM VALUES OF SURVIVAL TO VALUES OF SELF-REALIZATION: THE HUMANISTIC VECTOR OF SOCIETAL DEVELOPMENT

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In the conditions of the knowledge economy and the rapid development of science-intensive technologies, the humanistic dimension of the social sciences, humanities, and education gains strategic significance. One of the key factors of sustainable societal development is the system of values, which determines the directions of individual activity, the forms of social interaction, and the character of institutional transformations.

The system of values is conceptualized as a set of parameters reflecting how individuals, social groups, and society as a whole perceive external reality and respond to it. At the individual level, the unit of the value system is defined through attitudes toward one's own life, the lives of others, and the natural world. At the group or societal level, it is expressed through attitudes toward the individual and the broader external environment.

The study draws on R. Inglehart's theory of evolutionary modernization, which explains the transition from materialist survival values to post-materialist values centered on self-expression and personal autonomy. Economic growth and social security create conditions for cultural shifts that promote democratization and the humanization of social relations.

Methodologically, the analysis is grounded in the theory of the development of artificial systems, according to which any artificial system evolves toward increasing functionality. The system of values is interpreted as an artificial system formed through the interaction between the individual, society, and the socio-economic environment. The increasing complexity of social and technological systems enhances the role of the human factor, facilitating the transition from survival values to values of self-realization as a prerequisite for sustainable development in contemporary society.

Keywords: system of values; survival values; self-realization values; evolutionary modernization; artificial systems theory; humanization of society; sustainable development; knowledge economy.

UDC 378.091.12:159.923

SELF-ORGANIZATION AS A DETERMINING FACTOR IN THE PROFESSIONAL DEVELOPMENT OF FUTURE TEACHERS

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This study considers self-organization as a determining factor in the professional development of future teachers in the context of the modernization of the education system and the growing demands placed on teachers' professional competence. The relevance of developing the ability to self-organize during the professional training of future educators is substantiated.

Scientific approaches to the interpretation of the concept of “self-organization” are analyzed, and its essence is defined as an integrative personal quality that ensures the effective management of activities, behavior, and internal resources. The emotional, cognitive, and behavioral aspects of self-organization are highlighted, and their role in the professional development of future teachers is examined. Particular attention is paid to the importance of emotional regulation, self-control, self-discipline, planning, and reflection in teachers' professional activity.

It is concluded that the formation of self-organization is a necessary condition for professional maturity, competitiveness, and the readiness of future teachers for effective pedagogical practice.

Keywords: self-organization; professional development; future teacher; self-discipline; emotional regulation.

UDC 37.015.3:004:159.944

INTERPLAY OF DIGITAL COMPETENCE, DIGITAL SOCIALIZATION AND DIGITAL BURNOUT: THE MEDIATING ROLE OF SELF-REGULATION IN AI-BASED LEARNING AMONG HIGH SCHOOL STUDENTS IN A DEVELOPING COUNTRY

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This study examines the interplay between digital competence, digital socialization, and digital burnout among high school students in Pakistan, with particular attention to the mediating role of self-regulation in AI-based learning. In the context of rapidly expanding digitalization and the

integration of artificial intelligence within educational systems in developing countries, understanding these dynamics is essential, especially where information technology infrastructure continues to evolve.

A cross-sectional correlational design was employed, using purposive sampling across four provinces of Pakistan. The sample consisted of 310 high school students. Data were collected using validated and reliable instruments measuring digital competence, digital socialization, digital burnout, and self-regulation in AI-based learning. Descriptive and inferential statistical analyses were conducted, including Pearson correlation, multiple regression, independent samples t-tests, and mediation analysis using Hayes' Process Macro.

The findings indicate significant associations among digital competence, digital socialization, and digital burnout. Self-regulation in AI-based learning was found to significantly mediate the relationship between digital competence and digital burnout. Both digital competence and digital socialization significantly predicted levels of digital burnout. Additionally, female students demonstrated higher levels of digital competence, digital socialization, digital burnout, and self-regulation in AI-based learning compared to male students.

The results highlight the importance of fostering adaptive self-regulation strategies in order to mitigate digital burnout in AI-integrated learning environments.

Keywords: digital competence; digital socialization; digital burnout; AI-based learning; self-regulation; high school students; developing country.

