

Preface

The 14th issue of *Pro Edu. International Journal of Educational Sciences* (January 2026) brings together a diverse and complementary collection of studies that explore the evolving intersections of pedagogy, technology, psychological competences, critical literacy, and spiritual formation. Across its articles, this issue addresses the profound transformations reshaping contemporary education - from the integration of digital innovations in instruction to the theological dimensions of prayer and humility found in the Lukan corpus.

The first paper, proposed by Ljubo ŠKILJEVIĆ: *MUSIC IN EDUCATION: INNOVATIONS AND DIGITAL TOOLS IN THE CONTEMPORARY TEACHING PROCESS*, provides an overview of key innovations and methods for applying digital technologies in music education, highlighting its advantages, but also its limitations and the need for developing teachers' digital literacy. Written by Ana Maria Aurelia PETRESCU, Gabriel GORGHIU, and Mihai BÎZOI, the second paper, *CATALYZING COACHING: TEACHERS' PERCEPTIONS ON THE CONNECT PROJECT'S DEVELOPMENTAL PATHWAYS*, investigates teachers' viewpoints regarding professional coaching and subsequent developmental paths. Focusing on the activities developed in the *CONNECT* Project, the authors analyze how structured guidance and mentorship initiatives impact teacher efficacy and pedagogical growth. Authored by Cristina Daniela ALEXANDRU and Pompiliu ALEXANDRU, the third paper, *MEDIA LITERACY IN UNIVERSITY EDUCATION: CULTIVATING CRITICAL DISCERNMENT AMID DISINFORMATION*, addresses the urgent need for media literacy in education, analyzing the contemporary challenges posed by disinformation, algorithmic amplification, and emotional manipulation. In this respect, students must be empowered to navigate complex information ecosystems responsibly and contribute to a more transparent and democratic public life.

Presented by Gabriel PREDUȘCĂ and Elena-Ancuța SANTI, the following article, *PSYCHOLOGICAL COMPETENCIES AND PROFESSIONAL STATES IN TEACHING: A QUANTITATIVE AND THEORETICAL INVESTIGATION*, delivers a rigorous quantitative and theoretical examination of the psychological dimension of teachers' preparation, taking into account that the named dimension of teaching represents a core pillar of professional competence, contributing significantly to the well-being and academic success of the participants in the educational process. Authored by Sorana Maria ILIE, the contribution entitled *ARCHITECTURE OF THINKING: HOW IS CRITICAL SPIRIT BUILT IN SCHOOL?* examines the mechanisms underlying the cultivation of critical thinking in lower secondary education, positioning it as an essential competence for navigating the increasingly complex informational environment of the 21st century. The last papers, written by Ciprian STANCA: (a) *"LORD, TEACH US TO PRAY!" (LUKE 11:1): THE PEDAGOGICAL AND MYSTAGOGICAL DIMENSIONS OF THE LUKAN CATECHESIS ON PRAYER* investigates the structural framework of prayer in the Gospel of Luke. It explores how the Lukan text serves as a profound educational guide, bridging divine instruction with spiritual formation; (b) *THE THEOLOGY OF THE PRAYER OF THE HUMBLE IN THE LUKAN CORPUS: A SOTERIOLOGICAL PERSPECTIVE ON THE PARADIGMS OF PRAYER IN THE SPECIFIC PARABLES* proposes a deeper examination of humility and prayer within the Lukan writings, analyzing specific parables to reveal how the posture of the humble petitioner unlocks divine grace and salvation. The study *BIBLICAL PERSPECTIVES ON NUTRITION*, by Petre-Octavian TUCĂ, Eugen ȘTEFAN, Nicușor TUCĂ, explain a comprehensive synthesis of the Bible teachings on food, health, and spirituality.

At the end of this number, Ana Maria Aurelia PETRESCU introduces a new book - *IDEOLOGY AND HISTORY DURING THE COMMUNIST PERIOD* - written by Ionuț Daniel CHIVA, that provides a critical evaluation of historical discourse and ideological frameworks associated with the communist era, offering readers contextual synthesis and academic critique.

In conclusion, this number offers educators, researchers, and scholars a multifaceted perspective on how contemporary teaching practices, psychological resilience, and spiritual traditions continue to inform and enrich human development.

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