

Preface

The 13th issue of *Pro Edu. International Journal of Educational Sciences* (June 2025) brings together a series of academic studies that explore, from interdisciplinary perspectives, topics relevant to the contemporary field of theology, education, and culture. The contributions reflect current research interests concerning the understanding of human experience, the development of education, and the valorization of spiritual and cultural heritage.

A first thematic direction is oriented on theological and spiritual reflections. The study *Cartographies of Suffering: Literary and Theological Reflections on Human Dignity*, by Dragoş Bălan, addresses the issue of suffering from an existential and theological perspective, highlighting its potential as a space of inner transformation and discovery of meaning. The research conducted by Petre-Octavian Tucă, Marius Chetreanu, Nicuşor Tucă: *Saint Teofana Basarab - Spiritual and Iconographic Itinerary in the Rock-Hewn Complex of Ivanovo*, examines the spiritual and iconographic legacy of this medieval figure, emphasizing the connections between the Romanian and Bulgarian cultural spaces in the context of the Hesychast movement.

A second thematic core focuses on contemporary education issues. The study *An Analytical Study of Problems in Learning English among Upper Primary School Students in Jorhat Block under Jorhat District*, conducted by Manash Protim Neog, analyzes the difficulties encountered by upper primary school students in the process of learning English, and proposes practical solutions for improving students' language competencies. The next paper, *Pedagogical Methods in Orthodox Catechesis: Between Patristic Tradition and Adaptation to the Needs of Generation Z*, signed by Marius Stanciu, analyzes the pedagogical methods used in Orthodox catechesis, investigating how they can be adapted to the spiritual, cognitive, and social needs of adolescents raised in the digital age. The next study, conducted by Ioana-Ana Nistor and Astrid Szegedi, entitled *The Role of Humor in the Teacher-Student Relationship and in Stress Management*, investigates the role of humor and playful strategies in the teacher-student relationship and in managing stress in the educational environment.

An important contribution to this volume is the paper *Teachers' Perceptions of Creativity. Ways to Stimulate Creativity in Preschool and Primary Education*, authored by Roxana Constanţa Enache, Ana-Maria Aurelia Petrescu, Mădălina Enache, Adriana Elena Pătru, and Ana-Maria Gheorghe, which addresses a key issue in the contemporary education field: fostering creativity in preschool and primary education. The paper *Redefining the Architecture of a Romanian Language Lesson: A Digital Pedagogy Pattern Geared toward Teaching Simple and Extended Idea Plans*, authored by Adriana Cobianu and Gabriel Gorghiu, proposes a digital pedagogical model based on the use of technology, promoting active student involvement, fostering autonomy and creativity, and supporting the development of literacy competencies relevant to the 21st century.

The volume opens up perspectives on emerging topics at the intersection of education, ethics, and sustainability. The study *Beyond the Plate: Education and the Transition to Vegetable Protein-Based Meat Analogues* (authors: Adina Nichita, Radu Andronache, Ana-Maria Aurelia Petrescu, Mona Elena Popa), is dedicated to how common vegetable protein-based meat analogues are, and highlights on how contemporary education can integrate topics related to environmental responsibility, the circular economy, and the development of a global ethical consciousness.

In the end, the volume includes a review of the book *The Wounds of Individuation. Education and Collapse*, by Pompiliu Alexandru (Cetatea de Scaun Publishing House, Târgovişte, 2025), written by Prof. PhD. Gabriel Gorghiu, which offers a critical perspective on a recent contribution to educational and philosophical reflection.

The articles brought together here are not merely the results of specific research projects but invite reflection on how interdisciplinary knowledge can contribute to a deeper understanding of humanity, education, and spiritual values.

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