UDC 37.015.3

LEARNING STYLES: METHODOLOGICAL CHALLENGES

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Learning styles represent the preferred methods through which individuals process, understand, and retain new information. This study approaches learning styles from a methodological perspective, emphasizing both their pedagogical relevance and the challenges related to their scientific validation within contemporary psychological research.

The research outlines the main categories of learning styles—visual, auditory, read/write, and kinesthetic—highlighting their importance in optimizing instructional strategies and supporting individualized learning

processes. At the same time, the authors discuss methodological difficulties related to the identification, measurement, and operationalization of learning styles, including the risks of oversimplification and inconsistent empirical validation.

The study underlines the necessity of rigorous research designs and careful interpretation of results in order to avoid deterministic labeling and to ensure a balanced integration of theoretical frameworks with practical educational applications. It contributes to the ongoing debate by encouraging a nuanced and evidence-based approach to the concept of learning styles.

Keywords: learning styles; learning process; instructional methods; methodological challenges.

UDC 811.111:378.016

LINGUISTIC MECHANISMS OF FOCALIZATION AND TOPICALIZATION IN ACADEMIC WRITING

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This study addresses the conceptual distinctions between topicalization, understood as the organization of information around the theme, and focalization, defined as the highlighting of relevant information, emphasizing their pragmatic significance in academic discourse. With particular reference to student academic writing, the research analyzes the main linguistic mechanisms of topicalization, including word order, dislocation, pronominal resumption, nominalization, and discourse markers. In parallel, mechanisms of focalization are examined, such as restrictive constructions, the use of adverbs, and related syntactic and pragmatic structures.

The research is based on a corpus of authentic student texts, which allows for the identification of recurrent deficiencies in structuring information and emphasizing argumentative focus. The analysis reveals inconsistencies in thematic progression, inadequate management of rheme–theme relations, and insufficient use of focalizing strategies, which affect coherence and argumentative clarity.

Based on these findings, recommendations are formulated to improve students' academic writing competence, particularly regarding textual cohesion, pragmatic adequacy, and the effective organization of information. The study contributes to a better understanding of how linguistic mechanisms of topicalization and focalization can enhance clarity, precision, and communicative efficiency in academic texts.

Keywords: topicalization; focalization; theme; rheme; academic writing; discourse structure.

UDC 101:316.77

THE SUSPENSION OF MEANING IN CONTEMPORARY DISCOURSE

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Contemporary discourse operates with remarkable efficiency; however, it increasingly avoids engaging meaning as a critical problem. Rather than disappearing, meaning appears to be suspended within discursive forms that function smoothly at a procedural level. It is invoked as a declared value, yet rarely questioned or reflexively assumed. This study advances a theoretical reflection on this suspension of meaning, understood not as an accidental deficiency but as a structural feature of contemporary discourse.

By privileging coherence, justification, and stability over interrogation and understanding, discourse tends to neutralize critical questioning and diminish reflexive depth. The analysis explores the implications of this shift for critical thought and examines the reconfiguration of philosophy's role within the socio-human sphere. The research argues that the suspension of meaning reflects a broader transformation in the logic of contemporary discourse, where functionality often prevails over interpretative engagement.

Keywords: meaning; discourse; critical thought; philosophical reflection; socio-human context.

UDC 821.135.1.09(092)

EMINESCU: THE PO(I)ETICS OF SINGABLE GENRES

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In the present study, based on the interpretation proposed by the literary critic Mihai Cimpoi, it is emphasized that in Mihai Eminescu's work poetry represents a form of transcendence of the individual and access to an ideal world. Eminescu's poetic art combines philosophical reflection, myth, and the musicality of discourse into a coherent aesthetic vision. In his juvenile poems, the Poet is portrayed as a being capable of surpassing time and the ordinary human condition. Symbolic dialogues with mythological figures such as Odin underline his spiritual and national mission. In works such as *Epigonii* and *Scrisorile*, poetry becomes the expression of a profound conception regarding the role and vocation of the Poet, outlining an authentic *ars poetica* centered on genius, transcendence, and creative destiny.

Keywords: ars poetica; Poet; genius; transcendence; musicality.

UDC 81'373.612.2:82

CULTURAL AND AESTHETIC VALENCES OF COLOR NAMES IN LITERARY DISCOURSE

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The study analyzes color as an integrative cultural and aesthetic phenomenon, highlighting its simultaneous sensory, psychological, and symbolic character. Starting from perceptual and cultural definitions of color, the research emphasizes that although the physiological perception of color is universal, its symbolism is culturally and historically determined. The major stages in the study of color (cosmological, theological, and socio-psychological) are presented, along with the contributions of Victor Turner, Berlin and Kay, Aristotle, Umberto Eco, and Itten, in order to substantiate an interdisciplinary perspective on the chromatic phenomenon.

The application of the theoretical framework (sensory-optical, psychological, and intellectual-symbolic) to the works of George Bacovia and Ion Minulescu reveals two distinct chromatic systems within Romanian Symbolism. George Bacovia constructs a universe dominated by dark, cold, and degraded tones, in which color expresses alienation, anxiety, and existential entropy. In contrast, Ion Minulescu develops a luminous and contrasting chromatic palette oriented toward eroticism and the mythologization of affective experience. The study demonstrates that the organization of the lexico-semantic field of color terms reflects the deep structure of poetic vision and confirms the constructive role of chromatics in shaping lyrical meaning.

Keywords: color name; symbolism; lexico-semantic field.

UDC 378.014.5

THE BALANCE BETWEEN LEARNING FREEDOM AND ACADEMIC RESPONSIBILITY OF THE STUDENT

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This study examines the relationship between student freedom and faculty academic freedom, highlighting their complementary yet hierarchical nature. Instructors define the educational framework by setting content, evaluation methods, and professional standards, while students exercise limited autonomy in learning and preparation. Experiences from Geodesy Engineering illustrate that student initiatives must adhere to standards of

precision and scientific rigor, and that freedom does not imply the absence of discipline. The analysis emphasizes the importance of autonomy for developing critical thinking, analyzing instrumental errors, and adapting to rapidly changing labor markets, as well as its role in fostering intrinsic motivation and self-organization skills. The limits of student freedom—such as decision-making immaturity, potential decreases in academic rigor, and inequalities resulting from differences in available resources—are also discussed. The conclusion underlines that student freedom is essential for forming an autonomous professional, but it must end where professional requirements and the instructor's responsibility to ensure academic quality begin.

Keywords: autonomy; academic responsibility; critical thinking; scientific rigor; self-organization; higher education.

UDC 378.014.5

ACADEMIC FREEDOM IN CONTEMPORARY UNIVERSITY ACTIVITY

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Academic freedom is one of the defining values of the modern university; however, it cannot be understood as an absolute right. This study clarifies where academic freedom ends in higher education by analyzing the relationship between the rights of teaching staff and students, on the one hand, and their professional and ethical responsibilities, on the other. The analysis is grounded in relevant scholarly literature as well as in international and national regulations in the field.

The research highlights the main arguments for protecting broad academic freedom, such as the pursuit of truth, the democratic function of the university, and professional autonomy, while also identifying the principal categories of limits: violations of academic integrity, abuse of power, degrading treatment, aggressive proselytism, and obstruction of the educational process. Finally, several guiding criteria are proposed to distinguish between the responsible exercise of academic freedom and conduct incompatible with university life.

Keywords: academic autonomy; code of ethics; university ethics; academic integrity; academic freedom.

ACADEMIC FREEDOM – A FOUNDATION OF UNIVERSITY INTEGRITY

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Academic freedom represents a foundation of university integrity, encompassing research, teaching methods, individual learning, integration, and collaboration among students, professors, and researchers around specific topics or debates. In recent years, several European reports have signaled a gradual decline in the level of academic freedom, caused by political, economic, and administrative factors, thus indicating the vulnerability of the university environment. In this context, academic freedom becomes an indicator of democratic health, as its level of protection reflects the degree of respect for university autonomy and the free expression of ideas.

At the same time, it has become a central topic in academic debates, emphasizing its role as an ethical instrument in the work of both students and teaching staff. The importance of academic freedom is reflected in the opportunity to conduct authentic research, in access to individualized learning, as well as in the diversity of teaching methods used by instructors. Thus, it stimulates new discoveries in various fields of study and strengthens collaboration within the academic community.

Keywords: academic freedom; critical thinking; political, economic, and social pressure; moral freedom; role of students and professors.

ACADEMIC FREEDOM AS A CONDITION OF A SAFE AND DEMOCRATIC UNIVERSITY ENVIRONMENT

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This study examines academic freedom as a fundamental element of universities, emphasizing the right of professors, researchers, and students to teach, conduct research, and express ideas freely, without censorship or external pressure. It outlines the main dimensions of academic freedom, including the choice of teaching methods, freedom of opinion, and the freedom to research and publish results.

The analysis also discusses the limits of this freedom, which are necessary to protect ethics, integrity, and the rights of other members of the academic community. Furthermore, it highlights the importance of preventing violations of academic freedom through ethical codes, clear regulations, and

institutional autonomy in order to maintain a safe, fair, and productive university environment.

Keywords: academic freedom; integrity; research; education; ethics; university autonomy.

UDC 69:174

MORAL ASPECTS OF MANAGEMENT IN CONSTRUCTION

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This study analyzes the moral aspects of construction management, emphasizing that project success cannot be measured solely by economic results, but also by adherence to ethical principles and human values. Moral management is grounded in essential values such as honesty, responsibility, respect, and transparency, which are vital for building trust among managers, workers, and beneficiaries.

A key component examined is safety ethics, considered a moral responsibility toward people and the environment, which imposes on managers the obligation to prevent accidents and comply with ecological standards. The absence of a moral foundation can lead to serious consequences, including workplace accidents and the loss of public trust. Ethical decisions in construction management are presented not as simple options, but as complex judgments that balance economic performance with social responsibility.

The study also highlights the essential role of digitalization as an ethical tool for ensuring transparency and the proper flow of information, as well as the importance of energy efficiency and sustainability as strategic directions for responsible construction. In conclusion, ethical management contributes not only to building structures, but also to developing solid communities grounded in the principles of sustainable development.

Keywords: management; ethics; construction; safety; trust; responsibility.

UDC 347.77:174

THE ETHICAL ISSUE OF THE APPRAISER'S RESPONSIBILITY IN THE REAL ESTATE SECTOR

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The modern real estate market, closely connected to consumer protection policies, shapes its own regulatory and professional framework for appraisers, ranging from legislative provisions and official standards to the

ethical principles governing professional conduct. In the Republic of Moldova, the absence of clearly defined ethical norms within the documents regulating the profession creates a regulatory vacuum and allows ambiguous interpretations of existing rules. Insufficient attention to ethical responsibility as a fundamental criterion of professional activity diminishes trust among market participants.

To address ethical challenges in real estate appraisal and development, this study proposes a methodology that combines internal measures aimed at strengthening the appraiser's personal and professional responsibility with external measures designed to ensure a safe, fair, and transparent professional environment.

The analysis establishes a direct link between the sustainable development of the real estate market and the consolidation of trust within the professional community of appraisers. It argues that improving ethical standards contributes to the formation of a transparent, secure, and equitable market environment. Sustainable market development is therefore inseparable from enhanced professional integrity and clearly articulated ethical norms.

Keywords: appraisal; real estate sector; ethics of responsibility; ethical dilemmas.

UDC 69:174

THE CONSTRUCTION ENGINEER BETWEEN ETHICAL DILEMMA AND PROFESSIONAL EXPERIENCE

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This study examines the main ethical dilemmas faced by construction engineers, emphasizing the tension between economic demands, institutional pressures, and moral responsibility toward public safety and sustainability. Situations such as cost reduction through the use of inferior materials, insufficient legal compliance to ensure safety, refusal to adopt modern technologies, and the use of polluting materials are analyzed.

The issue of corruption and the ethical climate within construction organizations is also addressed, as well as the lack of applied education in engineering ethics. Through a synthesis of specialized literature—from Davis (1991) to Harris et al. (2019) and Lungu (2011)—the study argues that professional ethics is not merely a theoretical dimension of the profession, but a fundamental condition for public trust and for the sustainable development of the built environment.

Keywords: engineering ethics; professional dilemmas; public safety; sustainability; social responsibility.

UDC 72:174

MANIPULATION OF 3D RENDERINGS AND HONESTY IN ARCHITECTURAL COMPETITIONS

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This study examines the manipulation of 3D visualizations in architectural competitions, exploring the impact such practices may have on professional integrity and on the principles of ethics and academic honesty. In an era dominated by technology and digital visualization, 3D renderings have become essential tools for communicating architectural ideas; however, they may also be used to distort the reality of a project through exaggeration, omission, or excessive aestheticization.

The research addresses legal and ethical aspects at both national and international levels, in accordance with the recommendations of UNESCO and the International Union of Architects (UIA), as well as professional codes of conduct (AIA, OAR). The study emphasizes the importance of transparency, compliance with copyright regulations, and moral responsibility in the creation of architectural works, highlighting the need for rigorous ethical education among architecture students.

Keywords: professional ethics; academic integrity; 3D renderings; architectural competitions; visual manipulation.

UDC 72:378:174

THE ARCHITECTURAL CREATION PROCESS BETWEEN ORIGINALITY AND PLAGIARISM

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The training process of future architects involves the development of originality and integrity, essential elements for creating innovative and socially responsible projects. In the technological era, rapid access to information and visual references significantly increases the risk of plagiarism, making the distinction between inspiration and copying increasingly important. Prospective-oriented education and adherence to moral and professional values foster authentic creativity capable of generating original and socially relevant architectural solutions.

Examples such as the Seattle Central Library and the works of Rem Koolhaas illustrate how the reinterpretation of precedents can generate innovation without violating copyright principles. Ethical formation requires a profound understanding of references and theoretical foundations rather than their mechanical reproduction. Unacknowledged appropriation of architectural solutions damages professional reputation and undermines trust in the field.

Therefore, integrating courses in ethics, legislation, and research methodology, alongside mentorship and structured academic feedback, contributes to strengthening professional responsibility. A well-trained architect transforms influences into original contributions with ethical, aesthetic, and social value. The architectural creation process thus becomes not only an act of artistic expression but also a reflection of intellectual honesty and professional maturity.

Keywords: originality; integrity; plagiarism; architectural education; professional ethics; innovation; copyright; creativity; professional responsibility.

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CHALLENGES IN THE IMPLEMENTATION OF BIM TECHNOLOGY IN CONTEMPORARY CONSTRUCTION – BETWEEN POTENTIAL AND REALITY

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In a world characterized by continuous transformation and the acceleration of automation and digitalization processes, the construction sector is undergoing major changes driven by innovations in materials, construction methods, and digital technologies. Computer-Aided Design (CAD) has become the industry standard, replacing traditional drafting boards and enabling high levels of precision and efficiency in producing 2D drawings and 3D models. However, as architectural projects become increasingly complex, collaboration globalizes, and demands for sustainability, efficiency, and interdisciplinary coordination intensify, the limitations of traditional CAD-based approaches become more evident.

The construction industry has moved beyond merely digitizing drawings, now requiring the integration of information within a unified and coherent system. In this context, Building Information Modeling (BIM) represents a significant advancement, providing an integrated framework for managing data throughout the entire lifecycle of a building—from design and construction to operation and maintenance.

This study analyzes the main challenges associated with the implementation of BIM technology in contemporary construction. It highlights both its potential to optimize processes, reduce costs, and improve efficiency, and the practical obstacles encountered in real-world applications, including resistance to change, high initial investment costs, shortages of trained specialists, interoperability issues, and the need to adapt legislative and organizational frameworks. The research thus offers a balanced perspective on the relationship between BIM's innovative potential and the realities of its implementation in today's professional environment.

Keywords: Building Information Modeling (BIM); digitalization in construction; integrated information systems; efficiency; sustainability; interoperability.

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ENVIRONMENTAL PROTECTION IN CONSTRUCTION WORKS – ETHICAL AND MANAGERIAL DIMENSIONS

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The topic of environmental protection in construction works is addressed from the perspective of its ethical and managerial dimensions. In the context of sustainable development, companies in the field are encouraged to adopt environmentally and socially responsible practices by emphasizing the role of corporate social responsibility and ethical leadership in coordinating construction teams. By integrating these values, the sector can contribute to maintaining a balance between economic progress and the protection of ecosystems.

At the same time, the need to align with international standards and European policies aimed at reducing pollution, ensuring efficient waste management, monitoring resource consumption, and promoting the circular economy underscores the importance of technological innovation, material recycling, and the implementation of execution procedures that reduce long-term environmental impact. A shift in mindset, continuous professional training, and environmental education represent essential elements for strengthening a sustainable organizational culture in the construction sector.

Thus, through moral responsibility, managerial transparency, and forward-looking strategic planning, the construction sector can become a decisive factor in environmental protection and the development of sustainable communities.

Keywords: environmental protection; construction waste; ethical leadership; sustainable development; circular economy.

UDC 347.77:72

INTELLECTUAL PROPERTY MANAGEMENT IN AN ARCHITECTURAL OFFICE

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Intellectual property represents a fundamental pillar in the activity of contemporary architectural offices. Due to its creative and technical nature, architecture generates numerous works that require legal protection as intellectual property assets. This study analyzes the ethical aspects, legal mechanisms, and managerial practices necessary for effective intellectual property management within an architectural office.

The purpose of this research is to examine the evolution of intellectual property; analyze the international and national legal frameworks; identify risks and challenges; present best practices and relevant case studies; and formulate recommendations for implementing effective intellectual property management strategies in architectural offices.

Keywords: architecture; copyright and related rights; creativity; innovation; intellectual property management; professional ethics.

UDC 347.78:378

RESPECTING COPYRIGHT AS A FUNDAMENTAL PRINCIPLE OF PROFESSIONAL ETHICS IN THE ACADEMIC AND CREATIVE ENVIRONMENT

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The academic environment plays an essential role in the production and dissemination of knowledge; however, it faces a series of structural, institutional, and ethical challenges that affect the quality of education and research. Ethical issues include plagiarism, self-plagiarism, data falsification or fabrication, and conflicts of interest. Such practices undermine the credibility of academic institutions and erode public trust in science.

Respect for copyright represents a cornerstone of professional ethics in both academic and creative fields. This study examines the moral, legal, and professional consequences of copyright infringement, emphasizing the importance of protecting intellectual property in research, education, and

cultural industries. It explores the ethical principles underlying respect for copyright, the effects of violations on professional credibility, and the role of academic and cultural institutions in fostering an ethical working environment.

The research also formulates recommendations aimed at strengthening a culture of respect for intellectual property and preventing plagiarism, unauthorized reproduction, and digital piracy. The study analyzes the connections between copyright and professional ethics by examining both the legislative framework and the moral principles and best practices that support a responsible academic and creative environment.

Keywords: professional ethics; intellectual property; copyright and related rights; scientific research; authors; rights holders; artworks; intellectual property objects.

UDC 72:174

PROFESSIONAL DEONTOLOGY IN MODERN ARCHITECTURAL PRACTICE

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This study examines the role of professional deontology as a normative and cultural mechanism that legitimizes architectural practice in the 21st century. Within a context shaped by market pressures, digitalization, and accelerating social transformations, the architect is analyzed as a professional with extended responsibility—not only technical and aesthetic, but also social, cultural, and ecological—directly influencing quality of life and the built environment.

The research also discusses the function of international and professional deontological codes, including frameworks grounded in integrity, competence, and professional relationships, arguing that their effectiveness depends on internalization through individual ethical judgment and consistent, verifiable practices.

A central focus is the architect–client relationship, presented as a critical arena for the enactment of deontological principles: transparent communication, avoidance of conflicts of interest, realistic articulation of risks, and maintenance of professional standards are treated as factors that prevent misunderstandings and enhance project quality. In particular, the study highlights the distancing of beneficiaries from the design process in the Republic of Moldova as a contemporary issue with consequences for the social relevance of architecture and proposes an ethical repositioning of the architect within a collaborative process oriented toward the common good.

Keywords: deontology; architect; professional ethics.

MODERNIZING CONSTRUCTION PROCESSES: ETHICAL AND TECHNOLOGICAL CHALLENGES

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The construction sector represents a fundamental component of the economy, characterized by continuous evolution throughout history. With the expansion of digitalization and technological robotization, human activities have become increasingly dependent on advanced technologies. Nevertheless, the modernization of the construction industry remains an essential condition for improving efficiency and strengthening competitiveness.

In this context, a range of advanced technologies has emerged that significantly facilitate construction processes, including Building Information Modeling (BIM), drones, exoskeletons, robotic systems, and large-scale 3D printers. These technologies are already widely integrated in highly developed countries, where they have become standard tools in professional practice.

However, countries with medium levels of development encounter significant technical and economic challenges in the process of implementing digitalization within the construction sector. The integration of such innovations also generates a series of ethical dilemmas that affect both developed and developing states, complicating decision-making processes and raising questions regarding the responsible and sustainable adoption of emerging technologies in the construction industry.

Keywords: digitalization; robotization; technology; BIM (Building Information Modeling); exoskeletons; drones; modernization; 3D printing; ethical dilemmas; technological challenges; investments.

